

# **CAREER PROFILES FOR THE TRAVEL SECTOR OF THE TOURISM INDUSTRY**

**Susan Geldenhuys  
Hons B Com**

**Dissertation submitted in fulfilment of the  
requirements for the degree Magister Commerce  
within the School of Business Management at the  
*Potchefstroomse Universiteit vir Christelike Hoër Onderwys***

**Supervisor: Prof. M. Saayman**

**November 2000  
Potchefstroom**

## **SUMMARY**

Tourism is a relative newcomer to the academic repertoire and literature on the subject revealed a plethora of issues which need to be addressed when offering training programmes in tourism and hospitality studies. One of the most significant problems is the fact that tourism educators, guided by their individual biases, design tourism curricula with little or no input from industry.

The aim of the study was to determine career profiles for travel agents, tour operators and tourist guides, by identifying the necessary skills and the ideal personality traits people working in these sectors should have. As the emphasis of the B Tech: Tourism Management which is offered by a number of technikons in South Africa, is on the travel sector of the tourism industry, one of the objectives of this study was to analyse this programme. A comparison was drawn with qualifications developed internationally in conjunction with industry, in order to ascertain whether the programme addresses the educational clusters identified by the literature study.

A two-pronged approach was followed: a literature study as well as a survey. For the survey a questionnaire, covering a wide range of variables divided into eight categories, was used to obtain the opinions of travel agents, tour operators and tourist guides. The surveys were conducted as structured telephonic interviews with representatives of cities and towns in Gauteng. A proportional random sample was drawn from the membership of registered ASATA travel agencies, registered ASATA outbound tour operators and SATOUR accredited tourist guides. Respondents had to rate the identified skills as to their importance for inclusion in a tourism curriculum suitable for the education and training of employees for their sector of the tourism industry.

The majority of respondents in all three sectors agreed that almost all the identified skills should be included, while only the tourist guide sector was in favour of generic courses with limited specialisation.

## OPSOMMING

Toerisme is 'n relatiewe nuweling op die akademiese toneel en die geraadpleegde literatuur het uitgewys dat daar 'n groot aantal sake is waaraan aandag geskenk behoort te word by die aanbieding van opleidingsprogramme in toerisme en gasvryheidstudies. Een van die belangrikste probleme is die feit dat toerisme opvoeders, gelei deur hulle eie voorkeure, toerisme leerplanne ontwikkel met min of geen insette van die kant van die toerismebedryf.

Die doel van hierdie studie was om persoonlikheidsprofile vir reisagente, toeroperateurs en toergidse te bepaal deur die vaardighede en persoonlikheidseienskappe waarvoor persone in hierdie sektore behoort te beskik, te identifiseer. Aangesien die klem van die B Tech: Toerismebestuur, wat deur 'n aantal teknikons in Suid-Afrika aangebied word, op die reisbedryfsektor van die toerismebedryf val, was een van die doelstellings van die studie om hierdie program te ontleed. 'n Vergelyking is getref met kwalifikasies wat internasionaal in samewerking met die bedryf ontwikkel is, met die oog daarop om te bepaal of die program al die opvoedkundige komponente bevat wat deur die literatuurstudie geïdentifiseer is.

'n Tweeledige benadering is gevolg: 'n literatuurstudie en 'n opname. 'n Vraelys wat 'n wye verskeidenheid veranderlikes dek en in agt kategorieë verdeel is, is gebruik om die menings van reisagente, toeroperateurs en toergidse in te win. Die opname is gedoen in die vorm van gestruktureerde telefoniese onderhoude met verteenwoordigers in stede en dorpe in Gauteng. 'n Proporsionele ewekansige steekproef van geregistreerde ASATA reisagentskappe, geregistreerde ASATA uitreisende toeroperatuers en SATOER geakkrediteerde toergidse is getrek. Respondente moes die geïdentifiseerde vaardighede beoordeel in terme van hulle belangrikheid vir insluiting in 'n toerismekurrikulum vir die opleiding van werknemers in hul sektor van die toerismedryf.

Die meerderheid van die respondente in al drie die sektore het saamgestem dat die oorgrootte meerderheid van die geïdentifiseerde vaardighede ingesluit behoort te word. Slegs die toergidssektor was ten gunste van generiese kursusse met beperkte spesialisasie.

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to:

1. My Heavenly Father who gave me the strength, willpower and wisdom to complete this dissertation.
2. Prof. M. Saayman for his contributions, encouragement and leadership.
3. Mrs. P. Arendse for language editing.
4. Mrs. A. de Beer for assisting with the graphs.
5. The *Potchefstroomse Universiteit vir Christelike Hoër Onderwys* which granted me the opportunity to complete this study.
6. My father and mother, Bill and Mara Sharp and my son Arno, for their love and encouragement.

# CONTENTS

## CHAPTER 1

### PROBLEM STATEMENT, OBJECTIVES AND METHOD OF RESEARCH

1.1	INTRODUCTION	1
1.2	PROBLEM STATEMENT	3
1.3	GOAL AND OBJECTIVES OF THE STUDY	5
1.3.1	Goal	5
1.3.2	Objectives	6
1.4	METHODOLOGY	6
1.4.1	Literature study	6
1.4.2	Survey	7
1.5	TERMINOLOGY	8
1.6	CHAPTER CLASSIFICATION	10

## CHAPTER 2

### ANALYSIS OF TOURISM EDUCATION AND TRAINING

2.1	INTRODUCTION	11
2.2	THE EVOLUTION OF TOURISM STUDIES	12
2.2.1	Historical influences on tourism education	12
2.3	PROBLEMS FACING TOURISM EDUCATION	16
2.4	THE DELIVERY OF TOURISM EDUCATION	21
2.4.1	Negative aspects	21
2.4.2	Positive aspects	22
2.5	APPROACHES TO THE DELIVERY OF TOURISM EDUCATION	22
2.5.1	Fieldwork and site visits	23
2.5.2	Case studies and practical exercises	23
2.6	TRENDS IN THE PROVISION OF TOURISM EDUCATION	24
2.6.1	Distance learning	24
2.6.2	Modularisation	25

2.6.3	Credit accumulation transfer schemes (CATS)	25
2.6.4	Accreditation for prior experiential learning (APEL)/Recognition of prior learning (RPL)	26
2.6.5	Continuing education (CE)	26
2.6.6	Computer-based training (CBT) and Computer-assisted learning (CAL)	27
<b>2.7</b>	<b>ISSUES FOR TOURISM EDUCATORS</b>	<b>28</b>
2.7.1	Core curriculum debate	28
2.7.2	Education-industry interface	29
2.7.3	Curriculum design issues	30
2.7.4	Graduate numbers versus job opportunities	31
2.7.5	Work placement/Experiential training	31
2.7.6	Quality issues in tourism education	33
2.7.7	Staffing issues	33
2.7.8	Training versus education for tourism	33
<b>2.8</b>	<b>KEY ISSUES PERTAINING TO TRAINING IN THE SOUTH AFRICAN TOURISM ENVIRONMENT</b>	<b>35</b>
2.8.1	The current position of the South African tourism industry	35
2.8.2	Accreditation	36
2.8.3	Training needs	37
2.8.4	Direct entry into the market	41
2.8.5	Lack of focus on service ethics and understanding the tourist	42
2.8.6	The importance of training the trainer	43
<b>2.9</b>	<b>AFFORDABILITY AND ACCESSIBILITY OF TRAINING</b>	<b>44</b>
<b>2.10</b>	<b>CONCLUSION</b>	<b>45</b>

## **CHAPTER 3**

### **PERSONALITY TRAITS, VOCATIONAL SKILLS AND EDUCATION FOR RETAIL TRAVEL AGENTS, TOUR OPERATORS AND TOURIST GUIDES**

<b>3.1</b>	<b>INTRODUCTION</b>	<b>46</b>
<b>3.2</b>	<b>LITERATURE STUDY OF REQUIRED SKILLS OF TOURISM GRADUATES</b>	<b>49</b>
<b>3.3</b>	<b>PERSONALITY TRAITS OF TRAVEL AGENTS, TOUR OPERATORS AND TOURIST GUIDES</b>	<b>54</b>
<b>3.4</b>	<b>VOCATIONAL SKILLS</b>	<b>59</b>
3.4.1	Automation	60
3.4.2	Bank Settlement Plan Southern Africa (BSPZA)	64
3.4.3	Fares and ticketing	64

<b>3.5</b>	<b>TOURISM EDUCATION/TRAINING</b>	<b>65</b>
3.5.1	General education	65
3.5.2	Business education	73
3.5.3	Languages	76
3.5.4	Tourism-specific education	77

<b>3.6</b>	<b>CONCLUSION</b>	<b>81</b>
------------	-------------------	-----------

## **CHAPTER 4**

### **EMPIRICAL RESULTS**

<b>4.1</b>	<b>INTRODUCTION</b>	<b>83</b>
<b>4.2</b>	<b>COMPARISON BETWEEN THE B TECH: TOURISM MANAGEMENT AND INTERNATIONAL TOURISM CURRICULA</b>	<b>84</b>
<b>4.3</b>	<b>THE SURVEY</b>	<b>89</b>
4.3.1	Personality traits	89
4.3.2	Vocational skills	97
4.3.3	General education	103
4.3.4	Business education	110
4.3.5	Languages	114
4.3.6	Tourism-specific education	117
4.3.7	Experiential training	124
4.3.8	Attitude towards generic programmes	126
<b>4.4</b>	<b>CONCLUSION</b>	<b>127</b>

## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

<b>5.1</b>	<b>INTRODUCTION</b>	<b>129</b>
<b>5.2</b>	<b>CONCLUSIONS</b>	<b>129</b>
5.2.1	Personality traits of travel agents, tour operators and tourist guides	129
5.2.2	Vocational skills	130
5.2.3	General education	130
5.2.4	Business education	130
5.2.5	Languages	131
5.2.6	Tourism-specific education	131
5.2.7	Experiential training	131
5.2.8	Industry's attitude towards generic courses	132
5.2.9	General conclusion	132
<b>5.2.10</b>	<b>Career profile of travel agents, tour operators and tourist guides</b>	<b>133</b>

<b>5.3</b>	<b>RECOMMENDATIONS</b>	<b>134</b>
<b>5.4</b>	<b>RECOMMENDATIONS FOR FURTHER RESEARCH</b>	<b>136</b>
	<b>BIBLIOGRAPHY</b>	<b>137</b>

## **LIST OF TABLES**

Table 4.1	Comparison of educational clusters in B Tech: Tourism Management and international courses
Table 4.2	Personality traits of travel agents, tour operators and tourist guides
Table 4.3	Central reservation systems
Table 4.4	Front-of-house System
Table 4.5	Computerized accounting systems
Table 4.6	Fares and ticketing courses for travel agents and tour operators
Table 4.7	Other industry courses for travel agents, tour operators and tourist guides
Table 4.8	General education for travel agents, tour operators and tourist guides
Table 4.9	Business education for travel agents, tour operators and tourist guides
Table 4.10	Languages proficiency of travel agents, tour operators and tourist guides
Table 4.11	Tourism-specific education for travel agents, tour operators and tourist guides
Table 4.12	Respondents in the retail travel sector, tour operators sector and tourist guiding sector in favour of experiential training
Table 4.13	Attitudes towards generic programmes

## **LIST OF FIGURES**

- Figure 4.1 Percentage distribution of enthusiasm as a personality trait
- Figure 4.2 Illustration of importance distribution of flexibility as a personality trait
- Figure 4.3 Personality trait: patience
- Figure 4.4 Personality trait: personal integrity
- Figure 4.5 Personality trait: outgoing personality
- Figure 4.6 Comparison of the importance of the different central reservation systems currently available in South Africa
- Figure 4.7 Importance distribution of fares courses
- Figure 4.8 Communication skills
- Figure 4.9 Presentation skills
- Figure 4.10 Cultural sensitivity
- Figure 4.11 Business education: Resort management
- Figure 4.12 Languages: English
- Figure 4.13 Languages: Afrikaans
- Figure 4.14 Languages: foreign languages
- Figure 4.15 Tourism geography
- Figure 4.16 Principles of facility planning
- Figure 4.17 Tourism development policies
- Figure 4.18 Hospitality operations
- Figure 4.19 South African cultures
- Figure 4.20 Experiential training
- Figure 4.21 Generic programmes

## LIST OF ABBREVIATIONS

APEL	Accreditation of prior experiential learning
ASATA	Association of South African Travel Agents
BMI	Business and Marketing Intelligence
BSPZA	Billing and Settlement Plan Southern Africa
B Tech	Baccalaureus Technologiae
CAL	Computer-assisted learning
CATS	Credit accumulation transfer schemes
CBT	Computer-based training
CE	Continuing education
COTAC	Certificate of Travel Agency Competency
CRS	Central Reservations System
HITB	Hotel Industry Training Board
IATA	International Air Transport Association
N Dip	National Diploma
NQF	National Qualifications Framework
NTA	National Tour Association
NTTC1	National Travel and Tourism Certificate 1
<i>PU vir CHO</i>	<i>Potchefstroomse Universiteit vir Christelike Hoër Onderwys</i>
RPL	Recognition of prior learning
SAA	South African Airways
SAQA	South African Qualifications Authority
SATOUR	South African Tourism Board
SATSA	South African Tourism Services Association
SERTEC	Certification Council for Technikon Education
TETASA	Travel Education and Training Authority of South Africa
UFTAA	Universal Federation of Travel Agents Associations
WTO	World Tourism Organization
WTTC	World Travel and Tourism Council

# CHAPTER 1

## PROBLEM STATEMENT, OBJECTIVES AND METHOD OF RESEARCH

### 1.1 INTRODUCTION

Travel has existed since time immemorial. Early documents, e.g. the Bible, the Quoran and Verdic scriptures attest that travel is part of the human condition. However, the foundation of tourism, was laid by Thomas Cook when he first conducted package tours in 1841 (Laws, 1997:4).

Tourism has developed rapidly since World War II. According to Hall (1991:3) domestic and international travel expenditures had by 1991 reached a level larger than the gross national product of all but three countries, while a report of the World Tourism Organization (WTO) indicate that tourist arrivals grew by 2.4% in 1998 (WTO,1998). There can therefore be no denying the success of the tourism industry in the last three decades. This tremendous growth of the industry has not been achieved without effort, as tourism has had to meet the challenges of economic uncertainties, political upheavals, deregulation and shifts in the levels of consumer confidence with a remarkable degree of ingenuity, management flexibility, marketing skills, commitment to service quality, and a responsibility towards the travelling public. In spite of these challenges tourism will continue to be a growth industry because the factors that have been responsible for its growth during the past decade will continue (Harrison & Husbands, 1996:2; World Bank, 1998; WTO, 1998).

South Africa has a phenomenal tourism resource base and this tremendous growth should also have been prevalent in this country. This has however not been the case. Although the first democratic election of the country in 1994

dramatically changed the country's tourism prospects (Msimang,1995:20) and the more favourable political climate has led to an increase of international tourist arrivals (Hicks,1996/1997:7; Saayman,1996), the tourism industry has not been able to reach its full potential (White Paper on Tourism,1996:4). One of the reasons is inadequate tourism education and training (White Paper on Tourism,1996:4; Saayman & Van der Merwe,1996; BMI,1997:1). Various international studies, such as the one conducted by Sheldon and Gee in Hawaii, concluded that the success of the travel industry in any destination is in large measure dependent on the quality of its staff (Sheldon & Gee,1997:173).

Wood (1995:29) and Croukamp (1996:14) point out that South Africa, like many other countries, relies heavily on tourism for its economic prosperity. In order to maximise the benefits of tourism, South Africa should however, not rely solely on foreign expertise to meet its skilled labour requirements as this would result in tourism-generated revenue leaking out of the country as management fees and allowances for multinational enterprises and their expatriate personnel, while South African citizens would be left with the low-skilled jobs, as has been the case in so many third world. To prevent this the South African government will have to ensure that training is more accessible and affordable (White Paper on Tourism,1996:29).

As the future success of the South African tourism industry is closely related to the development of the industry's human resources capacity, this study attempted to identify the issues pertaining to tourism training and education in other countries of the world as well as South Africa, including the skills people require to function professionally as travel agents, tour operators and tourist guides. To accomplish this career profiles had to be determined. The study also compared the B Tech: Tourism Management course offered by technikons to other international courses.

## 1.2 PROBLEM STATEMENT

Although tourism is a relative newcomer to the academic repertoire, the literature on tourism education has increased substantially over the last two decades. The literature study revealed a plethora of issues which arise when offering tourism and hospitality education and training programmes, ranging from the positive and negative aspects of a multi-disciplinary approach to tourism (Leiper, 1981), to the academic credibility of the study of tourism (Evans,1988). One of the most significant problems identified in the literature study was that tourism curricula are designed by tourist educators, who, guided by their individual biases, do so with little or no input from industry (Keyter,1982; Knutson,1989; Wolfire,1990; Golden,1992).

The literature study revealed a number of studies undertaken to develop tourism curricula in conjunction with industry. One such study was undertaken by Koh (1994:853) to develop a 4-year tourism curriculum where the views from the US industry were solicited specifically on likely tourism developments in the 1990s, the types of human resources that would be most needed by the industry and the scope of knowledge/skills 4-year tourism graduates would be expected to have. The panel suggested that the curriculum should comprise 40% general education, 30% business education, 25% tourism-specific education and 5% experiential education. A similar study, conducted in Hawaii by Sheldon and Gee (1997:173-178), which covered the entire travel industry and canvassed the opinions of both employers and employees, confirmed Koh's findings. Cooper (1996), working under the auspices of the WTO, consulted industry, government and educational representatives world wide to determine the key skills required by all parties, and came to the same conclusions as Koh, and Sheldon and Gee.

In order to address the quality of personnel in the tourism industry, educators and trainers have to bear other relevant aspects in mind. International trends in lifelong learning, multi-skilling needs and global competitiveness indicate the

need for rethinking education and training systems in South Africa. The development of the NQF (National Qualifications Framework) has placed the country at the cutting edge of these world developments. While tourism educators in South Africa face the same problems as their international counterparts, they have to deal not only with the unique South African situation in education and training, where large sections of the population have had little or no formal education, but also with the challenges that a changing society and tourism industry present. The successful political transformation in South Africa has opened the country's tourism potential to the rest of the world, and indeed to the previously disadvantaged groups in society. With this in mind Saayman (1998) is concerned that training should be focussed on the preparation of employees to cater for a new type of tourist, in order for South Africa to stay competitive in a global tourism market. Ferrario (1986:332-348) maintains that it is imperative to understand the evolving patterns of leisure activities of the various population groups in South Africa, and to appreciate the extent of change in a complex society in order to address domestic tourism.

To aggravate matters the report brought out by BMI (1997:119) states that respondents from the travel sector have accused traditional training institutions of offering non-practical, non-directed courses in general tourism, with course content that has very little practical application in the travel service sector. Because of the entry-level skills of travel graduates from the traditional tertiary training institutions and private colleges, a large proportion of private employers in the travel sector prefer to employ school-leavers, who are given the necessary in-house and on-the-job training. The inappropriateness of the training received by students at tourism institutions, is cited as the key influence driving this industry trend. The report also states that only 20% of graduates with the 3-year National Diploma from technikons find permanent employment in the tourism sector (BMI, 1997:120).

As the emphasis of the B Tech: Tourism Management is on the travel sector of the tourism industry, one of the objectives of this study was to analyse the B Tech: Tourism Management qualification by comparing it to the qualifications developed by Koh (1994), Sheldon and Gee (1997) and Cooper (1996), in order to determine if all the necessary skills are addressed. Apart from the above-mentioned skills, the vocational skills that successful travel agents should have, as suggested by various authors such as Reiff (1990:5-7,25,54), Stevens (1990:20-22,24,29-40), Howell (1993:274-291,324-342), Van Harssel (1994:71-77), Davidson (1994:80,86,115-124), Syrratt (1995:188-199,208-214) and Horner (1996:224-250) were also included. The same was done for the tour operator and tourist guide sector for which authors such as Reilly (1991:19-118,184-221), Pond (1993:13-31,104-138), Sarbey De Souto (1993:133-158:182-213), Howell (1993:254-266), Yale (1995:188-219), Mancini (1996:10-11,23-26, 95-154) and Laws (1997:137-199) have identified vocational skills. Apart from the required skills, personality traits important to be successful in the retail travel sector, tour operation sector and tour guiding sector as identified by Pond (1993:105-107) and Reiff (1994:114) also received attention.

Based on the above this study attempted to address the following problem: What are the career profiles for travel agents, tour operators and tourist guides?

### **1.3 GOAL AND OBJECTIVES OF THE STUDY**

The following goal and objectives guided the study:

#### **1.3.1 Goal**

The overall aim was to determine career profiles for travel agents, tour operators and tourist guides in order to improve tourism training at technikons, with special emphasis on Technikon Pretoria, in South Africa.

### **1.3.2 Objectives**

#### **Objective 1**

To do a situation analysis of the problems facing tourism training and education.

#### **Objective 2**

To analyse the B Tech: Tourism Management qualification to determine if it addresses the educational clusters identified by the literature study.

#### **Objective 3**

To identify the necessary skills and the ideal personality traits travel agents, tour operators and tourist guides should have.

### **1.4 METHODOLOGY**

A two-pronged approach was followed: a literature study as well as a survey.

#### **1.4.1 Literature study**

The literature study was based on a qualitative study, which included monographs, journal articles, conference papers, theses and dissertations, other tourism-related literature as well as sources on education and training. Information searches were conducted mainly on library catalogues and indexes, as well as the Internet, while information was also gained from communication on a personal level with individuals from the tourism industry and training institutions, as well as from previous South African Tourism Board (SATOUR) research. Themes included: Travel Agents, Tour Operators, Tourist Guides, Education, Training, Tourism Industry and Tourism.

### 1.4.2 Survey

A questionnaire was compiled in co-operation with Prof. Melville Saayman from the Institute for Tourism and Leisure Studies at the *Potchefstroomse Universiteit vir Christelike Hoër Onderwys*, who is the supervisor for this study. The questionnaire covered a wide range of variables that were divided into eight categories:

- (1) A general section
- (2) Personality traits
- (3) Vocational skills
- (4) General education
- (5) Business education
- (6) Languages
- (7) Tourism-specific education
- (8) Experiential training.

The same questionnaire was used for retail travel agents, tour operators and tourist guides. The respondents were asked to rate (on a five-point Likert scale) the required skills.

The three sets of the survey were conducted as telephonic interviews, using structured questions with employees at all levels within the designated sectors. The interviews were conducted with representatives of establishments in cities as well as towns throughout Gauteng during April and May 2000 by B Tech: Tourism Management students of Technikon Pretoria under the supervision of the project leader. The student assistants received training prior to conducting these interviews. Random sampling was drawn from the membership of registered ASATA (Association of South African Travel Agents) travel agencies, SATOA (ASATA Outgoing Members) tour operators and tourist guides accredited

by SATOUR in Gauteng to accurately reflect the constituency of the mentioned sector. 46 Retail travel agencies, 11 outbound tour operating businesses, and 54 tourist guides, representing 25%, 57% and 10% of the respective sector were interviewed.

The Statistical Consultation Service of Technikon Pretoria did the data processing for descriptive purposes. The information was then analysed to determine the career profile for travel agents, tour operators and tourist guides.

## **1.5 TERMINOLOGY**

The following concepts are relevant to this dissertation:

- **Travel agent**

Horner (1996:223) describes a travel agent as “a person who represents or works on behalf of another business. A travel agent works on behalf of the client who is booking a holiday or travel arrangements and on behalf of the company or principal for whom the agent is making a booking. In return for making the booking, the travel agent receives commission. Commission is payment made to the travel agent on a percentage basis. The travel agent can earn commission at varying rates depending on the company or principal with which they are dealing”.

- **Tour operator**

Nickerson (1996:208) defines a tour operator as “a person or company who arranges transportation, hotel accommodation, and other traveller needs to create a tour package that is sold to the consumer through a retail travel agency.”

- **Tourist guide**

The purest definition of a tourist guide is 'one who conducts a tour', or one with a broad-based knowledge of a particular area whose primary duty is to inform. For the purpose of this study the definition of Catherine Shilts, president of PGAA as quoted by Pond (1993:14) is used. She defines a tourist guide as "a professional who strives to have extensive knowledge regarding the areas they work in and convey that information to passengers."

- **Technikon**

Although the term 'technikon' is also used in this study to refer to all those technikons in South Africa that offer tourism courses, the focus of the study is on Technikon Pretoria. Although there is a national core curriculum to be followed by all technikons offering a specific programme, individual technikons may deviate up to 30% from the prescribed syllabus, and enrich as much as needed to satisfy regional needs and to give them a competitive edge. As it is not the purpose of the study to compare the syllabi of the twelve technikons offering tourism programmes, but to concentrate on determining what the Department of Tourism Management of Technikon Pretoria should include in its curriculum, the term 'technikon' is primarily used with reference to Technikon Pretoria.

- **Personality traits**

These are specific traits that are important and highly desirable for effective travel agents, tour operators and tourist guides. Some of these skills can be taught or at least described and demonstrated, while others are so intangible as to be difficult to define or measure (Pond, 1993:104).

- **Vocational skills**

These are a set of highly specific skills that are of immediate application to targeted occupations. Thus, vocational skills for tourist guides comply with the requirements of the tourist-guiding associations and the practicalities of conducting groups. The same is also true for travel agents and tour operators (Pearce *et al.*, 1998:358).

- **General, business and tourism-specific educational skills**

These are skills that seek to develop an understanding of a phenomenon or issue, and provide instruction so that students may learn a set of generally applicable principles. Therefore, education in an area of tourism marketing may fit a graduate for a diversity of roles in regional or national tourism promotion (Pearce *et al.*, 1998:358).

## **1.6 CHAPTER CLASSIFICATION**

The study comprises five chapters. Chapter one includes the problem statement, aims, method of research and definition of terms. Chapter two reports on a situation analysis of tourism education and training and identifies the problems faced by tourism educators. In Chapter three the necessary skills and ideal personality traits for a travel agent, tour operator and the tour guide sector are identified. The research methodology, the questionnaire and the analysis and interpretation of the data are addressed in Chapter four. Chapter five contains conclusions as well as recommendations.

## CHAPTER 2

# AN ANALYSIS OF TOURISM EDUCATION AND TRAINING

### 2.1 INTRODUCTION

The field of tourism and hospitality is one of the most rapidly changing areas in education at all levels, both in South Africa and internationally. Hall (1991:3), Van Harssel (1994:2), Nickerson (1996:2), Riegel and Dallas (1998:1) and the World Travel and Tourism Council (WTTC) Report of 1999 recognize the fact that tourism has become the world's number one industry. Because of the importance of tourism as an economic activity, Ritchie (1988) demands a more sophisticated education infrastructure and a more competent workforce. Sheldon and Gee (1997:173) supports Ritchie and claims that the success of the travel industry at any destination is largely dependent on the quality of its personnel. This opinion is reiterated by Teare and Brotherton (1990:5) and Fayos-Sola (1999) who argue that the prosperity of the tourism industry will depend largely on well-educated human resources and that this can only be achieved by quality education and training and the optimal use of resources. Unfortunately the industry as a whole has not realised that training and education are essential to produce a quality tourism product, nor have many governments around the world given tourism the credit it deserves as major earner for the economy (Cooper *et al.*, 1996:5).

The White Paper on Tourism (1996:4) describes tourism development as a missed opportunity and identifies inadequate training and education as one of the key factors that limits the effectiveness of the tourism industry in playing a more meaningful role in the national economy (White Paper on Tourism, 1996:9).

The aim of this chapter is to explore the pressures exerted on tourism as a field of study and the influences these have on the delivery of tourism education.

## **2.2 THE EVOLUTION OF TOURISM STUDIES**

In order to understand the pressures exerted on tourism as a field of study, it is necessary to establish the exact origins of tourism education. Airey (1988) draws attention to the fact that tourism is a relative newcomer to the education repertoire. This is supported by authors such as Jaspers (1987:580) and Bennet (1995:3) who state that tourism courses were only developed in the 1970s, while Pearce *et al.* (1998:358) conclude that the growth of tourism degree courses has been significant in the 1990s in the Asia Pacific Region only. Because of the relatively short period of time in which tourism and hospitality courses have been on offer, many challenges have to be met and questions answered when reviewing tourism and hospitality studies. Furthermore, the way tourism has developed as a discipline gives rise to a number of issues (Cooper *et al.*,1996:30). It is therefore important to determine what the historical influences on this field of study are.

### **2.2.1 Historical influences on tourism education**

According to Jaspers (1987:580) tourism education developed in an *ad hoc* and unplanned way in many countries. Stephen and Moutinho (1989:119) agree and add that the subject of education and training for careers in tourism has been poorly identified. Whilst tourism education has experienced tremendous growth, it is fragmented like the industry it provides the manpower for and is still emerging as a discipline (Goeldner, 1988).

In tertiary institutions around the world tourism courses originated in geography departments, some in sports and recreation whilst others had their roots in business studies or hospitality management (Cooper *et al.*,1996). In South Africa many technikons accommodated tourism courses in their Departments of Secretarial Studies when they were originally introduced in the

early 1980's (Duvenage, 2000). This resulted in a widespread and varied range of provision of tourism courses, which lacked consistency in terms of quality and co-ordination.

In some countries this lack of consistency has led to public sector intervention, in an effort to standardise provision and to control entry. In South Africa public sector intervention came in the form of the Hotel Industry Training Board (HITB) which controls standards for the hospitality sector and acts as a registered training body (BMI,1997:111). The HITB introduced legislation enforcing levies which is used to finance their activities. In order to improve the overall standards of tourism training and education, the Travel Education and Training Authority of South Africa (TETASA) and the HITB amalgamated giving TETASA access to the latter's infrastructure. At technikons, external quality control is the responsibility of evaluation committees appointed by the Certification Council for Technikon Education (SERTEC). Evaluation is done every four years. These committees consist of representatives from technikons and industry.

Apart from the fact that tourism courses at tertiary institutions originated in different departments, they have developed internationally in three distinct ways (Cooper *et al.*,1996:30). This is also true of the different technikons offering tourism programmes in South Africa.

- The development of sector-based vocational courses for the travel trade has had a strong influence on the direction of tourism education. These well-established courses offer narrow skills training. Examples are South African Airways' Fares and Ticketing courses, the International Air Transport Association's Billing and Settlement Plan Southern Africa (IATA BSPZA) course and the Central Reservations Systems (CRS) courses, such as Galileo, Worldspan and Amadeas, which are normally offered by airlines. Van der Merwe (2000:27) states that because tourism training was initially linked to operators of intermediaries, or in various craft operations for hospitality, much of tourism training is still confined to these areas. This was the case with the N Dip: Travel and Tourism Management and the N

Dip: Tourism previously offered by technikons, where the emphasis of the qualification was on delivering retail travel agents, and a number of sector-based vocational skills were included in the course such as the SAA Fares and Ticketing courses and Central Reservation Systems (CRS).

- In Business Studies courses, a subject such as Marketing views tourism as an interesting industry application and lecturers offering these subjects use tourism examples to enrich their courses. Because of the economic importance of tourism these courses currently include subjects such as Marketing for Tourism, and Travel and Tourism Management, which are two of the major subjects in the B Tech: Tourism Management .
- Traditional disciplines, such as geography, include tourism as an optional specialisation subject. Many South African universities follow this trend, for instance the University of Pretoria which now offers a tourism course in their Center for Ecotourism, and the *Potchefstroomse Universiteit vir Christelike Hoër Onderwys (PU vir CHO)* offers various degrees in tourism studies, while the Institute for Tourism and Leisure Studies at this University offers tourist guiding and in service training .

When the three main approaches to tourism courses are considered, the historical influences are clearly noticeable:

- Most of the tourism courses offered in South Africa groom students for specific posts within the tourism industry and are purely vocational. This is especially true of the private institutions. Pearce *et al.* (1998:358) define this as training where a set of highly specific skills are developed which are immediately applicable in targeted occupations. The Certificate of Travel Agency Competency (COTAC) and the National Travel and Tourism Certificate 1 (NTTC1) courses which are accredited by ASATA (Association of South African Travel Agents) are offered by the majority of private colleges. They provide students with the skills to enter the retail travel sector of the tourism industry as trainee travel agents. The NTTC 1 course

which is the revised COTAC course, has compulsory modules which provide students with an overview of the tourism industry, office practice and South African destination geography, while in the second half of the course students can choose electives aimed at training retail travel agents and wholesalers (Cairns, 2000).

- Courses that view tourism as an activity worth studying are the most recent additions to the tourism portfolio and are, according to Van der Merwe (2000:27), products of the 1980s and 1990s. Pearce *et al.* (1998:358) argue that education, as contrasted to training, seeks to develop an understanding of a phenomenon or issue, and provides instruction so that students may learn a set of generally applicable principles. They conclude that individuals who occupy positions in the tourism industry need both training-based skills and educational insight to function effectively in industry. They are of the opinion that a combination of training and education, skills development and analytical thinking, is desirable for all tourism staff (Pearce *et al.*, 1998:359).

Technikons in South Africa have recently embarked on this route with the introduction of the B Tech: Tourism Management. This is a generic qualification which allows technikons to include vocational skills and to focus on entrepreneurial and management skills. Apart from the theoretical modules technikons include training modules that provide skills applicable to the hospitality sector, special events, organising meetings and conventions, fares and ticketing courses, tourist guiding and central reservations systems. With these skills students should be able to find jobs in most sectors of the tourism industry and also to apply specific skills to targeted occupations. In addition the B Tech: Tourism Management course also provides students with the theoretical underpinning which will enable them to advance to post-graduate studies. The N Dip: Travel & Tourism Management and the N Dip: Tourism, on the other hand, were aimed at training students to enter the industry as retail travel agents. Considering that a large number of private colleges also provide this sector with potential employees, many students find it difficult to obtain positions in the

retail travel sector, because of an oversupply for this sector (Courteray, 2000).

- Finally there are courses where students do not necessarily expect to be employed in the tourism industry. Tourism is used as an illustration to enrich traditional disciplines and fields of study. Many departments in Faculties of Economic Sciences, such as Marketing and Management, use tourism examples as case studies.

According to Van der Merwe (2000:27) the development of tourism education over the last few decades has grown from being simply an add-on to established disciplines, to courses where tourism is the primary area of study. In reviewing tourism courses offered at traditional tertiary institutions, this also proves to be the case in South Africa.

### **2.3 PROBLEMS FACING TOURISM EDUCATION**

Cooper *et al.* (1996:45-47) and Evans (1988) identify a number of problems associated with the development of tourism as subject area. These problems need to be exposed and overcome if tourism is to receive the recognition it deserves.

- Tourism is often used as case study material to add interest to, and to enrich, other disciplines such as economics and geography. The disadvantage of using tourism to enliven traditional subjects is that tourism becomes subservient and less credible as an activity in its own right.
- Tourism education is multi-disciplinary in its approach, and contains elements which are attractive to other disciplines. Jafari and Ritchie (1981) developed a model in which a circle of tourism studies appears in the middle of the diagram with contributions from sixteen disciplines represented as the spokes of a wheel. Howell and Uysal (1987:62) agree with Jafari and Ritchie and describe tourism as an applied area of study

founded upon a wide range of basic disciplines, including economics, sociology, psychology, geography and anthropology. Pearce *et al.* (1998:372) point out that tourism depends on, and is integrated into, other leisure and entertainment industries such as music, sport and cultural events.

- Tourism is a relatively young subject area and therefore lacks the history and evolution of some of the more mature fields of study (Goeldner, 1988). Howell and Uysal (1987:62) argue that tourism is an emerging discipline with a rapidly changing empirical research base.
- The approach to tourism education is currently a fragmented one and there is a lack of clear direction for sustained development. This can be ascribed to the nature of the tourism industry. Howell and Uysal (1987:62) describe the tourism industry as complex, its constituents being fragmented and diverse, with functional inter-relatedness. They are of the opinion that tourism education and training can be subdivided into several different categories. Stephen and Moutinho (1989:119) agree and add that to date the subject of education and training for careers in tourism has been poorly quantified.
- Another dilemma faced by many tourism educators is that there are no academic precedents. With mass tourism being a relatively new phenomenon, educators find it difficult to deal with its decline in some resorts, as they have no data available.
- Howell (1998:34) maintains that the tourism industry is dominated by small businesses, which are led by entrepreneurs and self-made people who do not have any formal tourism training. These men/women do not necessarily recognise the need to support tourism courses which will increase the overall professionalism of the industry. Pearce *et al.* (1998:368) identify a lack of respect by tourism enterprises for education institutions and Cooper *et al.* (1992) ascribe this to the oversupply of

tourism graduates. Pearce *et al.* (1998:368), however, warn that this issue must always be seen in context, as many Asian Pacific countries are experiencing the converse: a lack of highly skilled human resources, and an expanding gap between graduate supply and demand as tourism in the region grows (Golding, 1995).

- Another problem identified by Pearce *et al.* (1998:368) is that higher education institutions offering tourism courses experience a lack of respect within their own institutions and the community.
- The shortage of tourism staff with appropriate industry experience in industry and relevant qualifications is a serious problem. BMI (1997:122) states that the ever-growing number of under-qualified or inappropriately qualified trainers/educators entering the tourism industry is one of the main problems facing the industry. Stephen and Moutinho (1989:121) identify this as one of the main reasons why tourism teaching has not been effective in the further and higher education sector. Yet, to date there is no specific training course for prospective tourism trainers. Those who are involved in training for the industry, especially in South Africa, have either recently completed a tertiary tourism course, have extensive tourism experience without tertiary qualifications or have formal qualifications in a field unrelated to the tourism industry (BMI,1997:122). A research project undertaken by Guangrui on tourism education in the Peoples Republic of China also emphasises a shortage of qualified lecturers as an obstacle in tourism education and training (Guangrui, 1987:264). He found that many tourism lecturers are recruited from other related disciplines and have little or no knowledge or practical experience of tourism. In a review of qualifications of tourism teachers in the United Kingdom Cooper *et al.* (1992) found that over 90% of the teachers at polytechnics (now upgraded to universities) and the traditional universities, had a bachelor's degree, master's degree or doctorate. By way of contrast, less than 50% of the teachers in the further education or training sector had degrees. The authors were encouraged to find that there was considerable depth of

experience in industry among educators at all levels, although it is not clear from their analysis whether experience in industry meant employment in industry or whether it simply referred to high levels of interaction with industry, such as consultation.

- Globalisation can influence training and education in the tourism industry. Go (1994:335) argues that in respect of training and education in a global society, close attention should be paid to the growing significance of a multi-cultural workplace.
- The boom in information technology will also affect the tourism industry. Frangialli (1999) and Zoreda (1999) emphasise the fact that information technology will enable tourism enterprises to market their products cost-effectively on the Internet and provide them with a distributions network through which enterprises can market more information at a fraction of the previous costs.
- The vast body of knowledge and research issues creates its own set of problems for tourism educators. Tourism draws its information and content from a number of sources and exemplifies other disciplines such as geography, economics and business studies. There have been several attempts to identify and detail the appropriate components of the body of knowledge for tourism and how its structure and contents are derived by drawing together elements from a number of associated disciplines (Jafari & Ritchie, 1981). This makes tourism an extremely difficult subject to teach, as lecturers, apart from tourism specifics, also need to have a knowledge of a number of specialised disciplines.

Another research issue is that as research feeds the body of knowledge, it provides case study material, which assists in the evolution of the areas of study. This in turn develops the scope and content of material available to educators.

- There is a lack of co-operation and interaction among the different stakeholder groups, the training suppliers, the private sector, the government and industry associations (Stephen & Moutinho, 1989:121; Go, 1994:345; Van der Merwe, 2000:42).
- There seems to be a lack of trainer understanding pertaining to private sector training needs (BMI, 1997:132; Van der Merwe, 2000:42).
- Except for the hospitality and travel sectors where the HITB and TETASA are becoming increasingly effective, too few and inadequate standard control and accreditation systems are in place. At technikons in South Africa SERTEC is currently fulfilling the quality control function. Pearce *et al.* (1998:369) however, warns that quality control could be one of the difficulties facing students and employers. Uniform or regimented programmes restrict individual, process-orientated learning. Rigid or restrictive accreditation approaches by state, national or world bodies could limit this desirable variation and choice in tourism education (BMI, 1997:132).
- Students from previously disadvantaged communities have little or no travel experience. Their limited frame of reference creates difficulties when lecturers have to explain certain concepts (Sime & Potgieter, 2000).
- Like their international counterparts, many private sector organisations operating in the tourism sector do not understand or acknowledge the importance of adequately trained staff (Van der Merwe, 2000:42). It seems that many employers perceive training as a resource drain. Industry leaders, however, see it as essential to develop a training culture within the private sector to ensure improved industry standards (BMI, 1997:132).
- Despite the **White Paper on Tourism** of 1996, which emphasises the cruciality of training and education for the tourism industry's success, there

is a lack of understanding from Government in this regard, which does not give training the priority it deserves (Van der Merwe, 2000:41).

To aggravate the above-mentioned problems tourism and hospitality have distinct characteristics that set them apart from other subjects and disciplines. In order to understand the problems faced by tourism educators, the positive and negative aspects of tourism delivery will now be examined.

## **2.4 THE DELIVERY OF TOURISM EDUCATION**

Tourism and hospitality have distinctive characteristics that impact on many aspects of the study of tourism and hospitality including the delivery of training and education:

### **2.4.1 Negative Aspects**

- The development of delivery methods, which complement the presentation of tourism, are still in the early stages and have, for the most part, merely been adapted from other disciplines.
- Tourism education does not have the integrated framework or context which characterise other disciplines. This leads to a fragmented approach. The reason for this is that the theoretical underpinning, which is apparent in established disciplines, is lacking.
- Because tourism is a newcomer as a discipline, it means that in terms of research there are still many gaps in the body of knowledge. Without research data is limited and without data, quality information required to develop theories and models is almost non-existent. This will negatively influence the quality of information and delivery (Van der Merwe, 2000:41).
- Another factor that influences the delivery of tourism is the level of tension that exists between educators and industry. Their relationship is relatively new and remains far from comfortable. The needs of industry have

therefore been ineffectively communicated to educators. Consequently, the curricula sometimes fail to equip students adequately (Van der Merwe, 2000:40).

#### **2.4.2 Positive Aspects**

- Most students will have experienced tourism of one sort or another. Educators should consider this in course design and provide delivery modes which capitalise on this by building on the experiential learning of students. This is not entirely true for a country such as South Africa. According to the report of the BMI (1997:128) one of the biggest hurdles preventing the integration of tourism into black communities is the lack of knowledge about tourism in these communities.
- The increasing number of conferences and seminars provide a forum for discussion on a variety of issues associated with the subject. This means that the academic community is accepting tourism as a subject. While formal and informal educator/industry communication identifies gaps in the body of knowledge, research partnerships are forged.
- There is a recognised need for co-operation between industry and education. At technikons advisory committees facilitate the exchange of ideas between education and industry through discussion of curricula and course design needs (Technikon Pretoria, Department of Tourism Management, 1998:221).

Having examined the positive and negative delivery methods of tourism, different approaches to the delivery of tourism will now be identified.

#### **2.5 APPROACHES TO THE DELIVERY OF TOURISM EDUCATION**

This section details the methods of tourism delivery and alternatives to enrich the study of tourism. These techniques are not necessarily unique to the study of tourism, but they are limited in their application elsewhere.

### **2.5.1 Fieldwork and site visits**

According to Cooper *et al.* (1996:166) very little material has been formally published for tourism and hospitality educators, which details the skills and knowledge required to organise and execute fieldwork trips and site visits effectively.

To make optimal use of their time at the destination students should be briefed before the visit. They should ideally be required to do some kind of exercise and must have a clear idea of what the purpose of the visit is.

On site, the educator should supply students with additional information and guidance. The educators should be knowledgeable, be familiar with the selected destination and be aware of the skills a student should have acquired from the visit.

Post-visit debriefing sessions are essential and educators involved need to have developed skills in identifying the areas which would have caused concern or been misinterpreted by students.

A successful field trip requires a considerable amount of planning and specialised knowledge of the destination is essential. The lecturer should possess the ability to extract all the relevant information with, and on behalf of, the students.

### **2.5.2 Case studies and practical exercises**

Case studies are a common technique in subject areas where students are expected to formulate the general principles. They may be incorporated into teaching on a regular basis to enhance and enliven the subject area, or they may be used as a more creative form of assessment. In tourism education, case studies are valuable integrating tools, which assist students in relating critical elements of tourism to information from other disciplines.

Case studies require careful thought and planning if they are to be an effective teaching method.

## **2.6 TRENDS IN THE PROVISION OF TOURISM EDUCATION**

This section focuses on trends in the provision of tourism education which apply in most developed countries. It should be noted that these techniques are not necessarily unique to the study of tourism and hospitality.

### **2.6.1 Distance Learning**

The 'New' South Africa has placed tertiary institutions under pressure to address the inequalities of the past and the government of South Africa expects institutions of higher learning to find innovative methods to accommodate more students with a limited infrastructure.

Institutions that opt for this form of education will have to develop excellent distance learning materials like those used by the Open University in the United Kingdom. They have an extensive student support system that includes counsellors, tutors and supervised study groups and have perfected the materials needed for distance learning. Delivery methods include tape and videocassette presentations and the university has become a major producer of television programmes. These programmes complement the distance learning courses and are designed specifically for students. These methods might not be effective in South Africa as many students who might opt for a distance learning programme would not be able to utilise this advanced technology. According to Kitching (2000) most of the students from rural communities studying at Technikon South Africa (TSA), the largest provider of distance education for the B Tech: Tourism Management, have no access to computers.

Van Aardt (2000) has identified the high dropout rate of students at TSA to be one of the main problems associated with distance learning. Her experience is

that the absence of traditional face-to-face interaction between students and lecturers leads to a feeling of isolation which many students cannot cope with.

A further problem experienced by TSA is that the institution is bound by the national curriculum and changing study material is not as easily accommodated as is the case with residential institutions. For an institution that offers only correspondence courses even minor changes have major implications (Kitching, 2000).

### **2.6.2 Modularisation**

Modularisation refers to the system in which courses are divided into self-contained areas of study, which reflect a clearly defined theme or topic. It is therefore possible to study modules on a one-off basis or as part of a formal course or qualification making this method of delivery extremely flexible. The structure of this type of course makes it possible for students to 'pick and mix' the elements or modules which they consider to be most interesting or appropriate. Cooper *et al.* (1996:157-158) points out that modular instruction allows students to tailor their courses to their needs and it facilitates selective updating and re-qualifying while it extends the access of students to educational programmes.

This system could feature more prominently in the future when the Skills Development Act is implemented.

### **2.6.3 Credit accumulation transfer schemes (CATS)**

CATS is a system designed to facilitate student mobility. This development goes hand in hand with modular instruction.

Since students earn credits for completed modules, CATS makes it possible for students to transfer credits between institutions and courses, getting exemption for credits already earned elsewhere. Although the system for credit transfer is extremely complex, it is already applied in many countries.

The South African Qualifications Authority (SAQA) is a specialised organisation that aims to standardise the process of credit accumulation and transfer.

When CATS becomes fully operational in South Africa it will certainly improve mobility between courses and institutions, and reinforce the trend towards student-centred education, despite the difficulties at higher education level (Cooper *et al.*, 1996:158-159).

#### **2.6.4 Accreditation for prior experiential learning (APEL)/Recognition of prior learning (RPL)**

APEL/RPL is a concept which complements modular instruction and permits credits towards a qualification being awarded based on evidence drawn from an individual's past achievements. Modularisation of courses assists APEL as defined content of modules already undertaken by students can be compared to the content of the module for which the student is seeking exemption. In the case of previous relevant experience, the student will be assessed on whether he/she possesses the competencies, which would have been developed, if the student had taken the module. Lower levels of training and education can easily be accommodated in this way (Cooper *et al.*, 1996:159-160).

#### **2.6.5 Continuing education (CE)**

Continuing education refers to courses that are offered as part of a professional updating scheme for people in employment. Many educational institutions offer programmes that are designed to update and re-skill individuals in their chosen, specialised fields. Some offer credits which count towards other recognised industry qualifications.

Although the main delivery mode of CE has traditionally been a face-to-face activity, it is moving towards distance learning. Some argue that attendance at conferences is also a form of CE since these could play a major role in

updating skills. Another trend in CE is the accumulation of credits by attending short courses that eventually constitute a recognised qualification. This means that students who work can simultaneously re-skill themselves to gain a recognised qualification.

In-company training refreshes employees' knowledge, assists them in undertaking their jobs more effectively, and can be seen as another type of CE. Cooper *et al.* (1996:160-161) explain that these programmes are generally well-structured and of major benefit to the employee. They are seldom accredited on a formal basis and they do not count towards an external qualification.

#### **2.6.6 Computer-based training (CBT) and Computer-assisted learning (CAL)**

Because of the growth in the availability of a wide range of computer software and the minimal cost associated with its purchase, CBT or CAL are starting to exert a greater influence on the delivery of training and education. Some educational departments, which have a large increase in student numbers, have introduced software to communicate the basic skills at entry level.

This allows students to work at their own speed. There is, however, an enormous range in quality of software and it is important that those responsible for purchasing and introducing computer-based schemes are fully conversant with the objectives of the course. They should also be confident enough in the subject area themselves to be able to judge the relative merits and demerits of the various packages.

CBT/CAL is still in its infancy but has the potential to become an important delivery mode in the future, especially where student numbers are expected to rise (Cooper *et al.*, 1996:161-162).

Most technikons are currently experimenting with all, or at least a significant number, of these methods.

## **2.7 ISSUES FOR TOURISM EDUCATORS**

This chapter has so far touched upon various issues which need to be addressed by tourism educators. It is important to reiterate that many of the problems and issues derived are from the relative immaturity of tourism as a field of study. There are, however, other factors that influence the delivery of tourism courses that need to be mentioned.

### **2.7.1 Core curriculum debate**

Cooper *et al.* (1996:179-182) argue that despite international moves to standardise tourism curricula there is still an enormous diversity in the way in which tourism studies is being taught and interpreted by individual educators and departments. Where tourism qualifications are offered as nationally recognised academic courses, as is the case with the technikons in South Africa, a core curriculum is essential to ensure the future of the subject. The core curriculum is necessary to maintain minimum standards, and is seen as an attempt to develop a consensus-based approach to teaching tourism. It also minimises confusion amongst students as to what a tourism qualification actually involves. The core curriculum provides a more general understanding within the tourism industry as to what could be expected of graduates who emerge from tourism-specific programmes with a higher level qualification. Although technikons have to follow a national core curriculum, individual technikons are allowed to deviate with up to 30% from the prescribed core curriculum and enrich as much as needed to address regional needs. Consequently it is debatable whether a core curriculum will in fact provide a more general understanding within the tourism industry, of what could be expected from graduates in tourism.

An argument against a core curriculum is that it inhibits creativity and innovation. There is the danger that without a core curriculum tourism may increasingly mean whatever educators wish it to mean in the context of their own and their institutions' background and interests. Those opposed to a

minimum core curriculum argue that academic freedom is preferable to an academic strait jacket.

Another issue in the core curriculum debate is that if the curriculum is more fully prescribed and adhered to, there may be less room for industry to offer its own views. A too restrictive or prescribed curriculum will also be less compatible with the trend towards student-centredness in training and education, and will discourage this liberal approach to teaching.

It is questionable if a minimum core curriculum will improve the quality of education, as a good tourism educator will probably cover the content of the core curriculum anyway (Cooper *et al.*, 1996:179-182).

### **2.7.2 Education-industry Interface**

In most countries, the relationship between tourism educators and industry is a strained and complex one. This may be due to the following reasons:

- The diversity of the tourism industry with its different sectors and operations range in size from one-man operations to international companies with hundreds of employees.
- The unclear definition of the tourism industry makes the development of appropriate educational programmes difficult.
- It is difficult to determine industry targets. Educators need to decide whether to offer specialist programmes to meet the needs of a clearly defined sector, or whether to offer generic programmes which do not adequately meet the needs of any of the sectors of the tourism industry.

- The tourism industry is dominated by small businesses with little time or money to invest in training or education. Even if the larger companies within a sector had significant input into the curriculum, there is no guarantee that the sector as a whole would employ graduates.
- Many of the employers in the tourism industry have had very little or no formal education or training. They distrust any form of education, and do not have the foresight to recognise the potential benefits for their operations.
- In recent years tourism has developed into a subject area worthy of study in its own right, but this immaturity means that links with industry are still in the early stages of evolution. Better interface at lower levels of training exists, where the industry seems better able to identify its needs.
- Tourism courses find it difficult to gain credibility with some tourism businesses (Cooper *et al.*, 1996:182-184; Pearce *et al.*, 1998:368).

### **2.7.3 Curriculum design issues**

There is a need for better industry-education co-operation. Some institutions promote this relationship by setting up advisory committees with representatives from a cross-section of the industry to advise educators on curriculum requirements. This practice is commonly followed by technikons in South Africa.

Bernthall (1988) warns against educators developing curricula that reflect areas of personal interest or skills, but also points out that it can be as potentially damaging for industry to take total control. He argues that representatives from industry and educators have to meet to ensure that the needs of both are met and that stability in the curriculum is maintained. Changes to the curriculum should only be implemented where significant long-term benefits will be gained.

#### **2.7.4 Graduate numbers versus job opportunities**

There is growing concern that students with tourism qualifications will be unable to find suitable jobs in the tourism industry as employment opportunities for graduates are simply not available (Cairns, 2000). According to Pearce *et al.* (1998:368) this is also the case in other countries such as the UK where there is also an oversupply of tourism graduates.

#### **2.7.5 Work placement/Experiential training**

The incorporation of work placement for students into the overall structure of the study programme, is another problem in the education-industry relationship.

Work placement should provide the student with a meaningful work experience and should cover a substantial period. According to Sime and Potgieter (2000) there is a discrepancy between these needs and expectations because many employers find it difficult or even impossible to make a commitment of this magnitude. Although industry insists that work placement is an integral part of degree courses, they are unwilling to support educational institutions who have to meet this requirement.

Cooper (1992) discusses the mutual dependency of industry and education in a paper presented to the Australian Tourism Industry Association. Industry is dependent on the education system to produce quality graduates who are equipped to benefit the industry. The education system needs the industry to become involved and to add its input to curriculum design in order to ensure that the needs of the latter are fulfilled.

Three partners benefit from this system: the student, the employer and the educational institution (Technikon Pretoria, 1995). The obvious advantages of experiential training are:

## **Students**

- broaden their knowledge of the various sectors;
- develop a greater awareness of the diversity of the industry;
- are afforded the opportunity to view the organisation objectively;
- become conversant with the company's activities and are therefore better positioned to be appointed; and
- will need a shorter period of training because of a more informed career choice.

## **Employers**

- find high quality and committed staff available at an early stage in their development;
- have the opportunity to bring into the organisation someone who is not steeped in tradition or one who probably needs re-training;
- will have basically no 'turnover' problems;
- will contribute to the development of the student; and
- can undertake research using the student while he/she is being supported by an institution and tutors.

## **Educational institutions**

- establish contacts from the placement system which could lead to a number of indirect benefits;
- receive inputs from the industry to the course;
- liaise with industry which should lead to better course provision, and more informed tutors, as well as more knowledgeable, competent, and 'industry aware' students.

### **2.7.6 Quality issues in tourism education**

In a paper presented to Tourism Education in Europe, Lockwood (1992) seeks to introduce and define service quality concepts in a tourism education environment. He concentrates on a number of important issues including

- identifying the customer in the educational process;
- looking at the dimensions of quality in terms of service; and
- applying these dimensions to education.

### **2.7.7 Staffing issues**

Tourism education is an exciting new field, which is dynamic and distinctive. Specialised demands will unavoidably be made on tourism educators. Currently there is a shortage of educators with relevant qualifications and appropriate experience in industry (Technikon Pretoria, Department of Tourism Management, 1998).

### **2.7.8 Training versus education for tourism**

Cooper *et al.* (1996:190) and Pearce *et al.* (1998:358) argue that tourism educators should understand the difference between training and education:

- Education provides an overall perspective therefore it is not sector-specific. The essential objective here is to provide core transferable skills such as analytical ability, verbal and written communication skills and leadership qualities that can be applied by the individual in different contexts.

- Training provides practical skills - training is generally sector-specific and seeks to equip the trainee with clearly defined skills such as ticketing, waiting or contact skills. Training in practical skills is seen as essential by industry and therefore should be parallel with education and complementary to each other.

Career paths are very difficult to trace in the tourism industry and this negatively influences the attitude to training and education and their perceived degree of importance. As already noted this does little to promote the notion of training and education as an essential human resource function within the tourism industry. The perceived reasons for this are:

- Industry is dominated by small businesses and many people working in this environment have not actually embarked on a career path.
- Because of the diversity of the industry, there are no recognised and certified qualifications tailored to the needs of industry.
- Industry views education as an expense rather than an investment. This is because tourism remains a low-key industry and this is reflected in the relatively high levels of staff turnover. Employees feel no loyalty towards an organisation and are more inclined to move on.
- As already discussed industry comprises small operators who, despite them having had neither training nor education, have succeeded. They distrust graduates and feel it is unnecessary to invest in the training and development of their staff. This situation is slowly changing as many of these graduates are increasingly positioned to influence recruitment, personnel and training policies.

Both training and education should feature prominently, but hostility and a lack of mutual respect between the two exacerbate tension (Pearce *et al.*,1998:368). The fact that the tourism industry does not lend itself easily to the development and implementation of training, education and development programmes raises cardinal issues which will have to be addressed:

- Does industry really know what it wants in respect of training and education for its workforce and is it possible to identify and subsequently meet all these needs adequately?
- Do educational institutions know what they should be providing and do they have the capability to deliver tourism training and education, particularly at lower levels?

## **12.8 KEY ISSUES PERTAINING TO TRAINING IN THE SOUTH AFRICAN TOURISM ENVIRONMENT**

This section provides an in-depth view on various training issues among South African employers in the tourism industry and includes an overview of training.

### **2.8.1 The current position of the South African tourism industry**

South Africa is still far from realising its full tourism potential. Tourism currently contributes only about 3% to the domestic gross national product, whereas tourism internationally constitutes about 10 percent (White Paper on Tourism,1996:2). The most significant factor contributing to the slow or lower than anticipated growth of the sector, is the fact that South Africa seems to be unable to attract extensive repeat tourism. Factors such as the high crime rate, violence and the distance from its international tourism target markets influence the tourism industry negatively. Another significant factor is the poor service levels within the tourism sector. Two factors contribute to this:

- A lack of general awareness and a tourism culture among the population as a whole.
- Employees who interface with the customer have had little nor no training which would enable them to provide quality service.

### **2.8.2 Accreditation**

A lack of official accreditation is a problem common to many of the sub-sectors within the tourism industry. This is seen by many as the best means of improving general training standards. The Hotel Industry Training Board (HITB) experienced initial teething problems but its accreditation system is continually improving. The Travel Education and Training Authority of South Africa (TETASA), the training arm of the Association of South African Travel Agents (ASATA), has developed training accreditation procedures for its members, the Certificate of Travel Agency Competency 1 (COTAC 1) and the National Travel and Tourism Certificate 1 (NTTC1) providers. Not only the institutions but also the lecturers and course materials used in training will be subject to accreditation (Cairns, 2000).

An extensive portion of training within the industry is conducted in-house and this has made the setting of national standards more difficult. The industry has recognised the need for the introduction of a national accreditation system which, if effectively implemented, is envisaged to improve training standards and ultimately levels of service significantly.

There is a lack of communication between stakeholders that has resulted in inappropriately-trained people who do not satisfy the demands of industry. Effective interaction and better communication among industry, associations and the training providers could solve this problem. An accreditation system should be flexible enough to allow for changes in the industry being structured sufficiently to meet the needs of the latter.

The growth in the tourism sector and its potential in respect of job and wealth creation have led to the establishment of an extensive number of unregistered, private training institutions. Many of these institutions are accused of focusing purely on financial gain while not providing appropriate, outcome-based training. Accreditation is seen as a key to eliminating and combating 'fly by night' tourism training operators.

The introduction of an accreditation system will have to be extensively advertised. This system will go a long way towards protecting the private sector from employing poorly-trained graduates. It will also protect the public, particularly school leavers, from enrolling for expensive, unprofessional tourism courses.

### **2.8.3 Training needs**

The BMI Report on Tourism Training Needs and Resources in South Africa (BMI, 1997:112) identified four core areas during the interview process. These are:

#### **(a) In-house training**

South African tourism employers still have a negative perception of training and perceive it as a resource drain rather than resource development. They have yet to be convinced of the importance of training and the positive impact effective training will have on medium-term and long-term profits (BMI, 1997:113).

#### **(b) The need for basic job skills training**

Training courses offered by tertiary institutions appear to lack basic job skills for two main reasons:

- Basic job skills training is not perceived to be economically viable as the target market for such skills generally draws members from the

lower income groups, who in many cases are unable to afford private training and education.

- Traditional universities, technikons and hotel schools provide advanced tertiary education aimed at the junior management end of the market.

Due to their lack of profitability, it is unlikely that private-training bodies will supply basic skills training. Technical colleges and community colleges should be encouraged to liaise with technikons so that a wide range of tourism-related skills can be covered, utilising the technikons' established links with industry while providing market-related basic skills training, with a strong practical component.

**(c) Changes to training courses offered by universities and technikons**

Tertiary institutions train students to enter tourism at junior management level while private training providers provide a wide range of courses ranging from basic skills to junior management level. While technikons rely on advisory committees to advise them on market demands, feedback from industry appears to be on an *ad hoc* basis, if at all, for the private colleges.

The University of Pretoria has a Center for Eco-Tourism and offers a B Com in Tourism Management, while the University of Potchefstroom conducts short courses for potential tourist guides and offers a B A and B Com in Tourism degree. Twelve technikons offer the B Tech: Tourism Management, which was introduced in 1997. As far as technical colleges are concerned, eleven offer courses in travel and tourism, while the HITB lists ten as offering courses in hotel management.

In South Africa, industry representatives believe that there is a gap between industry and training providers and consequently appropriate training is not being offered. Industry representatives believe that structures should be put into place that will provide the training institutions with a clear understanding of industry requirements.

Traditional tertiary institutions in South Africa have been criticised for

- not keeping abreast of industry trends - this is particularly true in the case of the technologies utilised in day-to-day job applications;
- providing training focused on specific sectors;
- not focusing enough, in terms of course content, on the importance of service and the potential customer.

**(b) The need for sector-specific courses**

- **Travel sector**

Traditional training institutions have been accused by respondents from the travel sector of offering non-practical, non-directed courses in general tourism. The course content has very little practical application in the travel sector. The BMI Report (BMI, 1997:119) indicated that only a limited number of graduates (an estimated 20%), with a three-year National Diploma in Tourism are employed in the sector. Key respondents of this sector believe that this low employment rate could be increased if the National Diploma focused on providing job skills that are required to enter the travel agent or tour operator sector. They admit that the low salaries may also contribute to graduates' reluctance to enter the travel sector.

- **Tour operators**

The South African Tourism Services Association (SATSA), representing 600 in-bound tour operators has recently started its own training development arm, to assist traditional training institutions with the development of a training curriculum specifically for their sector. They found that courses currently on offer at traditional tourism institutions show a lack of understanding of the training needs and subsequent job skill requirements of the tour operator sector. They see a need not only for entry-level training but also for more advanced training in specific areas.

- **Tourist guides**

Tourist guides in South Africa are represented by the Tour Guides Association, the Field Guides Association of Southern Africa and the South African Association of Registered Tour Guides. None of these bodies are actively involved in sector governance or co-ordination of training and therefore they cannot form any type of sub-sector board.

All tourist guides in South Africa need to be registered with SATOUR, which is also involved in training by accrediting institutions offering courses in tourist guiding. As it may cost up to R18 000 to become a national guide in any of the provinces, it is obviously the expense of training that has led to the exclusion of many guides at community level.

Because of these problems, the numbers of unregistered and therefore illegal guides far exceed the registered number cited in the BMI Report. SATOUR itself is the first to admit that there is a growing pool of tour guides who have not bothered to register. It is cause for concern that this figure is calculated by the tour guide industry to be approximately 10 000, while the number of officially registered guides

is only around 4 000. The poor standard of service is giving the industry a very bad name.

Key respondents from this industry who were interviewed during a research project (BMI, 1997:124) indicated that they did not want SATOUR to represent them, nor did they want SATOUR involved in the accreditation of institutions offering tour guiding courses, or the accreditation of the guides themselves, as they perceive SATOUR as ineffective.

According to the report of the BMI (1997:124) stakeholders feel that the damage done by unprofessional guides is serious. They are in the front line when it comes to contact with tourists. The information, misinformation or the lack of information, forms a significant part of the impression by the tourist of a local area, region, province or the country. The professional behaviour of the guide can lead to a return visit or a favourable report of the area.

There is also a general feeling within the industry that the regulation of guides is ineffective and that foreign guides accompanying their groups bring the profession into disrepute.

#### **2.8.4 Direct entry into the market**

A large number of private employers prefer employing school-leavers and then providing them with on-the-job training. They cite the inappropriateness of training courses offered at training institutions as the main reason (BMI, 1997:120).

From the above it is clear that the industry lacks the confidence to invest in graduates from universities and technikons.

### **2.8.5 Lack of focus on service ethics and understanding the tourist**

There is a lack of a tourism culture, both within the tourism industry and among the South African population. Experts believe this the primary reason for the industry not offering competitive service and not being able to attract repeat business. It is suggested that training institutions should structure their courses to provide those who intend to enter the sector with a greater understanding of what is meant by service and how to provide it. Key industry players in South Africa believe that graduates do not know how to communicate with customers or how to make customers feel welcome and relaxed (Cairns, 2000). They would like to see service not being taught as a separate entity, but rather being integrated into the teaching of behavioural/human science. The student needs to understand the relationship between human needs and service.

Industry stakeholders are keen that training institutions should establish international student exchange programmes which will afford South African students the opportunity to experience the type and nature of service required to be internationally competitive.

Industry also suggests that training institutions should focus more on the development of communication skills. They cite a lack of fluency in English as a problem and believe that communication levels of many employees within the tourism sector are far below par.

The South African tourism industry cannot afford to wait for better-qualified students to enter service after three years but needs to focus upon raising present service standards internally.

## **2.8.6 The importance of training the trainer**

As yet, there is no specific training course for prospective tourism trainers. There is however a growing number of under-qualified or inappropriately qualified trainers entering the tourism industry. The same is true for tourism educators. The B Tech: Tourism Management should alleviate the problem in future.

Many of the trainers currently training in industry have either recently completed a tertiary tourism course, have extensive tourism experience without qualifications or have formal qualifications in a field unrelated to the tourism industry. Both the accreditation bodies of the hospitality sector and the travel sector have been criticised for not implementing effective trainer standard control systems.

Suggested solutions to the above problems are the following;

- Stricter and more effectively enforced training accreditation procedures should be put in place.
- All trainers need to pass a training examination before they can officially register as official industry trainer. At technikons and universities, lecturers need to have a higher qualification than the one they offer.
- Tourism is offered as a subject in certain pilot schools. Teachers offering this subject have had no training. The Department of Education envisages that as soon as the tourism and hospitality subjects become more widely recognised, the teacher-training institutes will introduce appropriate training courses.

## 2.9 AFFORDABILITY AND ACCESSIBILITY OF TRAINING

The fees for education, and more specifically tourism education, at almost all tertiary institutions make tourism courses inaccessible to the middle income and especially to the lower income groups. Many of the players in the formal tourism sector are finding it increasingly difficult to meet their affirmative action goals, as there are few black graduates from the traditional tourism schools. Financial constraints are not the only reason why traditional tertiary institutes cannot meet industry's needs for black graduates. Most black students have never been exposed to tourism when they enrol for tourism courses. They have a limited frame of reference, particularly where destinations are concerned, as very few have had the opportunity to travel.

It has been suggested that fees should either be reduced at existing institutions or that the number of bursaries and study grants for previously disadvantaged students be increased. The first option does not seem feasible as most institutions offering tourism courses are privately owned and are geared towards optimal profit-taking. As technikons and universities are expected to fund themselves to an ever-increasing extent and are already operating on an ever-declining budget, it is envisaged that they will be unable to reduce fees. The second option may therefore prove to be very difficult. Most sectors within the tourism industry have extremely high overheads and small profit margins. Funds available for training are usually spent on their own employees.

There has been a suggestion that Government should intervene by providing lower income groups with the opportunity to study tourism at existing tourism-training institutions. Government needs to create an environment conducive to the allocation of bursaries by the private sector, through tax incentives. Some form of airport and restaurant tax could be collected from the consumer or tourist to provide students with sufficient money to study tourism. Better educated employees within the industry would have a positive influence on tourists' experience and it would therefore only be fair that tourists contribute to the process which makes this possible (BMI, 1997:125).

Tourism as a career path is not often brought to the attention of school-leavers, especially in previously disadvantaged communities. Promotional campaigns targeting black schools would result in greater numbers of black students applying for tourism courses.

## **2.10 CONCLUSION**

South Africa is on the threshold of a very exciting and challenging era during which a great deal of effort will have to be made to diversify and expand the range of tourism products available to domestic, regional and international tourists. The rich historical, cultural and ethnic heritage of the country has almost unlimited potential for providing a vast range of tourism products.

Tourism education/training faces major obstacles. A lack of co-operation and interaction between the different stakeholders, an abundance of inadequately trained or under-qualified trainers, and an industry that does not understand the importance of adequately trained staff, are a few of these.

It is important to find solutions to these training/education problems if tourism in South Africa is to reach its full potential, create the desperately needed jobs, and generate foreign exchange.

A solution would be to compile career profiles for the different sectors of the tourism industry, in consultation with specific sectors of industry. Educational institutions and other private training providers would then have a better understanding of what the industry wants regarding their human resources.

## CHAPTER 3

# PERSONALITY TRAITS, VOCATIONAL SKILLS AND EDUCATION FOR RETAIL TRAVEL AGENTS, TOUR OPERATORS AND TOURIST GUIDES

### 3.1 INTRODUCTION

The tourism industry has three major components: transportation, accommodation and the professional services provided by the wholesaler and the retail travel agent (Van Harsseel, 1994:53). The would-be traveller needs a way to travel, a place to stay while at the destination, and the services of professionals experienced in making these arrangements. Travel agents and tour operators provide these professional services for the customer at his/her place of origin while tourist guides provide a service once the customer has reached the destination. Authors, like Howell (1993:7) divide the tourism industry into seven sectors. For the purposes of this study Van Harsseel's classification of the industry will be used.

Travel agencies function as retail stores for the tourism industry, providing suppliers with a link to the public. In this case suppliers refer to airlines, cruise ship lines, car rental companies, hotels, bus companies, railroads and wholesale tour operators (Gregory, 1993:4).

A tour operator is defined by Yale (1995:1) as a person or company which purchases the different items that make up an inclusive holiday in bulk, combines them to produce packaged holidays and then sells the final products to the public either directly or through travel agencies. According to Mancini (1996:2) the packaged tour industry is one of the fastest-growing segments of the travel industry. The National Tour Association (NTA), estimates that group travel represents about 4% of consumer travel. If one

takes into consideration that travellers from the United States and Canada spend over \$11 billion annually on tours one begins to realise how vast an enterprise tour operating really is (Mancini,1996:2).

Tourist guides are in the 'front line' when it comes to contact with tourists. The information, misinformation or lack of information he/she imparts, shapes the tourist's impression of the local area, region, province or country. Pond (1993:1) describes the tour guide as being "entrusted with the purest of public relations missions: to encapsulate the essence of a place; to be a window onto the site, city, region or country; and even to create a mirror for visitors, enabling them to better understand their link to the history and culture of their hosts." Pond goes further and states that it is "exhilarating times for tourist guides around the world as the industry, the media, government officials, and the public are beginning to see that the tourist guide's role extends well beyond welcoming and informing visitors" (1993:1).

All three of the above-mentioned job categories are in the tourism industry, which is essentially a service industry. Swarbrooke (1995:36-38) and Holloway (1998:15) identify special characteristics of service products that distinguish them from manufactured goods. Swarbrooke is of the opinion that these characteristics will have an influence on the people that work in the industry. Swarbrooke (1995:36-38) concludes that the staff involved in producing and delivering the product are in fact a part of the product. Swarbrooke claims that the customer is directly exposed to the strengths and the weaknesses of the staff in services. Their attitudes, behaviour and appearance will have a direct bearing on the way the product is perceived by the customer. According to Swarbrooke (1995:36) the customers themselves are involved in the production process. Their attitudes, expectations and experiences will be reflected in their use of the tourism product and therefore tourism employees must be able to deal with difficult and demanding customers. These special characteristics also have an influence on the channels of distribution within the tourism industry. It is important to note that

the tourism industry, like any other industry, attempts to sell its products to consumers at a profit. Unlike most of the industries that sell tangible products, the products of the tourism industry are intangible, such as a seat on an aeroplane, a stay in a hotel or a complete tour package.

Howell (1993:53) explains that the tourism industry, like other industries, uses a system of distribution to move its products and services from producer to consumer. Unlike intermediaries in manufacturing industries who purchase products from the manufacturer and sell them to the consumer with a mark-up, travel retailers do not buy goods and services, nor do they mark up the price. Instead, the supplier or wholesaler pays them a commission. Intermediaries in the tourism industry do not carry stock like intermediaries of other industries. It is also true that the consumer can bypass the intermediaries and purchase the product directly from the supplier. Questions that arise are: Would the above make the people who work in the tourism industry unique? And could this have an influence on the skills and personality traits they require?

This chapter is therefore concerned with the education, skills and personality traits that workers in the retail travel agency sector, as well as tour operators and tourist guides need to perform their daily tasks optimally. General skills to be included in tourism degree programmes will be identified, as well as specific skills for travel agents, tour operators and tourist guides. The personality traits and skills which are identified will then be tested through a questionnaire in order to identify those which are necessary for the sectors which are being researched.

### 3.2 LITERATURE STUDY OF REQUIRED SKILLS FOR TOURISM GRADUATES

Koh (1995) conducted a study in the United States of America with the primary purpose of developing a 4-year curriculum *with industry for industry*. He specifically solicited views from the US industry on the likely tourism development scenarios in the 1990s, the types of human resources that would be most needed by industry and the scope of the knowledge/skills 4-year tourism graduates would be expected to possess. The panel suggested that the curriculum should comprise 40% general education, 30% business education, 25% tourism education and 5% experiential training. The themes identified for each educational cluster were the following:

- **General education:** written communication skills, interpersonal relations, ethics/social responsibility, societies and cultures of the world, use of natural resources and related issues, computer literacy, arithmetical skills, government and citizenship, leisure appreciation and foreign languages.
- **Business education:** management theories, marketing theories, principles of service management, entrepreneurship and innovation, accounting principles, principles of finance and principles of economics.
- **Tourism education:** dynamics of the travel industry, tourism geography, tourism development policies, hospitality operations, principles of tourism facility planning/design, planning for special events/conventions, tourism research methodologies, statistics for tourism research and the laws for the travel industry.
- **Experiential education:** three summer internships to be offered during the first three years of the programme, each internship varying from 300 to 500 hours.

Koh (1995:68-72) found that this marketing approach to tourism curriculum design, involving industry to participate in curriculum design, could be a win-win strategy for all parties concerned. At institutions of higher education the tourism curriculum would be more in line with industry's needs and expectations. Tourism students could look forward more confidently to the multitude of the challenging job opportunities that await them in a dynamic industry, while in industry, the human resource needs would be better met. Furthermore, as in any marketing offering, the 4-year tourism curriculum should periodically be reviewed to maintain its relevance to the needs of students and industry. It is thus necessary to develop the 4-year curriculum *with* industry rather than *for* industry.

This marketing approach to tourism curriculum design with industry as a partner, was also identified as an issue at the National Conference on Tourism Education in Australia in December 1990, where the nature of the relationship between industry and educators was identified as a major issue that needed attention in tourism education and training. Several other studies found that educators, influenced by their individual biases, designed tourism curricula with little or/no input from the tourism industry (Golden, 1992; Keyter, 1982; Knutson, 1989). In South Africa technikons rely on advisory committees, set up by the faculty or department, to advise them on market demands and needs. The advisory committees comprise educators and people from industry. Wolhuter (2000) however, is of the opinion that there are few tourism departments at technikons where these committees function effectively.

In a study conducted by Pollack and Ritchie (1990:568-585) the 4-year tourism curriculum varied considerably. These authors are of the opinion that tourism is in need of a comprehensive framework within which to design and deliver education and training more effectively. Technikons in South Africa follow a national curriculum which meets the minimum requirements for accreditation by the Certification Council for Technikon Education (SERTEC).

Technikons are allowed to enrich the national curriculum by a certain percentage, therefore, although technikons follow a core curriculum, there is considerable diversity in the delivery of these programmes at institutions (Technikon Pretoria, Department of Tourism Management, 1998).

In a research project conducted by Pearce *et al.* (1998:xvii-xix) the skills required by tourism students were divided into two categories: skills to be acquired during the course of the study and skills which would be required after graduation. Tourism students should be

- **literate** (read efficiently and write well),
- **articulate** (speak convincingly in public) and
- **numerate** (understand figures and statistics).

Hawkins (1996) and Cooper (1996), working with the World Tourism Organization, listed a further five categories of skills for tourism graduates:

- **General skills:** communication and interpersonal skills, analytical skill, computer literacy and numeracy.
- **Business skills:** a knowledge of economics, financial management, marketing law and human resources management.
- **Tourism knowledge:** an appreciation of distribution patterns, geography, information technology, research methods, planning and policy.
- **Practical skills:** *inter alia* practical experience and knowledge of tourism employers.

- **Interdisciplinary perspective:** local, regional, international and global perspectives, including ethical, environmental and social responsibilities.

The above list of skills was compiled by 300 tourism educators from around the world, with substantial input from business. This shows considerable similarities with the study done by Koh (1995), which was conducted in the United States of America.

The above-mentioned studies did not focus on particular sectors. It should therefore be noted that authors such as Pearce *et al.* (1998:xviii) acknowledge the fact that different sectors of the tourism industry require different skills: a person working in attractions is expected to have different practical and business skills from one working in a retail travel agency, marketing, tourist guiding or tour operations. This view was confirmed by the BMI Report in which respondents from the travel sector accused traditional training institutions of offering theoretical, irrelevant courses in general tourism (BMI, 1996:119). Only 20% of technician students with a 3-year diploma find jobs in the tourism industry. Furthermore tour operators in particular criticise traditional tourism schools for exhibiting a lack of understanding regarding the training needs and subsequent job skills requirements of the tour operator sector. Courses accredited by SATOUR for tourist guides are described as being unaffordable with inappropriate course content.

Various studies have been conducted to determine skills required for tourism graduates. As already noted, because of the diversity of the tourism industry, different sectors require different skills. Pearce *et al.* (1998:149) provides the following outline of qualifications for Australian travel agents:

### **Australian Travel Consultant (Certificate II)**

- Australian Destinations and Attractions
- Australian Travel Products
- Travel Agency Operations
- Customer Service and Sales Techniques
- Australian Fares and Ticketing
- Bank Settlement Plan (IATA)

### **International Travel Consultant (Certificate III)**

- International Destinations and Attractions
- International Travel Products
- International Fares and Ticketing: Standard
- International Fares and Ticketing: Advanced
- International Promotional Fares

### **Supervision in Travel and Tourism (Certificate IV)**

- Staff Supervision
- Training
- Tourism Sales and Promotion
- Marketing Applications
- Tourism Accounting
- Travel and Tourism Law
- One to One Job Instruction

### **Management in Travel and Tourism (Diploma)**

- Management Liaison
- Tourism Operations Management

- Financial Administration
- Business Plan Administration and Management
- Product Development Co-ordination
- Human Resources Co-ordination

### **Management in Travel and Tourism (Advanced Diploma)**

- Marketing Management
- Product Development Management
- Human Resources Management
- Financial Management
- Physical Assets Management

In Australia, as in South Africa, agencies are required to employ staff who are qualified to the appropriate level in order to hold a licence.

As it is the objective of this chapter to determine the skills required by travel agents, tour operators and tourist guides, the studies that were conducted in the US and Australia will be used as a point of departure, and these general skills, as well as the more specific skills for travel agents, will be identified and analysed in order to determine what skills travel agents, tour operators and tourist guides require to operate successfully within their given sectors.

### **3.3 PERSONALITY TRAITS FOR TRAVEL AGENTS, TOUR OPERATORS AND TOURIST GUIDES**

The personality traits that are important and highly desirable for effective tourist guides, as identified by Pond (1993:105-107), will be tested within the above-mentioned sectors of the tourism industry. Because of a lack of research on these issues Pond's study will be used as a point of departure even though travel agents, tour operators and tourist guides may differ on

specific personality traits. Where the literature refers to these characteristics of travel agents and tour operators, special mention will be made.

- **Enthusiasm**

Enthusiasm is a characteristic of a successful professional in the service section of the travel industry. This is especially true for leisure travel agents, tour operators and tourist guides. They are essentially sales people who need to be enthusiastic about the products they sell. Pond (1993:105) believes that passion, for both the subject and the traveller, is perhaps the single most important aspect that will sustain both the guide and the traveller through mentally and physically exhausting experiences and will make the traveller's experience more intense. Guides that are enthusiastic about their subject or region are more confident in their presentation, as they are usually more knowledgeable. Enthusiasm can be acquired. Although it is not learned or taught in any traditional sense, many guides feel that studying a region and guiding tours in that region fuel their enthusiasm.

- **Self-confidence**

A basic level of self-esteem combined with experience develops confidence. Travel agents, tour operators and especially tourist guides, need confidence to carry out their duties effectively. To create enjoyable experiences, to put people at ease and to perform their duties assertively guides need to be confident.

- **Pro-active nature**

Travel agents, tour operators and tourist guides need to believe in their own abilities. A contagious sense of optimism is essential as they are regularly thrust into unpredictable and challenging situations. They must

remain cheerful, even under pressure. For Reiff (1990:114) it is important that travel agents, especially corporate travel agents, are able to solve problems and handle emergencies. Lost tickets and last minute changes to bookings are all part of a day's work. Travel professionals should believe in their own ability to effect change and be willing to assume responsibility for initiating change. This is the hallmark of a true leader. This belief is normally accompanied by a commitment to finding imaginative solutions.

- **Logical Thinking**

Gregory (1997:14) is of the opinion that logical thinking is a more valuable asset to travel agents than having taken a trip a around the world.

- **Sensitivity**

Successful guides are compassionate, tactful, respectful, observant and they like people. Guides have to be aware of illnesses, disabilities and friction among passengers.

- **Flexibility**

In the domain of the travel agent, tour operator or tourist guide, where even the most carefully planned itineraries may not work out, flexibility and patience are vital. They have to remain calm no matter what goes on around them.

- **Patience**

According to Rieff (1990:114) corporate travel agents need to be patient as their customers are apt to change their travel arrangements often.

- **Authenticity**

People are drawn to trust a sincere person who has an honest, open aura. Hypocrisy and dishonesty alienate people immediately.

- **A pleasant, professional appearance**

Most people decide whether they like a person or not within the first few seconds. These first impressions are frequently based on physical appearance. People make assumptions about others, both accurate and inaccurate, based on aspects of appearance, such as weight and style. Most people assume that a clean well-groomed person is in control and will apply the same exacting qualities to their work. A professional appearance and dress code reflects, to an extent, certain personality traits. Reiff (1990:19) is of the opinion that a professional dress code is essential for corporate travel agents as they constantly deal with other business professionals.

- **Sense of humour**

Since most people like to laugh guides who bring humour to the experience will always be appreciated. Using humour appropriately requires sensitivity. A joke that makes one person laugh may offend another.

- **Knowledge**

A well-rounded body of knowledge about a wide variety of topics is fundamental.

- **Decisiveness**

Experienced guides find that using the democratic method when making decisions nearly always alienates the minority. In general the guide should make the decision, even though it may sometimes be unpopular and costly.

- **Good health**

The stress of constantly being in the spotlight, the long irregular hours and physical activities such as walking, demand energy and a healthy body.

- **Personal integrity**

Guides need to have a strong sense of ethics. Like all other professionals they have a moral responsibility to themselves, their employers, colleagues, travellers and the regions they serve. Time Magazine, in a cover story, identified questionable ethical standards as a major threat to business in the US. Very few countries in the world could rival South Africa in this regard in the late 1990s. Newspapers in South Africa report daily on corruption, nepotism, white-collar crimes, etc. Ethics rated very low down on the priority list of most companies when they have to deal with these criminal activities on a daily basis. Pearce *et al.* (1998:xviii) are of the opinion that ethics should feature in any tourism curriculum.

- **Charisma**

Charisma can be defined as a personal magic of leadership arousing popular loyalty or enthusiasm.

- **An outgoing personality**

Travel agents, tour operators and tourist guides should have a positive, energetic and open approach to both people and tasks. They should be likeable, healthy people who are well-groomed. Being articulate, with a well-developed sense of humour means they should have the ability to entertain people with their stories and anecdotes. They should be comfortable in diverse situations with a wide range of personalities. This is also the aspect most guides relish. Although many academics discourage introverts from becoming tourist guides many classify themselves as introverts. A guide that possesses the ability to be friendly, to initiate conversation, and to encourage others to do the same will be successful no matter what type of personality he/she has. Many successful guides admit that addressing the public presents a continual challenge.

In general, travel agents and tourist guides have to love people, no matter how cranky and demanding they are. The essential qualities needed to work with people are the three Cs: communication, courtesy and common sense.

### **3.4 VOCATIONAL SKILLS**

Van Harsseel (1994), Reiff (1990) and Pearce *et al.* (1998) identify various skills required to operate successfully as a travel agent or tour operator. Howell and Uysal (1987:62) are of the opinion that these skills are critical to the tourism industry, especially to the direct service component, and argue that vocational skills are taught in a vacuum, without relating them to other aspects of the industry. The skills that were identified can be divided into the following three broad categories: Automation, BSPZA (Bank Settlement Plan Southern Africa) and Fares and Ticketing. (If these skills are also needed by tourist guides, special mention will be made).

### **3.4.1 Automation**

Van Harssel (1994:77) and Reiff (1990:33) agree that automation has found its way into almost every aspect of corporate travel and leisure travel, while Sheldon (1987:258) cites a survey of State Tourism Offices in the US and Canada which revealed that 84% are currently using in-house computers. Travel agencies have embraced automation for two reasons: computers enable travel agents to work more productively and allow them to perform functions that would be impossible or too time consuming to do manually. This is also true for tour operators. Automation can be divided into five broad categories: reservations, accounting, quality control, travel management and personal computer functions (Reiff, 1990:33-45). According to Pearce *et al.* (1998:xviii) computer literacy is one of the general skills tourism graduates should have.

- **Reservations/Central reservation systems (CRSs)**

Travel agencies and tour operators subscribe to a computer reservation system which allows them to book flights, pre-seat customers, book car rental, hotels and a variety of other travel services. According to Van Harssel (1994:77) an agent using a CRS processes 50% more volume than the same agent without it. Agents must be trained to use the system, which is accessed by utilising formats or memorising entries. A format is a series of characters that tell the computer what to do. CSRs provide a wealth of information such as health requirements, visa regulations, and many more (Reiff, 1990:34). Holloway (1998:234) maintains that there is a growing need for staff who can competently operate computers, especially computer reservation systems.

There are currently three CRSs in use in South Africa: Galileo, which most travel agencies subscribe to, Worldspan, which tour operators favour, and

Amadeus, the newcomer to the South African market. While the basic functions are the same, the different formats must be learned separately. Fortunately such conversions are relatively easy, particularly when compared to learning how to use the CRS for the first time. These systems increase productivity and efficiency in travel agencies/tour operators. Without a sign-on code for a CRS, travel agencies/tour operators will not employ a prospective employee.

- **Accounting**

Computerised bookkeeping is referred to as back office accounting. Depending on the accounting system used, back office accounting can

- prepare management reports for corporate customers;
- calculate discounts on airfares, hotel accommodation car rental etc.;
- calculate the outstanding balances due to the agency;
- invoice customers;
- pay agency bills;
- provide up-to-date sales figures;
- prepare agency financial statements;
- track commission due to the agency;
- track agent productivity, etc.

Computer reservation systems and back office systems are separate systems which have to interface. Most CRSs market their own back office systems. Sabre has Agency Data Systems (ADS) and Worldspan has World Ledger.

Although there are many back office systems available, there are still travel agencies/tour operators that have not installed them. The reasons are:

- The cost to buy and install these back office systems is high.
- Many staff members lack the expertise to use them.
- Sometimes neither the agency nor its corporate accounts need the sophisticated functions they offer.

Accounting systems would be more important for corporate travel agencies than for their leisure counterparts, as most leisure customers pay for their bookings in cash, by cheque or with a credit card. Most corporate accounts use an airtravel card to pay for airline tickets, but corporate travel agencies still have to bill them for car rental, hotel accommodation, passport and visa costs (Reiff, 1990:41-43).

- **Quick Trav:** This is the backoffice accounting system used most in South African travel agencies. In many travel agencies and tour operations in South Africa the accounts department in the larger agencies and the bookkeeper in the smaller agencies handle this function.

- **Quality Control**

Although the travel industry did not invent quality control or quality assurance, it is a concept that it has been embraced enthusiastically. To the agent, quality assurance means ensuring that every passenger name record (PNR) is complete, accurate, and meets the customer's requirements. The aim of quality control is an error-free product. Quality control can be performed by either the agent or the computer, or both. Many agencies supplement the computer's watchful eye with the skill of an experienced senior staff member. Although computerized quality control is very useful, agents should remember that the best quality control entails doing the work correctly the first time. Reiff (1990:43-44) divides quality control into three categories: fare checking, reservation accuracy and travel policy compliance.

- **Fare checking**

This is also referred to as electronic fare auditing and simplifies the travel agent's task by conducting a search for lower fares on the booked itinerary, as well as on alternate routes or airlines, up to the time of ticketing. The system can also conduct searches for preferred seat assignments that were not available at the time of booking as well as clear waitlisted flights. A quality control system can monitor waitlist requests and confirm the seat as soon as it becomes available.

- **Reservation accuracy**

PNRs are reviewed electronically to ensure that the information matches the information in the traveller's profile.

- **Travel policy compliance**

Travel policies are guidelines written by the company that employees have to follow when travelling on company business. Compliance software reviews the PNR to ensure that the travel policy of the company has not been violated.

- **Travel management**

A travel management report shows a company how much money it spent on travel and entertainment. The information provided in these reports depends on the software used and the needs of the company. Some of the mega-agencies like Rennies Travel have been using management reports since the late 1980s.

- **Personal computer functions**

By loading additional software travel agents can use the CRS to perform additional personal computer functions such as typing itineraries, organising mail to customers and doing other computerized tasks.

Apart from functions associated with automation, travel agents and tour operators should have a working knowledge of the following courses:

### **3.4.2 Bank Settlement Plan Southern Africa (BSPZA)**

This course simplifies the accounting and remitting procedures of standard traffic documents (STDs). Both travel agents and tour operators perform this function.

### **3.4.3 Fares and ticketing**

Fares courses that are currently available are the IATA/UFTAA (International Air Transport Association/Universal Federation of Travel Agents Associations) standard and advanced courses which are internationally recognised. Some institutions in South Africa also offer the BA Fares (British Airways Fares) course. Since the closure of the South African Airways Commercial Training Centre, technicians have opted to develop their own fares courses as the internationally recognised courses which are available are too expensive. At level 1 these courses deal with domestic and regional fares, at level 2 provide an introduction to international fares, special and one-way fares, and at level 3 include more advanced fare constructions, such as fares with more than one breakpoint, expansions etc. These courses also teach students how to read timetables and interpret other data sources. An integral part of all fares courses is ticketing in accordance with IATA procedures. Holloway (1998:234) regards fares and ticketing courses as essential if travel agents

are to operate efficiently. He admits however, that CRSs increasingly include point-to-point fares and that because the ticketing function is also widely computerized, fare quotations and ticketing skills are becoming less important for most staff. Pearce *et al.* (1998:149) also regard fares and ticketing courses as essential elements in the training of travel agents, particularly at lower levels.

### **3.5 TOURISM EDUCATION/TRAINING**

Complementary to the study done by Koh (1995) the studies conducted by Sheldon and Gee (1997) in Hawaii and Cooper (1996) in Australia, will be used to determine the necessary skills to be targeted for training.

#### **3.5.1 General education**

- **Computer skills**

According to Reiff (1990:45) and Holloway (1998:234) technological expansion has found its way into almost every aspect of the tourism industry. Corporate and leisure travel agents spend most of their time building PNRs, issuing tickets, changing reservations and researching answers to clients' questions (Reiff, 1990:114). Computer-literacy is therefore of cardinal importance.

Travel agents, tour operators and tourist guides should have a basic knowledge of popular software programs such as Windows (versions 95 to 2000) and Microsoft Word for Windows. Knowledge of Windows 95 is a prerequisite for attending a Focal Point course. Pearce *et al.* (1998:xviii) are adamant that all tourism graduates should be computer-literate. Poon (1992) maintains that the tourism industry is information sensitive and will therefore benefit vastly from improved information technology. He cites such innovations as satellite ticket printers, smart cards, the World Wide

Web, computer reservation systems and electronic funds transfers as benefiting tourists by reducing business costs while providing more choices and options. This implies that travel agents, tour operators and tourist guides should know how to access information on the Internet.

- **Arithmetical skills**

Howell (1993:342) and Pearce *et al.* (1998:xviii) stress the importance of a profound background in arithmetical skills. Mistakes in calculations could have serious consequences for both the customer and the business enterprise. Travel agents and tour operators cost travel packages for customers as part of their daily activities. Sarbey de Sousa (1993:50) regards costing travel packages as one of the responsibilities of a tour operator.

- **Communication skills**

Gregory (1997:15) is of the opinion that words are the most powerful tool for travel consultants. It is essential that the consultant should be able to express himself/herself orally and in writing. The customer comes to him not only with reservation problems, but also to gain from the consultant's knowledge and experience. A great deal of knowledge is transmitted through words. Even if the agency is large enough to afford secretaries, the consultant has to know the fundamentals of English composition and business writing.

Knowledge and understanding of the principles of good communication, as well as the barriers that could prevent successful transfer of information, is also of great importance. There are hundreds of examples within the industry, from drafting a memo to the scripting of a slide show that will attest to this fact. Whether selling a holiday, dealing with a complaint, or answering a telephonic enquiry, employees will need to

demonstrate good listening and questioning techniques, and be able to establish rapport with the customer. Reiff (1990:114) regards communication skills as particularly important for corporate travel agents. Howell (1993:342) regards good telephone etiquette as a must as travel agents spend most of the day on the telephone. In order to ensure correct reservations, good listening skills are required. A large proportion of corporate clients are college-educated business professionals and correct language usage is a prerequisite for the success of a corporate agent.

Pearce *et al.* (1998:xviii) agree that all tourism graduates should have excellent communication skills. Hawkins (1996) who, with the World Tourism Organization, conducted a world wide Delphi survey of 100 employers, noted that business and communication skills should be a priority. This view is also shared by Koh (1995:68-72).

Sarbey de Souto (1993:50) maintains that at senior level, the responsibilities of a group operations manager include negotiations with suppliers and preparing all written material that the company distributes for tour clients, which means that he needs to have excellent communication skills.

- **Presentation skills**

Pond (1993:124-137) states that prospective guides often forget that guiding is a form of public speaking. They are armed with facts, are well-versed in group management logistics but also have to be able to speak to an audience. Because this is an integral part of their daily task, presentation skills should be an important component of every guide's training programme.

- **Ability to produce memorable interpretations**

What is it that makes some tours mesmerising and others dull and uninteresting? How do guides ensure that their interpretations are interesting and lively? Although there are no rules for producing enlightening, enjoyable or memorable interpretations, there are many identifiable techniques and qualities to enhance the process. Pond (1993:138-165) is of the opinion that this talent is intangible, but that there are essential qualities and guidelines for creating sparkling interpretations. To discharge their function well guides need to know and follow these guidelines.

- **Interpersonal skills**

According to Pearce *et al.* (1998:xviii) good interpersonal skills hold the key to success in any job and especially for people working in the tourism industry. Interpersonal skills play an important part in the development of good working relationships and effective communication in the workplace. Courtesy, patience, sensitivity, consideration, unselfishness, self-control and tact are examples of such skills. Reiff (1990:114), Horner (1996:224) and Clark (1995) are convinced that travel agents and tourist guides have to display these characteristics when interacting with customers and co-workers.

Pearce *et al.* (1998:xviii) maintains that a good manager needs well-developed interpersonal skills for interviewing, counselling, dealing with staff problems and leading discussions about staff performance. Managers who lack these vital interpersonal skills will be less able to motivate, lead and develop their staff to meet the demands of the business.

Travel agents need to move from the nine-to-five mentality to a twenty four-hour concern for the customer and the company's welfare.

- **Leadership and social skills**

Travellers throughout history have noted that well-intentioned, knowledgeable guides rush to explain the origins of every object in order to deliver to visitors all that they have been promised, oblivious of the fact that the very people they are trying to please could be tired, indifferent and uncomfortable. In their quest for credibility and professionalism, many guides take their role of providing information so seriously that they often overlook the enjoyment factor. For some guides, concern for others is the most enjoyable aspect of their work, and the very reason they became and remain guides. For, others, social skills are difficult to learn and to incorporate into the guiding experience. Any curriculum designed to train tourist guides should address the acquisition of these skills.

- **Managing group behaviour**

Group behaviour is shaped by powerful psychological forces and Mancini (1995:77-83) draws attention to the fact that tour groups can at times behave very strangely. Furthermore, no two groups display the same behaviour. The tour guide needs to understand the curious, mostly quite unpredictable forces that shape group behaviour in order to turn them to his/her advantage. In short: tourist guides need to acquire the skills to manage groups.

- **Organisational skills**

Reiff (1990:111) rates organisational skills for corporate travel agents as a priority. An excellent travel agent, tour operator or tourist guide has to be a

good time-manager. Flight schedules do not wait for travel agents who have not completed the customer's ticket or picked up his passport. Travel agents, tour operators and tourist guides should be intent on fine detail - one missed reconfirming telephone call can spell disaster – and should be punctual, and totally reliable.

- **Research skills**

Travel agents, tour operators and tourist guides have to update their knowledge of matters such as health regulations of different countries, visa requirements, foreign exchange rates, weather conditions, sightseeing tours and packaged tours. Although intelligence and education are significant factors which contribute significantly to a travel agent's success, it is also important to be curious, to make a point of gathering the latest up-to-date information and to have the skill to find that information. Successful travel agents, tour operators and tourist guides have broad-ranged interests and skim the newspaper daily. Reiff (1990:115) identifies research skills and a familiarity with reference sources as an essential skills for travel agents. She maintains that travel agents spend about 50% of their time conferring with clients or consulting sources of information (Reiff, 1990:116). The research skills with reference to the above-mentioned groups do not mean formal academic research

- **Ethnic/Social responsibilities**

According to Rossouw (1994:32-50) corporate and social responsibility in a post-apartheid era in South Africa should be addressed in all courses. Businesses should be able to identify economic, socio-political and cultural responsibilities and challenges. There are a number of sensitive issues confronting South African businesses in the 2000s and future managers should be trained to address matters such as AIDS in the workplace, affirmative action and insider trading. Ethical and social

responsibility was rated as an important skill in the study conducted by Pearce *et al.* (1998:xviii)

- **Professional ethics and etiquette**

Most professions are embroiled in issues that spark controversy, but as the professions evolve they recognise or adopt certain acceptable standards of behaviour.

- **Societies and cultures of the world**

Although television has turned the world into a global village and people are better informed than ever before, it has also distorted the perception different cultures have of one another (Butler & Hinch, 1996). Informed sensitivity to cultural differences can prove vital to employees within the tourism industry. Cultural knowledge facilitates interaction with foreign nationals and helps to adjust expectations. Mancini (1996:78) maintains that it is impossible to prepare tourist guides to cope with the diversity of cultures therefore they should be conversant with generally acceptable conduct behaviour so that they can appreciate the astonishing variety of cultural practices.

- **Cultural sensitivity**

With the diversity of different cultures in South Africa most South Africans are sensitive to this issue. Although travel agents and tour operators will normally only be confronted with South African cultural differences, tourist guides come into contact with other nationalities on a daily basis. Cultural knowledge facilitates interaction with foreign nationals and helps adjusting to expectations. Tourist guides have to remember that they are ambassadors of their culture.

- **Natural resource use and issues**

The single greatest concern for every country is the impact that tourism will have on its environment (Beaumont *et al.*,1993). So far, the travel and tourism industry has played no role in the formulation of environmental policies which are vital to its own interests. It is imperative that travel professionals should take a greater interest in this aspect of tourism development (Middleton, 1998:3).

- **Government and citizenship**

Travel professionals provide advice to customers as a matter of course. It makes sense to provide students with information on different government structures. Hall (1998:20-59) discusses the impact that government can have on tourism and the policy-making process, how tourism policies influence international relationships, the implications of revolutions, terrorism and political violence for tourism and a number of related issues. An important aspect of the daily activities of a travel agent and a tour operator is to inform prospective clients of visa requirements. Wells (1996) also identifies government policy as one of the common subject themes in Australian tourism degree courses.

- **Leisure appreciation**

Changes in leisure travel patterns and habits have been more dramatic in the past three decades than most people realise. Trigg (1995:26-38) discusses the factors that affect the demand for products and services in leisure and tourism. Understanding the root causes of this change provides a helpful perspective, not only on how the leisure travel market has grown to its current size and importance, but also on where it is

heading. Spink (1994: 28-75) addresses issues in urban and rural leisure and pays special attention to issues such as urban leisure conflicts and rural diversity. Youell (1995:140-160) concentrates on the human resources issues of the leisure industry and how leisure and tourism teams operate. Jones and Radcliff (1997:141-174) investigate the availability of jobs and offer a plan for employment in this industry.

### **3.5.2 Business education**

- **Management theories**

Tourism management, including human resources management and resort management, is commonly offered in Australian tourism degree programmes (Wells, 1996).

- **Marketing theories**

Van Harssel (1994:37) states that tour operators require different skills to reach the various buyers. He argues that the different purchasers consist of travel agencies, airlines (who can promote the tours in their brochures) and consumers. The essential skills he would like tour operators to have, include the use of direct mail and the skills to negotiate, advertise and promote sales. Wells (1996) notes that marketing is also found in most academic tourism programmes in Australia.

- **Selling skills**

Travel agents and tour operators as professional sales people have to know which relevant social, ethical and legal sales issues are likely to arise in their day-to-day activities. To be successful they need to be knowledgeable about consumer behaviour, product knowledge and competition (Blem,1997). They need to be able to handle queries, closing,

follow-up and servicing after the sale (Futrell, 1996). Reiff (1990:114) is of the opinion that a leisure travel agent who cannot close a sale will not survive in the leisure travel business, no matter how service orientated he is. Van Harsseel (1994:38) argues that tour operators require different skills to reach the various customers. He would also like tour operators to have advertising and sales promotion skills.

- **Principles of service management**

According to Irons (1995:vii) service businesses now account for more than 60% of the world's economic activity. For service businesses to survive they have to be managed efficiently. Success in any business is derived from strategies which ensure that an organisation has a purpose, and that resources are utilised to achieve this aim effectively and consistently over time. Service organisations rely on people who include both staff and customers. As all businesses in the tourism and hospitality industries are essentially service businesses tourism students should have a basic knowledge of what the provision of service entails, service cultures and how to focus on their customers.

- **Entrepreneurship and innovation**

Students should have knowledge of entrepreneurship ranging from a general description of entrepreneurship and the importance of creativity and innovation, to information on the various aspects of starting up a business or obtaining a franchise unit, the running of a business and the business environment, and of various plans to be formulated for the business. Students should also be aware of the central issues in the present debate on entrepreneurship, such as business ethics, the social responsibility of small businesses and the reasons why businesses fail (Van Aardt, & Van Aardt, 1997:193-196). Although a flood of new tour operators have entered the market, Howell (1993:265) advises

prospective tour operators to gain experience in the tour operations sector of the tourism industry before they go into business themselves.

- **Accounting practices**

In order to function effectively as a travel agent Gregory (1997:15) believes that students should have a basic knowledge of accounting. This will ensure that the consultant is constantly aware of the fact that the office has to make a profit on each sale or there will soon be no office and no job. The need to invoice the customer properly for all services rendered, making sure that all moneys have been collected and are forwarded to the principals involved in the transaction is often neglected by the consultant. A delay in forwarding deposits and/or full payment can cause embarrassment to the customer and the travel agency. A delay in making up airline sales reports can lead to serious problems. Students should also be familiar with the methods in which internally-generated information is recorded and reported for management decision making, and how these records and reports can be used to improve or maximise the profitability of the organisation (Owen, 1994:193-150). According to Howell (1993:342) travel agents and tour managers who wish to occupy managerial positions will benefit from a knowledge of accountancy and Howell (1993:342).

- **Principles of finance**

Students should have a working knowledge of all the main areas of financial accounting, record keeping, and how to prepare the reports of a variety of business organisations, from the sole trader, to leisure and recreational clubs, to organisations which have multiple ownership, such as partnerships and limited companies. They should also be able to analyse and assess financial performance in terms of profitability, efficiency stability, vulnerability and the productivity of the business, using

a wide range of relevant techniques, and be able to assess the strengths and weaknesses of these techniques (Owen, 1994:5-192,351-392). Howell (1993:265) and Wells (1996) agree that financial management is an important skill for tour operators.

- **Principles of economics**

According to Bull (1995) few human activities can simultaneously attract academic attention from economists, geographers, environmental scientists, psychologists, sociologists, political and management researchers. Tourism however, is one such activity. Bull advises that tourism students should consider the industry's distinctive characteristics while studying the economics of this huge industry. Resource immobility, capacity constraints, seasonability and consumers' inability to experience the product before purchase are some of the characteristics.

### **5.3.3 Languages**

- South Africa has eleven official languages. For the domestic market travel agents should have a basic knowledge of at least one of the indigenous languages in addition to Afrikaans and English. Since 1994 the country has also experienced growth in international arrivals. A working knowledge of a foreign language would improve service provided to international tourists. Howell (1993:245) agrees that knowledge of a foreign language is an important asset for tour operators.

### **3.5.4 Tourism-specific education**

- **Tourism geography**

The sheer volume of information that the travel industry expects students to have about the world is overwhelming. The key to success in the travel industry is to match customers to destinations and service expectations (Mancini,1995:1-21). Van Harssel (1994:76), Howell (1993:340) and Reiff (1990:115) maintain that travel professionals should have a knowledge of important tourist destinations, how to locate them on a map, provide information on the climate and attractions at the destinations and advise prospective customers on how to get there. Students should also have a working knowledge of the geography of the world as it relates to tourism and a basic understanding of world travel patterns (Hudman & Jackson, 1994:2-23,29-46). Apart from the above-mentioned Burton (1991:15-86) considers a knowledge of the world's geographical resources and world patterns of tourist travel to be important. Pearce *et al.* (1998:149) also identify tourism geography as an important skill for travel agents.

- **Product knowledge**

Travel agents play an essential and continually expanding role in global travel and tourism. The travel agency network and distribution system is the glue that holds the travel industry together. Travel and tourism would be chaotic without skilled, knowledgeable and professional travel agents who provide advice to travellers, are a central source of information and act as catalysts for all segments of travel and tourism.

Without travel agents it would be practically impossible for travellers or tourists to shop around for the most convenient flights at the best prices, for tours, cruises, packages, hotels and resorts, or for any other travel-

related product. Travel agents provide a convenient, one-stop access to virtually all segments of world wide travel, transportation and tourism. Van Harsseel (1994:76) regard travel agents who are more experienced and have a greater knowledge of the travel industry as being like department stores, offering a variety of products and services to suit a variety of customers. It is therefore very convenient to deal with a travel agent. Pearce *et al.* (1998:149) identify international product knowledge as an important skill for travel agents.

- **Principles of facility planning/design**

The features that architects design for attractions and the reasons that they take such time and trouble to design them are important to people working in visitor attractions. The qualities that travel agents and tour operators need to be successful in their daily activities will be tested in the questionnaire. Tourist guides could also find this knowledge handy (Wells 1996).

- **Planning for special events**

The leisure and tourism field is immense and diverse. Applying organisational principles to all areas are extremely difficult. Although there may be a real difference in the specific technicalities of specific events the fundamentals are the same. Tourism students should therefore know the basics of planning a major event (Watt, 1998:78-152). Travel agents and tour operators may be expected to organise conferences and seminars. As part of a tour programme tour operators often organise farewell dinners and theme evenings. Wells (1996) identifies this as a course which is usually included in most Australian tourism degree programmes.

- **Legal knowledge**

According to Poustie *et al.* (1999) and Downes and Paton (1993) many of the students who study tourism have little or no knowledge of the law. Tourism courses should provide considerable introductory material on the South African legal system. The course should cover general areas of law which are relevant to the tourism and hospitality sectors, including contracts, agency business organisations, product liability, criminal liability, employment, discrimination and planning and environmental law (Wells,1996; Swart,1997). It should also provide coverage of more specialised legal aspects which are particularly relevant to tourism and hospitality industries such as innkeepers' duties, liabilities and rights, food and safety, and licensing.

- **Tourism research methodologies**

In recent years the growth of tourism has given rise to an increasing volume of research. Forecasting the future of tourism and assessing its impacts and significance, have been important concerns of research, that have been providing inputs into tourism planning (Clark *et al.*, 1998).

- **Tourism development policies**

Students should be able to appreciate the interrelationship between planning, policy making and forecasting. They should also be able to describe forecasting methods and techniques, and put forward criteria by which the usefulness of forecasting may be assessed. Apart from the above, students should be able to analyse the effects of tourism development on environmental and community issues. It is also necessary to analyse the impacts of tourism development and evaluate tourism resources (Pearce,1997:151-244).

- **Hospitality operations**

The hospitality industry is both international and national in nature and accommodation ranges from luxury to budget hotels. The provision of accommodation, food and beverage services away from home forms a substantial part of the activities of the hotel and catering industry (Rutherford, 1995:7-18). Students should understand the guest cycle and recognise the importance of human resources management (Knowles, 1994:154-164). Students should understand staffing systems and the hotel functional organisational design (Nebel, 1991: 130-139,157-171).

- **South African cultures and heritage**

The study by Sheldon and Gee (1997:173-178) named the knowledge of Hawaii's culture, people and land Hawaiiiana. For the purpose of this study the same should be done for South Africa. Many South Africans are completely ignorant of the different cultures that make up the 'Rainbow Nation'. This section of the curriculum should address the culture of the different nations in South Africa, tourist attractions, festivals and any other aspects that make South Africa a unique tourist destination.

- **Experiential training**

Koh (1995:68-72) recommends that between 300-500 hours should be spent on experiential training. Students who enrol for the national qualification in Tourism Management at technikons have to register for a period of 5,2 months experiential training, which must be completed before the qualification can be conferred. One of the SERTEC requirements is that students should be visited on site and that both the supervisor and the student submit monthly reports to the institution on the

progress of the student. A practical component is also an essential element in tourism degree programmes in Australia (Wells,1996).

### **3.6 CONCLUSION**

From the studies conducted by Koh (1994), Golden (1992), Keyter (1982), Knutson (1989), Pollock and Ritchie (1990), Pearce *et al.* (1998) and Hawkins (1996) the general skills, training and education components which tourism degree programmes should include, were identified. From literature studies conducted by Reiff (1994), Horner (1996), Howell (1993), Sorensen (1997), Van Harsseel (1994), Mancini (1996), Yale (1995), Sarbey de Souto (1993), Wells (1996) and Pond (1993) specific skills for travel agents, tour operators and tourist guides were identified. Sarbey de Souto (1993:23) claims that working with groups requires the same basic knowledge as working with individual travel clients. He suggests that perhaps this facet requires more knowledge. To work successfully with groups the agent requires the basic travel skills such as airline reservation skills as well as the ability to sell and advise, knowledge of industry-related products and resources, and an understanding of travel industry business practices. A tour operator should also possess general business management skills such as marketing (including advertising and preparing tour brochures), financial management (including tour costing, pricing and accounting), personnel management and good interpersonal skills.

It is however, worth noting that not all sectors and positions may require all these requirements. It will therefore make sense to identify the positions in large travel agencies and tour operations and the difference between travel agents and tour operators, in order to determine where skills overlap and which areas require different skills development.

In order to acquire the skills which have been identified by the literature study the level will be tested with a questionnaire within the given sectors of the identified job categories and sectors.

## **CHAPTER 4**

### **EMPIRICAL RESULTS**

#### **4.1 INTRODUCTION**

In Chapter 3 the general skills and personality traits considered to be important for being a competent travel agent, tour operator or tourist guide were identified, as well as the educational variables which should possibly be included in a tourism degree curriculum. These were tested in industry by means of a questionnaire.

The aim of this chapter is to analyse the B Tech: Tourism Management qualification by comparing it to the educational clusters identified in Chapter 3, and subsequently to determine the importance of the identified skills and personal traits as rated by the retail travel agent sector, the out-bound tour operator sector and the tourist guide sector.

One questionnaire was developed to be used for all three sectors. Respondents were asked to rate the wide range of skills which had been identified by the literature study on a five-point Likert scale, ranging from extremely important, very important, important, not important to unimportant.

The variables are divided into the following eight categories:

- (1) A general section
- (2) Personality traits
- (3) Vocational skills

- (4) General education
- (5) Business education
- (6) Languages
- (7) Tourism-specific education
- (8) Experiential training.

The survey was done throughout the province of Gauteng during April and May 2000. A first set of questionnaires was mailed but the response rate was extremely low. It was therefore decided to conduct structured telephonic interviews. However, although the duration of an interview was approximately 10–15 minutes, most of the callers found this to be too long, as there were often customers waiting to be attended to. Furthermore it proved to be an expensive exercise, considering the unit cost of each telephone call.

#### **4.2 COMPARISON BETWEEN THE B TECH TOURISM MANAGEMENT AND INTERNATIONAL TOURISM CURRICILUM**

This section will analyse the B Tech: Tourism Management by comparing it with the curricula identified by the literature study. The studies conducted by Koh (1994:853), Sheldon and Gee (1997:173-178), and Cooper (1996) will be used to assess whether the B Tech: Tourism Management qualification contains all the identified educational clusters.

In Table 4.1 the educational clusters included in the B Tech: Tourism Management programme are compared with the educational and training clusters included in international tourism courses.

**Table 4.1 Comparison of educational clusters in B Tech: Tourism Management and international tourism courses**

<b>VOCATIONAL SKILLS</b>	<b>B TECH TOURISM MANAGEMENT</b>	<b>INTERNATIONAL TOURISM COURSES</b>
<b>CENTRAL RESERVATION SYSTEMS</b>		
GALILEO	YES	INFORMATION NOT AVAILABLE
WORLDSPAN	NO	INFORMATION NOT AVAILABLE
AMADEUS	NO	INFORMATION NOT AVAILABLE
<b>FRONT OF HOUSE SYSTEMS</b>		
LANMARK	YES	INFORMATION NOT AVAILABLE
FIDELEO	YES	INFORMATION NOT AVAILABLE
<b>ACCOUNTING</b>		
QUICKTRAV	YES	INFORMATION NOT AVAILABLE
<b>FARES</b>		
GLOBAL FARES	NO	INFORMATION NOT AVAILABLE
FOCAL POINT	NO	INFORMATION NOT AVAILABLE
<b>FARES AND TICKETING COURSES</b>		
DOMESTIC FARES	YES	AUSTRALIAN TRAVEL AGENTS QUALIFICATION
INTRODUCTION TO INTERNATIONAL FARES	YES	AUSTRALIAN TRAVEL AGENTS QUALIFICATION
ADVANCED INTERNATIONAL FARES	YES	AUSTRALIAN TRAVEL AGENTS QUALIFICATION
<b>OTHER INDUSTRY COURSES</b>		AUSTRALIAN TRAVEL AGENTS QUALIFICATION
BSPZA	NO	AUSTRALIAN TRAVEL AGENTS QUALIFICATION

**EDUCATIONAL  
CLUSTERS**

**GENERAL EDUCATION**

**COMPUTER SKILLS**

YES

WORLD TOURISM  
ORGANIZATION  
US COURSES (KOH)  
AUSTRALIAN DEGREE  
COURSES

**ARITHMETICAL SKILLS**

NO

US COURSES (KOH)  
WORLD TOURISM  
ORGANIZATION

**COMMUNICATION SKILLS**

**TELEPHONE SKILLS**

YES

WORLD TOURISM  
ORGANIZATION

**BUSINESS WRITING**

YES

WORLD TOURISM  
ORGANIZATION

**LANGUAGE SKILLS**

YES

WORLD TOURISM  
ORGANIZATION

**PRESENTATION SKILLS**

YES

WORLD TOURISM  
ORGANIZATION  
US COURSES (KOH)

**INTERPERSONAL SKILLS**

YES

US COURSES (KOH)

**LEADERSHIP AND SOCIAL  
SKILLS**

YES

WORLD TOURISM  
ORGANIZATION

**ORGANISATIONAL SKILLS**

NO

HAWAIIAN STUDY

**RESEARCH SKILLS**

YES

WORLD TOURISM  
ORGANIZATION

**ETHNIC/SOCIAL  
RESPONSIBILITY**

INFORMAL (NOT PART OF  
THE FORMAL CURRICULUM)

WORLD TOURISM  
ORGANIZATION  
US COURSES (KOH)

**SOCIETIES & CULTURES OF THE  
WORLD**

YES  
NOT DONE IN GREAT DEPTH

US COURSES (KOH)

**CULTURAL SENSITIVITY**

INFORMAL (NOT PART OF  
THE FORMAL CURRICULUM)

HAWAIIAN STUDY

**USE OF NATURAL RESOURCES**

YES  
NOT DONE IN GREAT DEPTH

US COURSES (KOH)  
WORLD TOURISM  
ORGANIZATION

**GOVERNMENT AND CITIZENSHIP**

YES

US COURSES (KOH)

**LEISURE APPRECIATION**

YES

US COURSES (KOH)

**BUSINESS EDUCATION**

<b>MANAGEMENT THEORIES</b>	YES	US COURSES (KOH) AUSTRALIAN DEGREE COURSES
<b>HUMAN RESOURCES</b>	YES	AUSTRALIAN TRAVEL AGENTS QUALIFICATION AUSTRALIAN DEGREE COURSES WORLD TOURISM ORGANIZATION
<b>RESORT MANAGEMENT</b>	NO	AUSTRALIAN DEGREE COURSES
<b>MARKETING THEORIES</b>	YES	AUSTRALIAN TRAVEL AGENTS QUALIFICATION AUSTRALIAN DEGREE COURSES US COURSES (KOH) WORLD TOURISM ORGANIZATION
<b>SELLING SKILLS</b>	YES	AUSTRALIAN TRAVEL AGENTS QUALIFICATION
<b>PRINCIPLES OF SERVICE MANAGEMENT</b>	YES	AUSTRALIAN TRAVEL AGENTS QUALIFICATION US COURSES (KOH)
<b>ENTREPRENEURSHIP AND INNOVATION</b>	YES	US COURSES (KOH)
<b>ACCOUNTING PRINCIPLES</b>	YES	AUSTRALIAN TRAVEL AGENTS QUALIFICATION US COURSES (KOH)
<b>SELLING SKILLS</b>	YES	AUSTRALIAN TRAVEL AGENTS QUALIFICATION AUSTRALIAN DEGREE COURSES US COURSES (KOH) WORLD TOURISM ORGANIZATION
<b>PRINCIPLES OF ECONOMICS</b>	YES	WORLD TOURISM ORGANIZATION AUSTRALIAN DEGREE COURSES US COURSES (KOH)
<b>QUALITY ASSURANCE</b>	NO	YES
<b><u>LANGUAGE</u></b>		

ENGLISH	YES	YES
AFRIKAANS	YES	YES
INDIGENOUS LANGUAGE	OPTIONAL	YES
FOREIGN LANGUAGE	YES	US COURSES (KOH)
<b><u>TOURISM-SPECIFIC EDUCATION</u></b>		
TOURISM GEOGRAPHY	YES	AUSTRALIAN TRAVEL AGENTS QUALIFICATION US COURSES (KOH) WORLD TOURISM ORGANIZATION
PRODUCT KNOWLEDGE	YES	AUSTRALIAN TRAVEL AGENTS QUALIFICATION
PRINCIPLES OF FACILITY PLANNING	YES	US COURSES (KOH) AUSTRALIAN DEGREE COURSES
SPECIAL EVENTS	YES	AUSTRALIAN DEGREE COURSES US COURSES (KOH)
TOURISM LAW	YES	AUSTRALIAN TRAVEL AGENTS QUALIFICATION AUSTRALIAN DEGREE COURSES US COURSES (KOH) WORLD TOURISM ORGANIZATION
TOURISM RESEARCH METHODOLOGY	YES	US COURSES (KOH) AUSTRALIAN DEGREE COURSES
TOURISM DEVELOPMENT POLICIES	YES	US COURSES (KOH)
HOSPITALITY OPERATIONS	YES	AUSTRALIAN DEGREE COURSES US COURSES (KOH)
SOUTH AFRICAN CULTURES	YES	CULTURES OF HAWAII

An analysis of the above information indicates that the content of the B Tech: Tourism Management is on a par with courses offered internationally. It is worth noting that the content of the B Tech: Tourism Management was compared to four international courses. Only arithmetical and organisational skills are absent from the general education cluster, and resort management and quality

assurance from the business education cluster. Arithmetical and organisational skills are addressed in other parts of the curriculum, e.g. Fares and Ticketing. It should however be mentioned that in this analysis the content of the B Tech: Tourism Management offered at Technikon Pretoria was used. Although technikons in South Africa follow a national curriculum, it is regarded as the minimum requirement. Individual technikons may deviate up to 30% from the prescribed syllabus and enrich their syllabi by adding or emphasising individual modules to address regional needs.

A further consideration is that this study did not measure the depth of each of the offerings identified in the literature study.

### 4.3 THE SURVEY

#### 4.3.1 Personality traits

Table 4.2 indicates the importance respondents awarded to personality traits for travel agents, tour operators and tourist guides on a Likert scale of 1-5 as identified in the literature study in Chapter 3.

**Table 4.2 Personality traits of travel agents, tour operators and tourist guides**

<b>PERSONALITY TRAITS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>ENTHUSIASM</b>						
TRAVEL AGENTS	92,3		7,7			
TOUR OPERATORS	66,7	33,3				
TOURIST GUIDES	70,6	26,5	2,9			
<b>CONFIDENCE</b>						
TRAVEL AGENTS	84,6	15,4				
TOUR OPERATORS	50,0	50,0				
TOURIST GUIDES	70,6	23,5	5,9			

**PRO-ACTIVE NATURE**

TRAVEL AGENTS	84,6	7,7	7,7	
TOUR OPERATORS	33,3	50,0	16,7	
TOURIST GUIDES	58,9	26,5	11,7	2,9

**SENSITIVITY**

TRAVEL AGENTS	46,2	15,3	23,1	7,7	7,7
TOUR OPERATORS	16,7		50,0		33,3
TOURIST GUIDES	61,8	32,4	5,8		

**FLEXIBILITY**

TRAVEL AGENTS	76,9	7,7	15,4	
TOUR OPERATORS	66,6	16,7	16,7	
TOURIST GUIDES	58,8	29,4	8,8	3,0

**PATIENCE**

TRAVEL AGENTS	92,3	7,7	
TOUR OPERATORS	50,0	33,3	16,7
TOURIST GUIDES	67,7	29,4	2,9

**AUTHENTICITY**

TRAVEL AGENTS	38,5	61,5			
TOUR OPERATORS	33,3	33,3	33,3		
TOURIST GUIDES	61,7	26,4	5,8	2,9	.9

**PROFESSIONAL APPEARANCE**

TRAVEL AGENTS		23,0	77,0
TOUR OPERATORS	50,0		50,0
TOURIST GUIDES	64,7	29,5	5,8

**SENSE OF HUMOUR**

TRAVEL AGENTS	76,9	7,7	15,4
TOUR OPERATORS	33,3	33,3	33,3
TOURIST GUIDES	47,1	50,0	2,9

**KNOWLEDGE**

TRAVEL AGENTS	92,3	7,7	
TOUR OPERATORS	83,3		16,7
TOURIST GUIDES	67,6	32,3	

**DECISIVENESS**

TRAVEL AGENTS	69,2	30,8		
TOUR OPERATORS	33,3	16,7	33,3	16,7
TOURIST GUIDES	47,0	44,3	5,8	2,9

**GOOD HEALTH**

TRAVEL AGENTS	38,5	53,8	7,7
TOUR OPERATORS	16,7	33,3	50,0

	TOURIST GUIDES	47,0	50,0	2,9	
<b>PERSONAL INTEGRITY</b>					
	TRAVEL AGENTS	76,9	23,1		
	TOUR OPERATORS	50,0	50,0		
	TOURIST GUIDES	58,8	32,5	5,8	2,9
<b>OUTGOING PERSONALITY</b>					
	TRAVEL AGENTS	84,6	15,4		
	TOUR OPERATORS	50,0	16,7	16,7	16,7
	TOURIST GUIDES	14,7	67,6	17,6	

- It is interesting that 92,3% of retail travel agents rated *enthusiasm* as extremely important. This could be because most travel agents are essentially sales people. 66,7% tour operators rated this personality trait as extremely important while the remaining 33,3% opted for very important. This result is to be expected as tour operators work with travel agents and the public, one of their basic functions being to sell tours. Tourist guides also rated this personality trait high: 70,5% rated it as extremely important. It is therefore safe to assume that all three the relevant sectors would like prospective employees to be enthusiastic. See Figure 4.1 below.

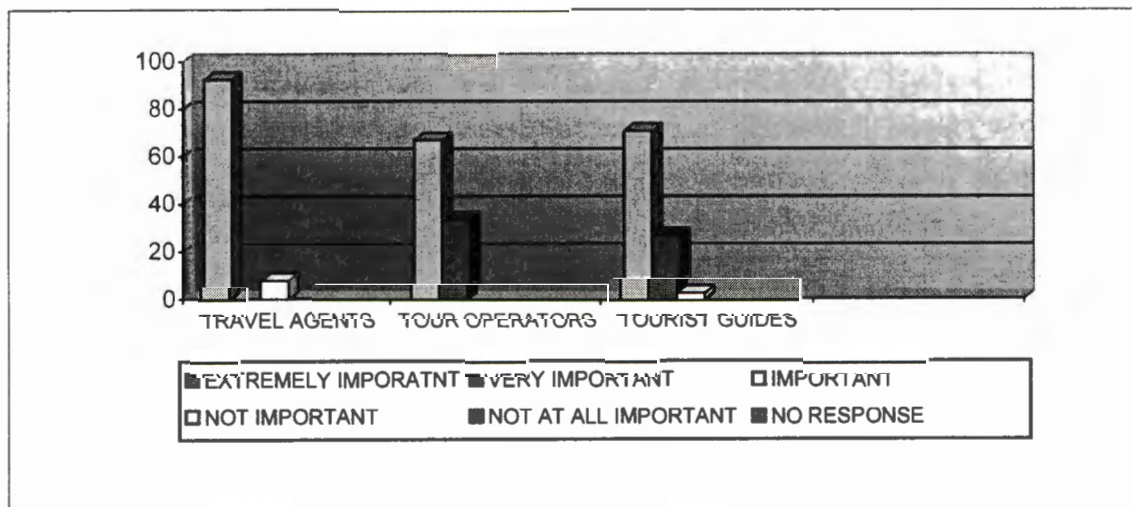
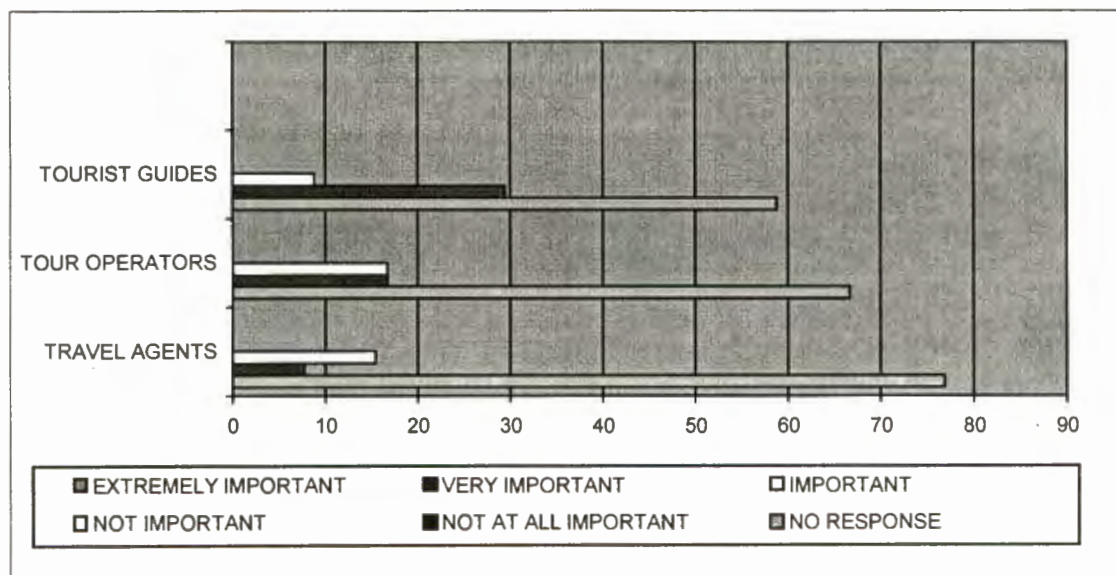


Figure 4.1 Percentage distribution of enthusiasm as a personality trait

- 84,6% of retail travel agents rated **self-confidence** as extremely important as opposed to 50% tour operators and 70,5% tourist guides. All the respondents of all three sectors however perceived self-confidence at least as important. One would have thought that most tourist guides would have rated this personality trait as extremely important seeing that this sector is the first line of contact with tourists.
- Travel agents rated a **pro-active nature** as essential for performing their jobs effectively. 84,6% thought it was extremely important to have this personality trait. This was to be expected as travel agents often find themselves in situations in which they have to compromise and most of the time they work under extreme pressure. Only 33,3% of the tour operators indicated that this personality trait was extremely important while 50% found that it was very important. 16,7% said it was important. The reason for this might be that only out-bound tour operators were included in the survey and that they were all reservations staff. These employees sell pre-packaged tours and may therefore regard this personality trait as more important than their counterparts in the retail travel sector would. Although all the respondents in the tourist guiding sector rated this personality trait as important only 58,8% rated it as extremely important. When compared to the score of travel agents, this result is also somewhat surprising, as one would have thought that especially this sector would rate this personality trait highly. The literature study indicated that this personality trait is one of the characteristics of a true leader. Pond (1993:105) argues that pro-active behaviour as opposed to reactive behaviour is vital to success in guiding, as guides are regularly thrust into unpredictable and challenging situations for which they have to find quick, amenable solutions.
- Retail travel agents regarded **sensitivity** as important, but this personality trait did not receive such a high score. Only 46,2% regarded it as extremely important and 15,2% of the respondents thought that it was not at all important. Only 16,7% of tour operators regarded this personality trait as extremely

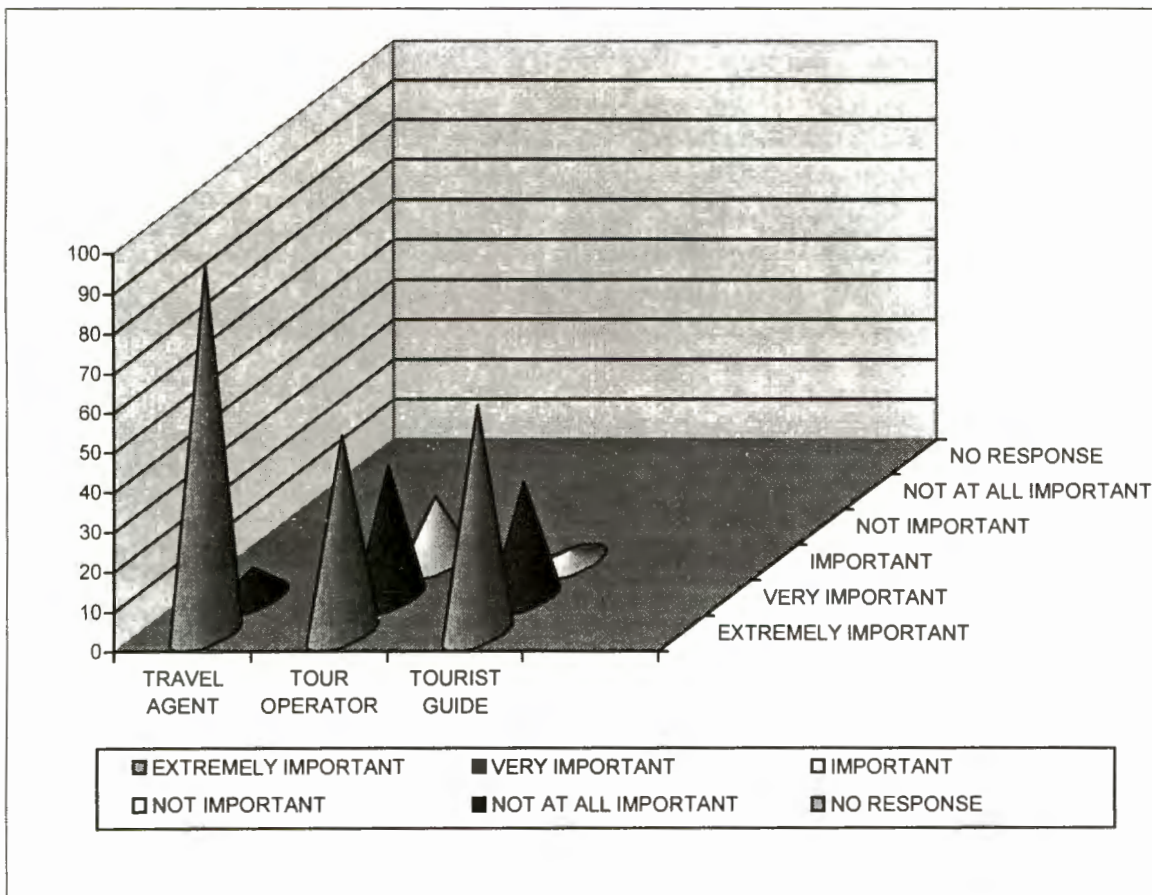
important and a very high 33,3% rated it as not important at all. This result was also expected as both the above-mentioned groups deal primarily with reservations and very seldom find themselves in situations where they need to be sensitive. Tourist guides on the other hand rated this personality trait considerably higher.

- 76,9 % of the travel agents rated **flexibility** as extremely important. This was to be expected because in the domain of travel, where even the best-planned itineraries may go awry, flexibility and patience are vital. Only 58,8% of tourist guides rated flexibility as extremely important which was somewhat surprising as one would expect this percentage to be higher. 66,7% tour operators rated it as extremely important. Because out-bound tour operators sell pre-packaged tours one would expect that they would not regard this personality trait as important as travel agents and tourist guides would. The above information is represented in Figure 4.2.



**Figure 4.2 Illustration of importance distribution of flexibility as personality trait**

- An overwhelming 92,3% of the travel agents who were interviewed, regarded **patience** as extremely important in the workplace. (Reiff (1990:114) also identified this personality trait as extremely important for travel agents). 50,0% of the tour operators and 67,6% of the tourist guides rated it as extremely important. Figure 4.3 indicates the importance distribution for patience as a personality trait.



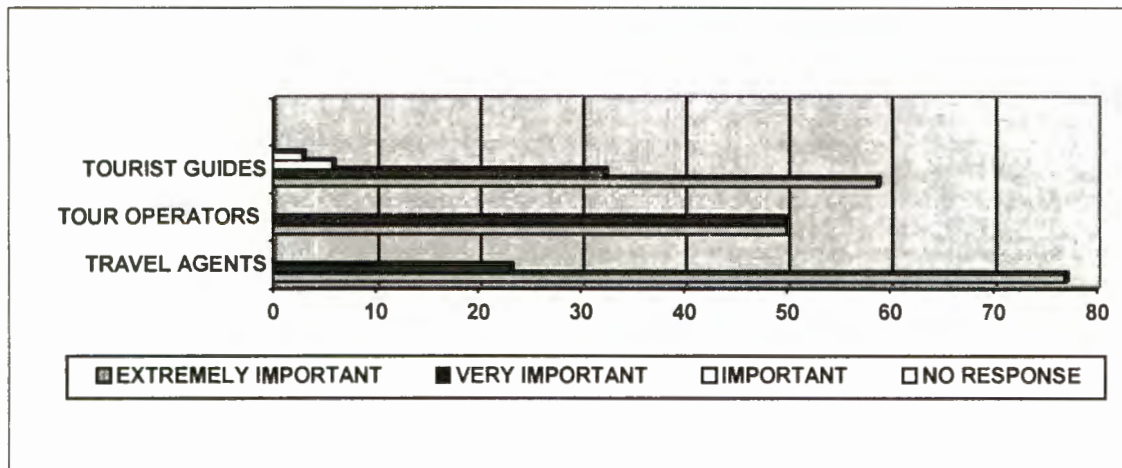
**Figure 4.3 Personality trait: patience**

- **Authenticity** received low scores when compared to other personality traits. Only 38,5% travel agents and 33,3% tour operators regarded this as extremely important. 61,7% tourist guides rated it as extremely important. This could be explained by the fact that they are in direct contact with tourists. Few qualities alienate people more than a phony or dishonest person. It therefore makes

sense that more tourist guides than travel agents or tour operators would regard this trait as more important.

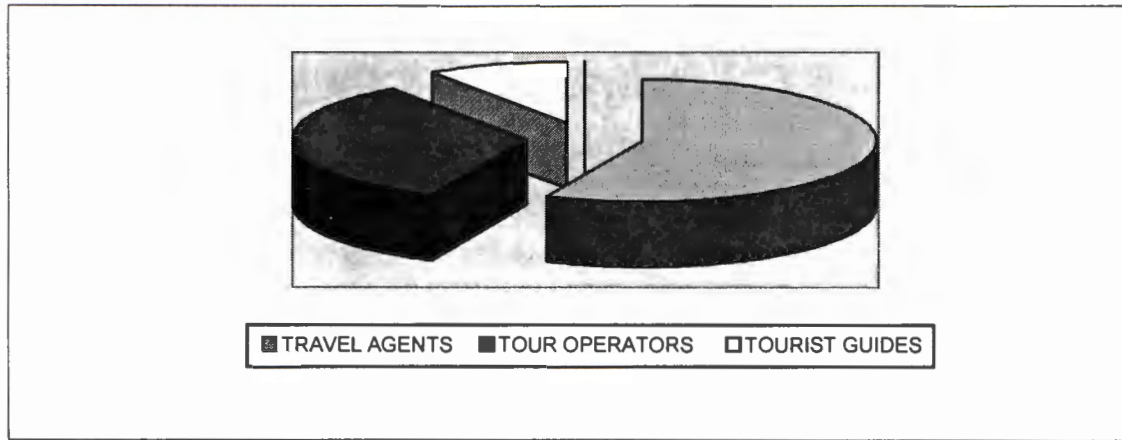
- 69,2% of the travel agents thought **professional appearance** was extremely important. 50,0% tour operators and 64,7% tourist guides rated it as extremely important. The fact that tour operators did not regard this as so important might be ascribed to the fact that many of them deal with customers on the telephone and very seldom in person.
- Most travel agents thought a **sense of humour** was necessary to survive. In fact 76,9% regarded this personality trait as extremely important. The majority of tour operators and tourist guides did not agree.
- Travel agents rated **knowledge** as important. 92,3% were of the opinion that it was extremely important, while 83,3% of the tour operators and 67,6% of the tourist guides rated it as extremely important. It is surprising that tourist guides represent the lowest percentage in this category as one would expect that especially tourist guides should be knowledgeable about a wide range of topics.
- To be **decisive** was rated by 69,2% of the travel agents, 33,3% of the tour operators and 47,0% of the tourist guides as extremely important. The lower percentage tour operators who rated this trait as extremely important was to be expected as most tour operators do not find themselves in a position where they have to make quick decisions as often as their counterparts in the retail travel and the tour guiding sector.
- **Good health** was regarded by 53,8% of the travel agents as very important. Only a small percentage of the tour operators and tourist guides rated this characteristic as extremely important.

- All the respondents thought **personal integrity** was extremely or very important. In fact 76,9% of the travel agents regarded this personality trait as extremely important. This percentage was considerably higher than the percentage of tourist guides where only 58,8% regarded it as extremely important. One would have thought that tourist guides would have rated this personality trait higher as they are the sector in which a lack of integrity could do most damage. Respondents from the three sectors felt that ethical values are crucial to success. In Figure 4.4 a comparison is made of how many travel agents, tour operators and tourist guides rated personal integrity as an extremely important personality trait.



**Figure 4.4 Personality trait : personal integrity**

- All travel agents and tourist guides were of the opinion that an **outgoing personality** was a necessary quality to ensure success. More than 33% of the tour operators felt that an outgoing personality was not important or not at all important. The reason for this could be that out-bound tour operators basically take orders, mostly for booked pre-arranged tours. Only 14,7% of the tourist guides rated this personality trait as extremely important. One would have thought that more tourist guides would have rated it higher. Figure 4.5 illustrates the percentage of travel agents, tour operators and tourist guides who rated this personality trait as extremely important.



**Figure 4.5 Personality trait: outgoing personality**

### 4.3.2 Vocational skills

The literature study identified the following vocational skills as important for travel agents, tour operators and tourist guides. In the case of central reservation systems (CRSs) all three available systems in South Africa were tested. This section was divided into different sections covering CRSs, front-of-house systems, accounting systems and fares automation. Each section will be discussed separately.

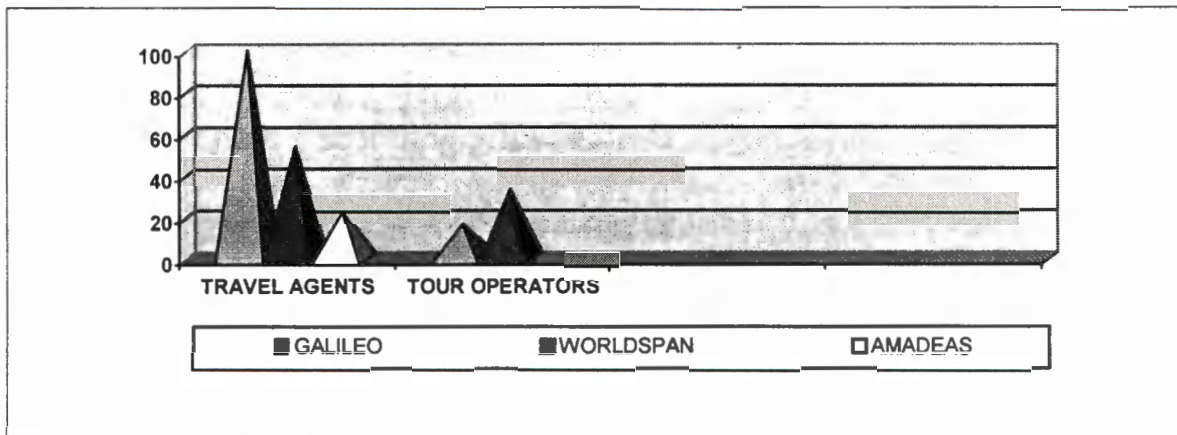
Table 4.3 lists the CRSs for travel agents, tour operators and tourist guides.

**TABLE 4.3 Central reservation systems**

<b>CENTRAL RESERVATION SYSTEM</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>GALILEO</b>	TRAVEL AGENTS	100					
	TOUR OPERATORS	16,7	33,3			50,0	
	TOURIST GUIDES						
<b>WORLDSPAN</b>	TRAVEL AGENTS	53,8					46,2
	TOUR OPERATORS	33,3				16,7	50,0
	TOURIST GUIDES						
<b>AMADEUS</b>	TRAVEL AGENTS	23,1				23,1	53,8
	TOUR OPERATORS					83,3	16,7
	TOURIST GUIDES						

100% of the respondents used Galileo as a CRS. Galileo currently has about 80% of the market share. This might explain why so many travel agents thought it to be extremely important. Worldspan is used by tour operators but 46.7% of the travel agents did not know this CRS. Amadeus is the newest entry into the South African market. This may be the reason why 53,8% of the respondents did not know of its existence. It is however certain that travel agents regard the use of a CRS as extremely important to function as a travel agent.

In the case of tour operators most respondents did not think it was important to use a CRS. At least 50,0% of all the respondents rated it as not important at all. The reason might be that most airlines require tour operators to make group bookings for groups larger than 10 passengers telephonically with the airline group's department. Worldspan is the system currently used by most tour operators and this could explain why 33,3% of the respondents thought it extremely important to be able to work on the Worldspan system. Amadeus is the newest entry into the South African market and the fact that very few players in the industry use this product may be the reason why Amadeus scored so low. The percentage of importance distribution for the different central reservations systems which are currently available in South Africa is illustrated in Figure 4.6. Most of the vocational skills which were identified in the literature study are directly applied within the job description of a travel consultant and probably a tour operator. This may be the reason why respondents from the tourist guiding sector did not feel that it would apply to their profession. Vocational skills which were identified were central reservation systems such as Galileo, fares and ticketing courses, accounting software and others.



**Figure 4.6 Comparison of the importance of the different central reservation systems currently available in South Africa**

The literature study identified Hospitality operations as a worthwhile educational cluster to be included in tourism and hospitality courses. Technikon in South Africa may choose between this module and a module on the Introduction of international fares. Technikon Pretoria offers this module in the second year of study. Table 4.4 shows the importance that travel agents, tour operators and tourist guides attached to front-of-house systems in the execution of their daily duties.

**TABLE 4.4 Front-of-house systems**

FRONT-OF-HOUSE AUTOMATION	5	4	3	2	1	0
<b>LANMARK</b>						
TRAVEL AGENTS	53,8	15,4	7,7			23,1
TOUR OPERATORS					100,0	
TOURIST GUIDES						
<b>FEDELIO</b>						
TRAVEL AGENTS	7,7	23,1	7,7		38,1	23,4
TOUR OPERATORS					100,0	
TOURIST GUIDES						

Seeing that the above-mentioned systems are used in hospitality operations it is somewhat surprising that nearly 75% of the respondents rated Lanmark and nearly 40% Fedelio at least as important for them to function effectively as travel agents. As far as tour operators are concerned it was expected that these skills would not be regarded as important. Tourist guides did not fill in this section of the questionnaire.

Both travel agents and tour operators use computerized accounting systems as both these sectors have customers to whom they will extend credit. In table 4.5 the importance travel agents and tour operators assign to computerized accounting systems is rated. Tourist guides did not answer this section of the questionnaire.

**Table 4.5 Computerized accounting systems**

COMPUTERIZED ACCOUNTING SYSTEMS	5	4	3	2	1	0
<b>QUICK TRAV</b>						
TRAVEL AGENTS	69,2	15,4			15,4	
TOUR OPERATORS	16,7		16,7		66,7	
TOURIST GUIDES						
<b>OTHER</b>						
TRAVEL AGENTS	7,7	15,4			61,5	15,4
TOUR OPERATORS	50,0				33,3	16,7
TOURIST GUIDES						

At least 84% travel agents regarded a working knowledge of a computerized accounting system as important. It seems that Quick Trav is the most widely used system among South African travel agents.

From the above it seems that travel agents and tour operators use different automated accounting systems which tour operators do not consider to be crucial to their daily functioning.

The tourist guides did not answer this section of the questionnaire.

Fares and ticketing was another vocational skill which has a direct bearing on the effectiveness of a travel agent. Table 4.6 gives an indication of the fares requirements travel agents and tour operators rate as important.

**Table 4.6 Fares and ticketing courses for travel agents and tour operators**

<b>FARES AND TICKETING</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>GLOBAL FARES</b>						
TRAVEL AGENTS	69,2	15,4			15,4	
TOUR OPERATORS	50,0				50,0	
TOURIST GUIDES						
<b>FOCAL POINT</b>						
TRAVEL AGENTS	100,0					
TOUR OPERATORS	50,0				50,0	
TOURIST GUIDES						
<b>DOMESTIC FARES</b>						
TRAVEL AGENTS	84,6	15,4				
TOUR OPERATORS	50,0				50,0	
TOURIST GUIDES						
<b>INTRODUCTION TO INTERNATIONAL FARES</b>						
TRAVEL AGENTS	76,9	15,4			7,7	
TOUR OPERATORS	83,3				16,7	
TOURIST GUIDES						
<b>ADVANCED INTERNATIONAL FARES</b>						
TRAVEL AGENTS	76,9	7,7	15,4			
TOUR OPERATORS	66,6	16,7			16,7	
TOURIST GUIDES						

- Most travel agents regard fares training as important. It is interesting to note that all the respondents thought Focal Point was extremely important for them as travel agents. It is also interesting to note that the automated fares training received very high scores.

It seems that tour operators do not regard fares training as important as travel agents do. The reason could be that most tour operators do not quote fares on a daily basis. They will be quoted group rates by the different airlines. It is interesting to note that only 50% of the respondents thought that a knowledge of domestic fares was extremely important as opposed to the 83% who thought that an introduction to international fares was necessary. The reason might be that only out-bound operators were interviewed and that they mostly work with international fares. Figure 4.7 shows a comparison of the importance travel agents and tour operators award to the fares courses available in South Africa.

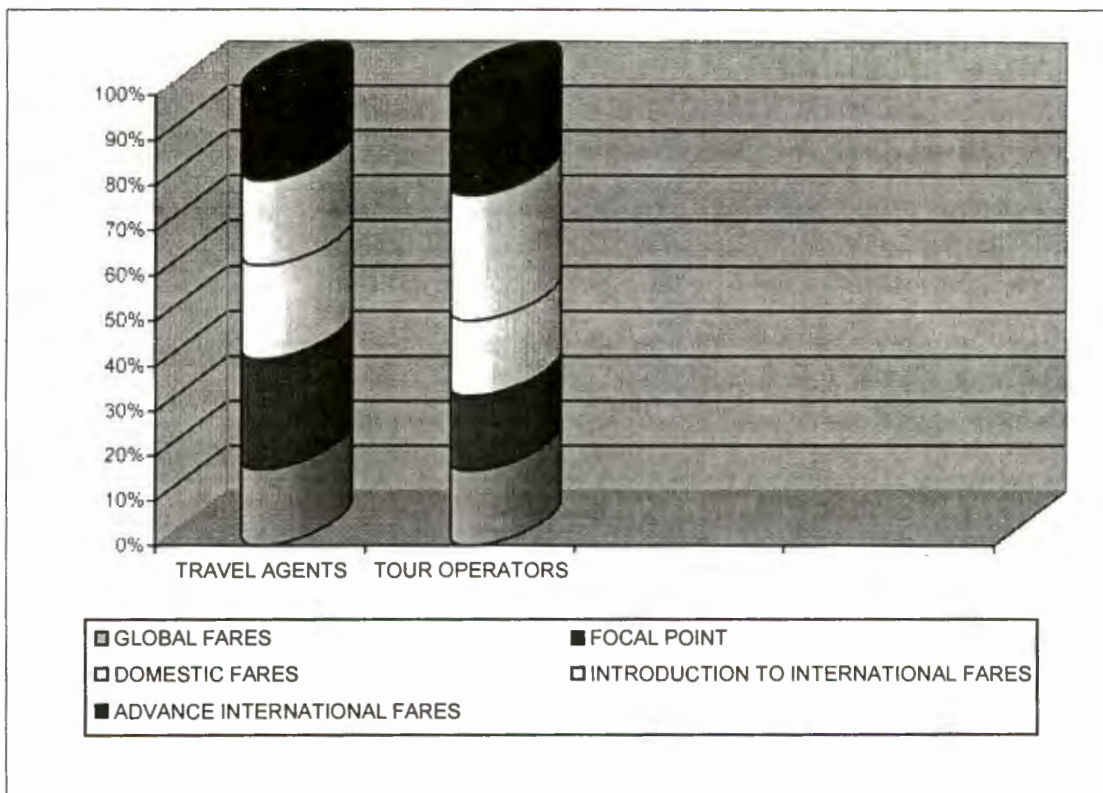


Figure 4.7 Importance distribution of fares courses

Tourist guides did not complete this section of the questionnaire.

The importance which travel agents, tour operators and tourist guides attached to other industry courses which were identified, are indicated in Table 4.7.

**Table 4.7 Other industry courses for travel agents, tour operators and tourist guides**

<b>OTHER INDUSTRY COURSES</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>BSPZA</b>						
TRAVEL AGENTS	76,9	7,7			15,4	
TOUR OPERATORS	66,7				33,3	
<b>TOURIST GUIDES</b>						
<b>OTHERS</b>						
TRAVEL AGENTS	38,5	7,7			7,7	46,2
TOUR OPERATORS	33,3				16,7	50,0
<b>TOURIST GUIDES</b>						

The Billing and Settlement Plan Southern Africa (BSPZA) was regarded as extremely important by 76,9% of the travel agents interviewed. It was rated as extremely important by 66,9% of the respondents in the tour operations sector. Tourist guides did not answer this section of the questionnaire.

### 4.3.3 General education

General education skills which were identified in the literature study included computer skills, arithmetical skills, communication skills, presentation skills and a variety other skills which can be classified under general education. Table 4.8 lists these skills and the percentages given by respondents.

**Table 4.8 General education for travel agents, tour operators and tourist guides**

<b><u>GENERAL EDUCATION</u></b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>COMPUTER SKILLS</b>							
	TRAVEL AGENT	76,9	7,7	7,7	7,7		
	TOUR OPERATOR	100					
	TOURIST GUIDE		8,8	20,6	14,8	55,8	
<b>ARTIHMETICAL SKILLS</b>							
	TRAVEL AGENT	7,7	15,4	30,8	7,7	38,5	
	TOUR OPERATOR	33,3	16,7			50,0	
	TOURIST GUIDE	5,8	35,2	44,4	5,8	8,8	
<b>COMMUNICATION SKILLS</b>							
<b>TELEPHONE SKILLS</b>							
	TRAVEL AGENT	100					
	TOUR OPERATOR	100					
	TOURIST GUIDE	14,7	44,2	20,5	5,8	14,7	
<b>BUSINESS WRITING</b>							
	TRAVEL AGENT	61,5	23,1	7,7	7,7		
	TOUR OPERATOR	33,3	33,3	16,7		16,7	
	TOURIST GUIDE	26,5	26,5	35,3	11,7		
<b>LISTENING SKILLS</b>							
	TRAVEL AGENT	100					
	TOUR OPERATOR	66,7	33,3				
	TOURIST GUIDE	47,0	50,0	3,0			
<b>LANGUAGE SKILLS</b>							
	TRAVEL AGENT	100					
	TOUR OPERATOR	66,7	16,7	16,7			
	TOURIST GUIDE	44,1	52,9	3,0			
<b>NEGOTIATION SKILLS</b>							
	TRAVEL AGENT	100					
	TOUR OPERATOR	66,7	33,3				
	TOURIST GUIDE	29,4	55,8	11,8		2,9	
<b>PRESENTATION SKILLS</b>							
	TRAVEL AGENT	69,2	15,4	15,4			
	TOUR OPERATOR	66,7	16,7	16,7			
	TOURIST GUIDE	26,4	73,5				
<b>INTERPERSONAL SKILLS</b>							
	TRAVEL AGENT	61,2	38,8				
	TOUR OPERATOR	83,3	16,7				
	TOURIST GUIDE	17,6	76,5	5,8			
<b>LEADERSHIP/SOCIAL SKILLS</b>							
	TRAVEL AGENT	76,9	15,4		7,7		
	TOUR OPERATOR	83,3	16,7				
	TOURIST GUIDE	32,4	64,7	2,9			
<b>ORGANIZATIONAL SKILLS</b>							
	TRAVEL AGENT	84,6	15,4				
	TOUR OPERATOR	83,3	16,7				
	TOURIST GUIDE	26,5	70,6	2,9			
<b>RESEARCH SKILLS</b>							
	TRAVEL AGENT	61,5	38,5				
	TOUR OPERATOR	66,7	16,7	16,7			
	TOURIST GUIDE	8,8	64,7	26,5			
<b>ETHICAL/SOCIAL RESPONSIBILITIES</b>							
	TRAVEL AGENT	38,5	46,2	15,4			
	TOUR OPERATOR	50,0	33,3	16,7			
	TOURIST GUIDE	32,4	55,9	8,8	2,9		
<b>SOCIETIES AND CULTURES OF THE WORLD</b>							
	TRAVEL AGENT	23,1	46,2	23,1	7,7		
	TOUR OPERATOR	66,7	33,3				
	TOURIST GUIDE	23,6	64,7	8,8	2,9		

**CULTURAL SENSITIVITY**

TRAVEL AGENT	61,5	23,1	7,7	7,7
TOUR OPERATOR	16,7	50,0	16,7	16,7
TOURIST GUIDE	58,9	41,1		

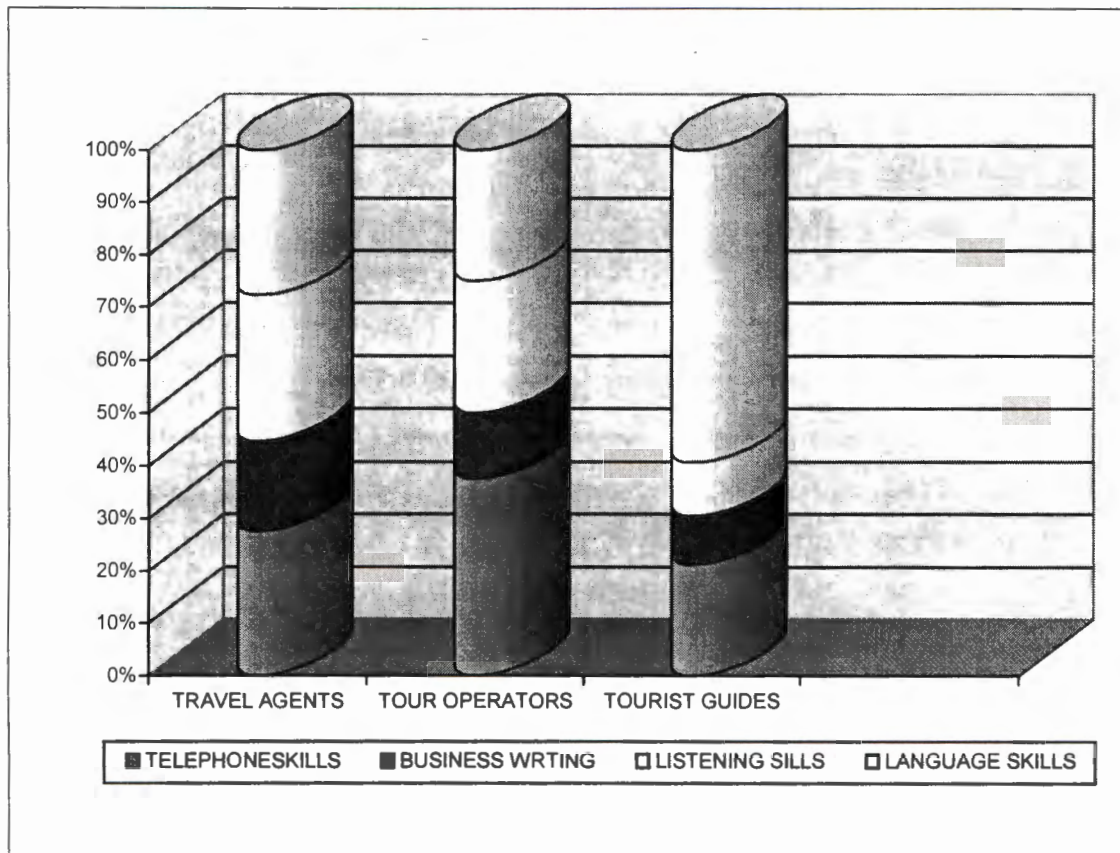
**USE OF NATURAL RESOURCES**

TRAVEL AGENT	53,8	30,8	7,7	7,7
TOUR OPERATOR	83,3	16,7		
TOURIST GUIDE	32,3	58,9	8,8	

**LEISURE APPRECIATION**

TRAVEL AGENT	69,2	23,1	7,7	
TOUR OPERATOR	83,3	16,7		
TOURIST GUIDE	14,6	50,0	23,6	5,9 5,9

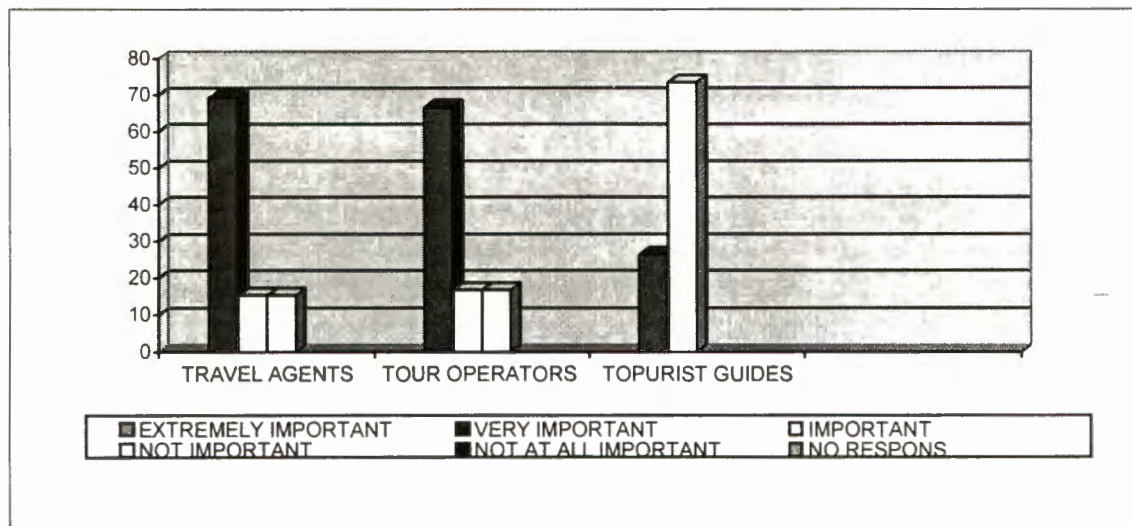
- Computer skills were rated by both travel agents and tour operators as extremely important. Only 7,7 % of the travel agents did not think computer skills were important. All the respondents in the tour operator sector rated it as extremely important. However, the majority of tourist guides, in fact almost 70%, thought it was not important. These results were expected.
- It is obvious from Table 4.8 that travel agents regard **communication skills** as extremely important. In all of the identified categories of communication skills except **business writing** 100% of the respondents rated these skills as extremely important. 16,7% tour operators rated business writing as not important at all, although all the respondents in the tour operation sector rated all the other categories of communication at least as important. The reason may be that most of the documents they require are prepared and their function is only to send these out to customers. Tourist guides did not rate **telephone skills** and **business writing** as highly as their counterparts in the retail travel and tour operations sector, but this was expected as this is not an integral part of their daily activities. One would, however, have thought that more of the respondents in this sector would have rated **listening** and **language skills** as extremely important. A comparison of the above-mentioned skills are illustrated in Figure 4.8.



**Figure 4.8 Communication skills**

- **Negotiation skills** were regarded by both travel agents and tour operators as extremely important. In fact 100% of the travel agents rated it as extremely important. Their colleagues in the tour operation sector rated it as very important with the majority (66,7%) rating it as extremely important. These responses were expected as these two sectors use this skill daily. Tourist guides also thought this to be an important skill for their sector and only 2,9% of the respondents thought it not at all important.
- All the respondents in all three categories rated **presentation skills** as important. Surprisingly enough only 26,4% tourist guides rated it as extremely important. One would have thought that they would have rated it more highly as it is an integral part of a tourist guide's duties to present an attraction or

destination to tourists. Figure 4.9 illustrates the importance travel agents, tour operators and tourist guides awarded to presentation skills.



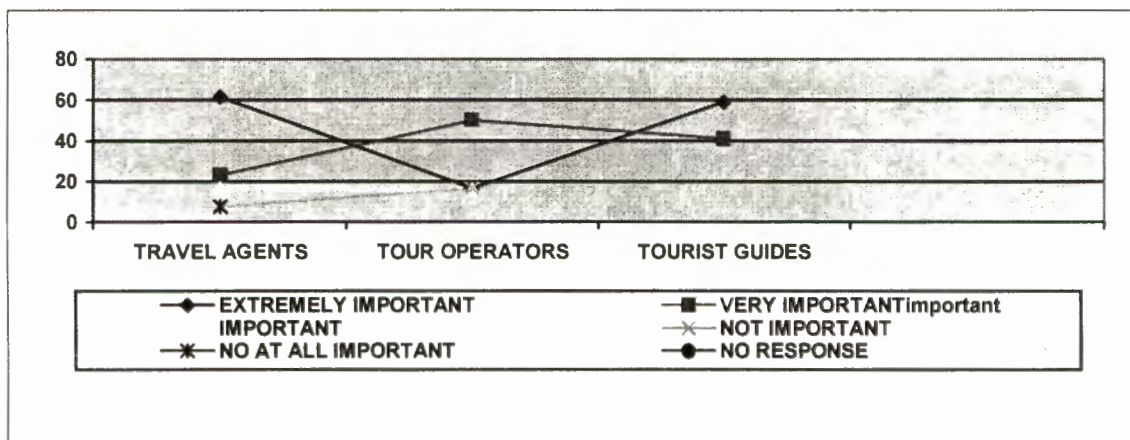
**Figure 4.9 Presentation skills**

- All the respondents thought people working in their specific sectors should have excellent *interpersonal skills*. Surprisingly enough, 83,3% of the tour operators rated this personality trait as extremely important as opposed to 17,6% of the tourist guides. This result was not expected as the latter come into direct contact with people in their daily activities and one would have expected a higher percentage of tourist guides to rate this personality trait as extremely important.
- *Leadership/social* skills rated very highly with the majority of respondents in all three categories. Again it is somewhat surprising that tourist guides were the sector where most of the people interviewed thought that this skill was very important.
- *Organisational skills* scored extremely high with travel agents and tour operators. 84,6% and 83,3% rated it as extremely important. It stands to reason that both these sectors of the tourism industry's personnel should have these

skills. Tourist guides rated it lower and only 26,5% rated it as extremely important. The reason for this could be that most tourist guides do city tours. For multi-day tours one would however have expected this sector to rate this skill considerably higher.

- **Research skills** again rated more highly with travel agents and tour operators than with tourist guides. Although all the respondents in all three groups rated these skills as at least important for their profession, only 8,8% tourist guides thought it to be extremely important.
- Only 2,9% of the tourist guides thought that **ethical/social responsibility** was an important skill. This skill did however receive a much lower percentage of respondents that rated it as extremely important. Only 38,5% of the travel agents, 50,0% of the tour operators and 32,4% of the tourist guides rated it as extremely important. This result was also expected as this is not a daily function performed by any of the groups.
- **Societies and cultures of the world** received the highest rating as extremely important from 66,7% of the tour operators. As only out-bound tour operators were interviewed and one of the principal reasons for travel is to experience different cultures, this result was expected. Although travel agents book travellers to different destinations, one would however expect that the majority of their customers would be South African and that this part of a curriculum would not be so important. Again, it is surprising that only 23,6% of the tourist guides regarded this personality trait as being extremely important. Of the three groups one they are the ones who come into contact with foreign nationalities on a regular basis. One would have expected that more tourist guides would rate this section of a curriculum as extremely important.

- 61,5% of the travel agents rated **cultural sensitivity** as extremely important. This figure is higher than the tourist guides who scored only 58,9% on extremely important. One would have expected tourist guides to regard this educational cluster as extremely important as they are the sector of the tourism industry, apart from people working in the hospitality industry, who have the most contact with other cultures and should be sensitive to the differences. Figure 4.10 illustrates the importance awarded to cultural sensitivity.



**Figure 4.10 Cultural sensitivity**

- Of all the respondents only 7,7% of the travel agents did not regard the use of **natural resources** as important. This is encouraging and it seems that the tourism industry would like this industry to develop sustainable resources.
- A very high percentage of travel agents (69,2%) and tour operators (83,3%) rated **leisure appreciation** as extremely important. This was expected as both these sectors are in the leisure business and compete with other sectors for the discretionary income of prospective travellers. On the other hand only 14,6% of the tourist guides rated it as extremely important. More than 10% of the respondents of this sector did not think it is important. This does not make sense as this sector is also primarily involved in leisure.

### 4.3.4 Business education

This educational cluster deals with all the management aspects. This section will deal with travel agents, tour operators and tourist guides and show the existing differences in the individual sectors.

As with the previous sections the literature study revealed certain management aspects which could benefit travel agents, tour operators and tourist guides. Table 4.9 represents the educational cluster as revealed by the literature study and the ratings of its importance.

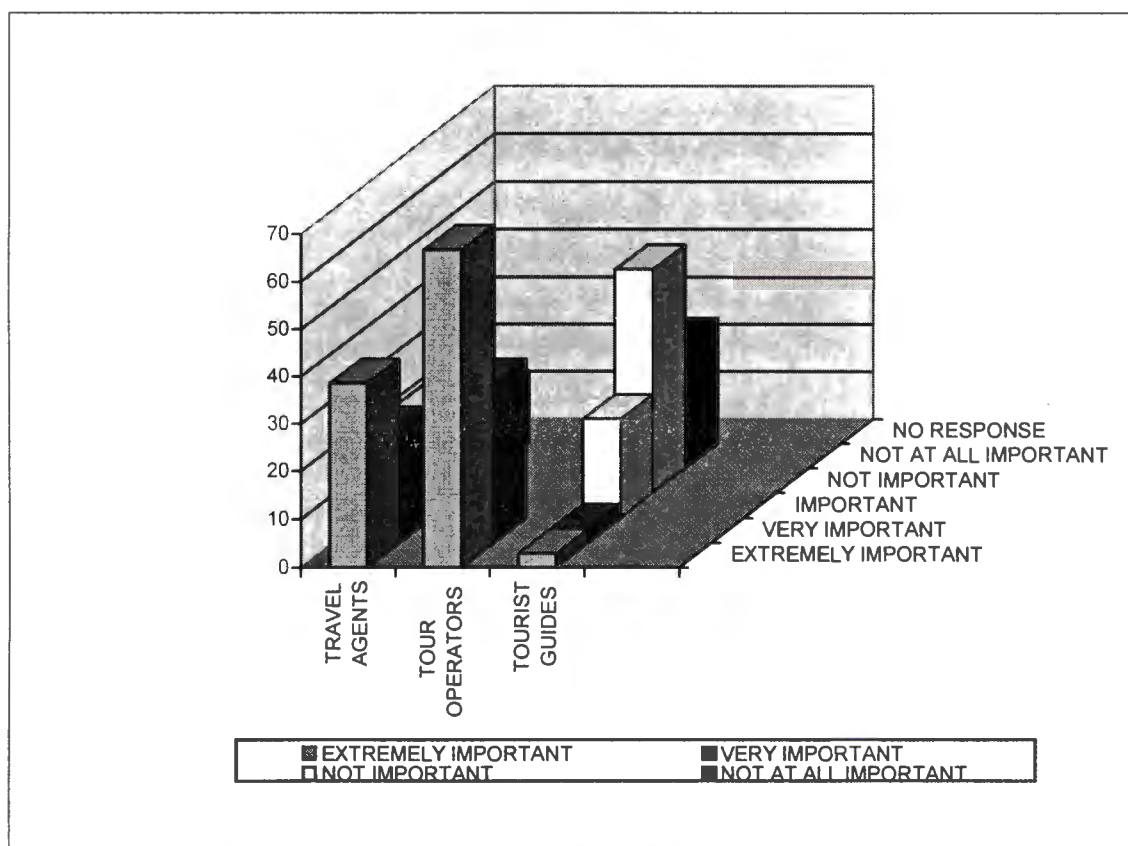
**Table 4.9 Business education for travel agents, tour operators and tourist guides**

<b>BUSINESS EDUCATION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>MANAGEMENT THEORIES</b>						
TRAVEL AGENTS	61,5	30,8	7,7			
TOUR OPERATORS	83,3	16,7				
TOURIST GUIDES	8,8	61,7	17,6	2,9	8,8	
<b>HUMAN RESOURCES</b>						
TRAVEL AGENTS	69,2	15,4	7,7		7,7	
TOUR OPERATORS	66,7	33,3				
TOURIST GUIDES	8,8	41,2	29,4			
<b>RESORT MANAGEMENT</b>						
TRAVEL AGENTS	38,5	23,1	23,1		15,4	
TOUR OPERATORS	66,7	33,3				
TOURIST GUIDES	2,9	2,9	20,6	47,1	26,5	
<b>MARKETING THEORIES</b>						
TRAVEL AGENTS	38,5	23,1	30,8		7,7	
TOUR OPERATORS	66,7	16,7	16,7			
TOURIST GUIDES	5,9	52,9	23,5	5,9	11,8	
<b>SELLING SKILLS</b>						
TRAVEL AGENTS	76,9	7,7	7,7	7,7		
TOUR OPERATORS	66,7	33,3				

	TOURIST GUIDES	5,9	58,9	20,6	5,9	8,8
<b>PRINCIPLES OF SERVICE MANAGEMENT</b>						
	TRAVEL AGENTS	61,5	23,1	7,7		7,7
	TOUR OPERATORS	16,7	50,0	16,7		16,7
	TOURIST GUIDES	5,9	61,8	26,6	2,9	2,9
<b>ENTREPRENEURSHIP AND INNOVATION</b>						
	TRAVEL AGENTS	61,5	23,1	15,4		
	TOUR OPERATORS	83,3		16,7		
	TOURIST GUIDES	11,8	41,2	35,3	8,8	2,9
<b>ACCOUNTING PRINCIPLES</b>						
	TRAVEL AGENTS	53,8	23,1	15,4		7,7
	TOUR OPERATORS	83,3	16,7			
	TOURIST GUIDES		14,7	64,7	14,7	5,9
<b>PRINCIPLES OF FINANCE</b>						
	TRAVEL AGENTS	53,8	23,1	15,4		7,7
	TOUR OPERATORS	66,7	33,3			
	TOURIST GUIDES		20,6	64,7	8,8	5,9
<b>PRINCIPLES OF ECONOMICS</b>						
	TRAVEL AGENTS	38,5	30,8	15,4		15,4
	TOUR OPERATORS	83,7				16,7
	TOURIST GUIDES	2,9	29,4	50,0	14,7	2,9

- Nearly 11% of the tourist guides did not think it was important to include *Management theories* in an educational tourism curriculum and only 8,8% rated it as extremely important. As most of the respondents interviewed were self-employed this is a unexpected result. 100% travel agents and tour operators rated this educational skill at least as important.
- Only 7,7% of the travel agents and nearly 20% of the tourist guides thought that *Human resources* as an educational theme was not important. This could be explained by the fact that most of the tourist guides are self-employed one-man shows and some of the travel agents work for small businesses where this function probably does not receive much attention. All the tour operators rated it at least as very important.

- An extremely high percentage of the travel agents (84%) and tour operators (100%) rated *Resort management* as important whereas of their colleagues in the tour guiding sector approximately 73% did not think this was important. The fact that such a high percentage of the travel agents and tour operators rated this as important was not expected at all. Figure 4.11 illustrates the importance distribution as percentages.



**Figure 4.11 Business education: Resort management**

- *Marketing theories* was rated by 100% of the respondents in all groups, except tourist guides, as important. In this category the highest percentage of the tour operators (66,7%) regarded this subject theme as extremely important. This could be explained by the fact that this section of the tourism industry is the most active in the marketing sector.

- 76,9% of the respondents in the retail travel sectors thought that skills in **Selling** was extremely important in their profession. This could be explained by the fact that travel agents would probably use these skills much more frequently than their counterparts in the tourist guiding and tour operator sector. Again, it has to be emphasised that the respondents in the tour operations sector were primarily reservation consultants and do not have to solicit customers. Although nearly 83% tourist guides regarded this skill as important this is also an unexpected result as this is not part of their primary function.
- Although the majority of respondents in all three categories rated **Principles of service management** as important, 7,7% of the travel agents, 16,7% of the tour operators and 5,8% of the tourist guides felt that this section of the curriculum was not at all important.
- In both the travel agent and the tour operation section all the respondents interviewed rated **Entrepreneurship and innovation** as important. 11,7% of the tourist guides sector thought this educational cluster was not important. Only 11,8% of the respondents in the latter category thought that it was extremely important. Travel agents (61,5%) and tour operators (83,3%) rated this component of the curriculum as extremely important.
- 92,3% travel agents and 100% tour operators thought that **Accounting principles** was an important component of a tourism curriculum. 83,3% of the tour operators rated it as extremely important as opposed to 0% of the tourist guides. As a matter of fact more than 20% of the tourist guides did not feel that this component of the curriculum is important.
- **Principles of finance** was rated higher than Accounting principles by tour operators and tourist guides. 7,7% of the travel agents and more than 14% of the tourist guides thought this was not important. It is surprising that the respondents rated Principles of finance as more important than Accounting

principles as one would have thought that the majority respondents would have to deal with the latter more frequently in their work.

- **Principles of economics** received a lower overall score and the tourist guiding sector rated this component as most important when the statistics were compared to those of the other two sectors. Only 8,8% of the tourist guides, as opposed to 15,4% of the travel agents and 16,7% of the tour operators rated this skill as not at all important.

Most of the respondents thought that the business educational clusters which were identified by the literature should be included in a curriculum designed to educate and train prospective entrants to their sector of the tourism industry.

#### 4.3.5 Languages

Respondents were interviewed on the importance they attached to the languages which they regarded as important to their profession.

Table 4.10 lists language preferences in percentages for travel agents, tour operators and tourist guides .

**TABLE 4.10 Languages proficiency of travel agents, tour operators and tourist guides**

<b>LANGUAGES</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>ENGLISH</b>						
TRAVEL AGENTS	100					
TOUR OPERATORS	100					
TOURIST GUIDES	70,6	20,6	8,8			
<b>AFRIKAANS</b>						

TRAVEL AGENTS	38,5		53,8	7,7	
TOUR OPERATORS	33,3	16,7	50,0		
TOURIST GUIDES		11,8	47,1	29,4	8,8

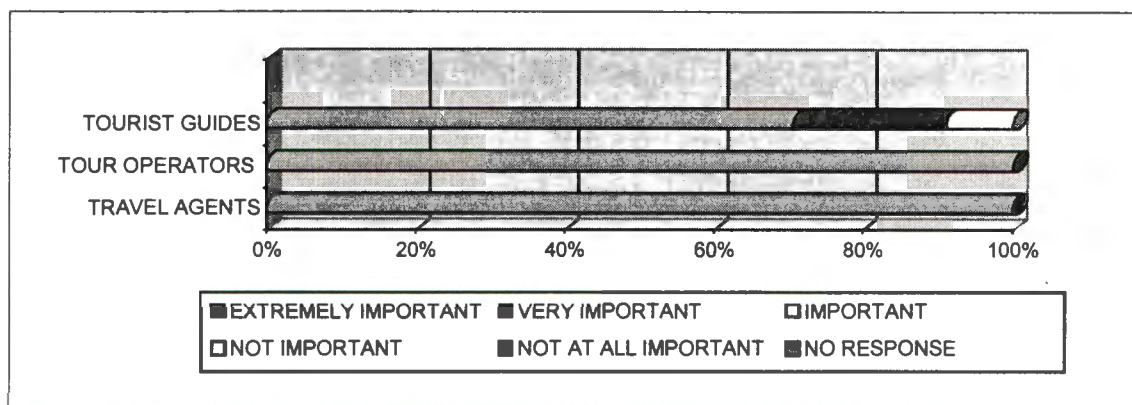
**INDIGENOUS LANGUAGES**

TRAVEL AGENTS	38,5	7,7	15,4	7,7	30,8
TOUR OPERATORS	33,3	16,7	33,3		16,7
TOURIST GUIDES		11,8	50,0	17,6	11,8

**FOREIGN LANGUAGES**

TRAVEL AGENTS	48,2	15,4	15,4	7,7	15,4
TOUR OPERATORS	83,3		16,7		
TOURIST GUIDES	52,9	29,4	5,9	5,9	5,9

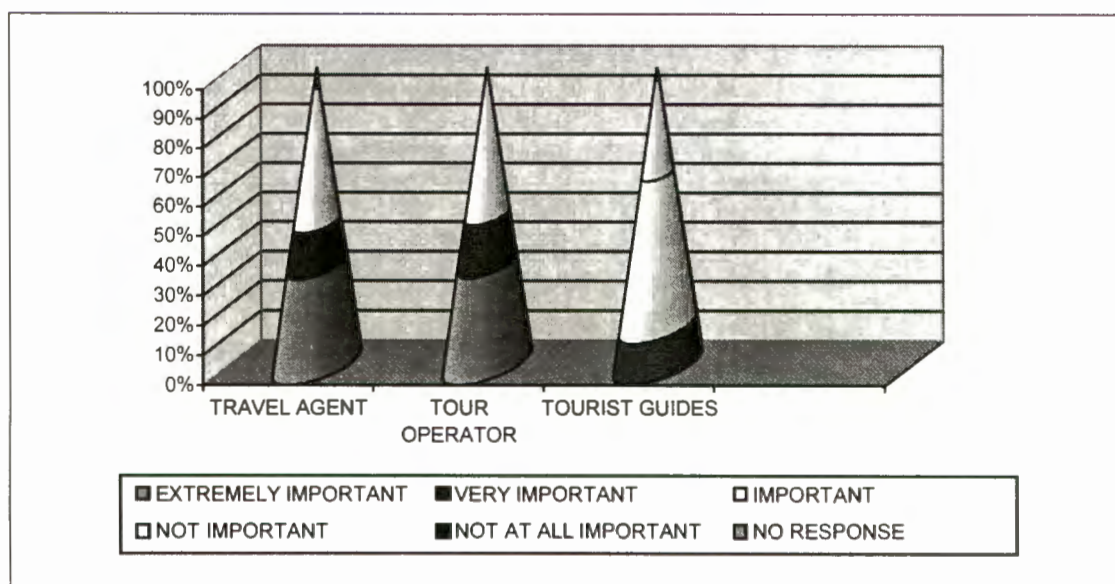
The travel agents and tour operation sector regarded *English* as extremely important in their profession as 100% of the respondents interviewed rated this as extremely important. Only 70,6% tourist guides rated this language as extremely important. The remaining respondents of the tourist guiding sector scored English as important.



**Figure 4.12 Languages: English**

- Surprisingly enough travel agents and tour operators thought *Afrikaans* was an important requirement. 100% of the respondents in these two sectors thought

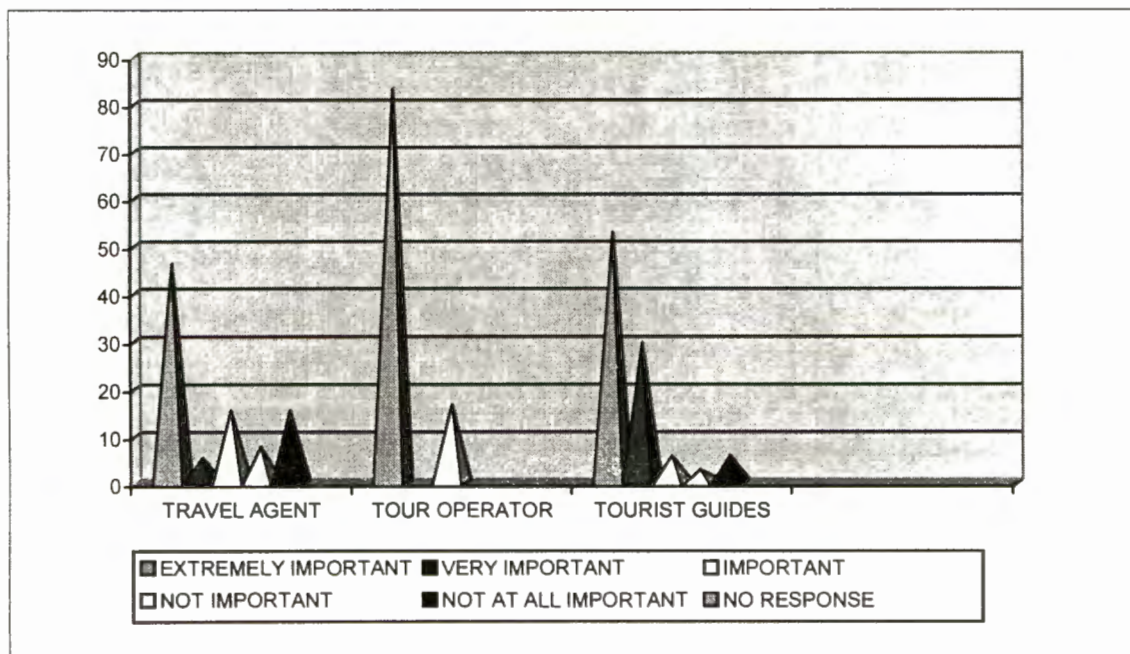
Afrikaans was at least important. In the tourist guiding sector 33,3% of the respondents did not think Afrikaans was important.



**Figure 4.13 Languages: Afrikaans**

- Indigenous languages** also received fairly high ratings in its inclusion in a tourism curriculum. 38,5% of the travel agents, 16,7% of the tour operators and 29,4% of the tourist guides thought that this should not be included in a curriculum. It was, however, surprising that 38,5% of the travel agents and only 33,3% of the tourist guides regarded this section as being extremely important. Not a single tourist guide rated it as extremely important. A different result was expected as one would have thought a higher percentage tourist guides would have scored this component of the curriculum higher. The reason for this might be that the services of the tourist guiding sector are predominately utilised by international tourists.

- Only 52,9% of the tourist guides, as opposed to 52,9% tour operators thought that a *foreign language* was extremely important. Again one would have thought that the majority of the respondents in the tourist guiding sector would have rated this as extremely important. It is after all this sector that comes into direct contact with foreign tourists.



**Figure 4.14 Languages: foreign languages**

Most of the respondents thought that a foreign language was important in a tourism curriculum.

#### 4.3.6 Tourism-specific education

This educational cluster addresses the tourism-specific aspects of the curriculum. Once again this section will handle travel agents, tour operators and tourist guides as a unit. Table 4.11 gives the tourism-specific education for travel agents.

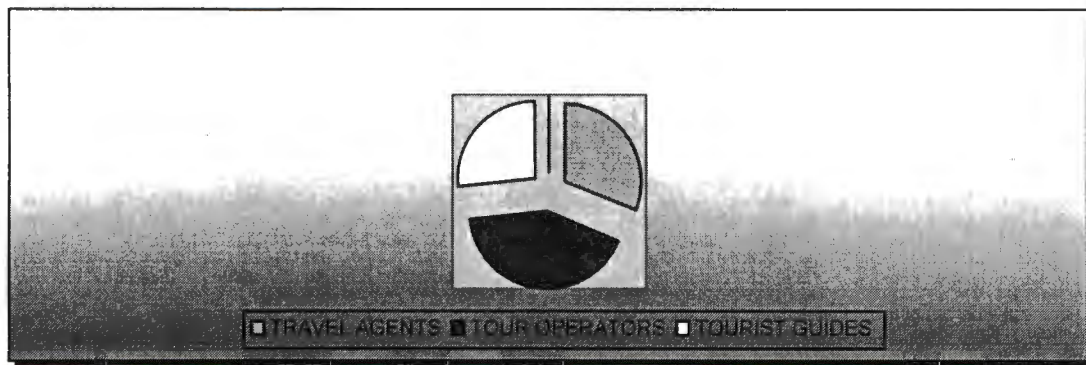
**Table 4.11 Tourism-specific education for travel agents, tour operators and tourist guides.**

<b>TOURISM-SPECIFIC EDUCATION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>TOURISM GEOGRAPHY</b>						
TRAVEL AGENTS	61,5	30,8	7,7			
TOUR OPERATORS	83,3				16,7	
TOURIST GUIDES	52,9	44,1	2,9			
<b>PRODUCT KNOWLEDGE</b>						
TRAVEL AGENTS	61,5	38,5				
TOUR OPERATORS	66,7	33,3				
TOURIST GUIDES	61,8	38,2				
<b>PRINCIPLES OF FACILITY PLANNING</b>						
TRAVEL AGENTS	15,4	48,2	38,5			
TOUR OPERATORS	66,7	33,3				
TOURIST GUIDES	17,8	64,7	8,8	8,8		
<b>SPECIAL EVENTS</b>						
TRAVEL AGENTS	23,1	46,2	23,1	7,7		
TOUR OPERATORS	83,3	16,7				
TOURIST GUIDES	2,9	58,8	32,4		5,9	
<b>TOURISM LAW</b>						
TRAVEL AGENTS	61,5		30,8	7,7		
TOUR OPERATORS	33,3	33,3	16,7			16,7
TOURIST GUIDES	2,9	35,3	47,1	14,7		
<b>TOURISM RESEARCH METHODS</b>						
TRAVEL AGENTS	76,9	7,7	7,7	7,7		
TOUR OPERATORS	66,7			16,7	16,7	
TOURIST GUIDES	8,8	61,8	17,6	11,8		
<b>TOURISM DEVELOPMENT POLICIES</b>						

	TRAVEL AGENTS	61,5	15,4	23,1		
	TOUR OPERATORS	50,0	50,0			
	TOURIST GUIDES	11,8	61,6	8,8	11,8	5,9
<b>HOSPITALITY OPERATIONS</b>						
	TRAVEL AGENTS	30,8	53,8	15,4		
	TOUR OPERATORS	66,7	16,7		16,7	
	TOURIST GUIDES	5,9	20,6	11,8	38,2	23,5
<b>SOUTH AFRICAN CULTURES</b>						
	TRAVEL AGENTS	46,2	38,5	7,7		7,7
	TOUR OPERATORS	66,7	33,3			
	TOURIST GUIDES	55,9	38,2	5,9		

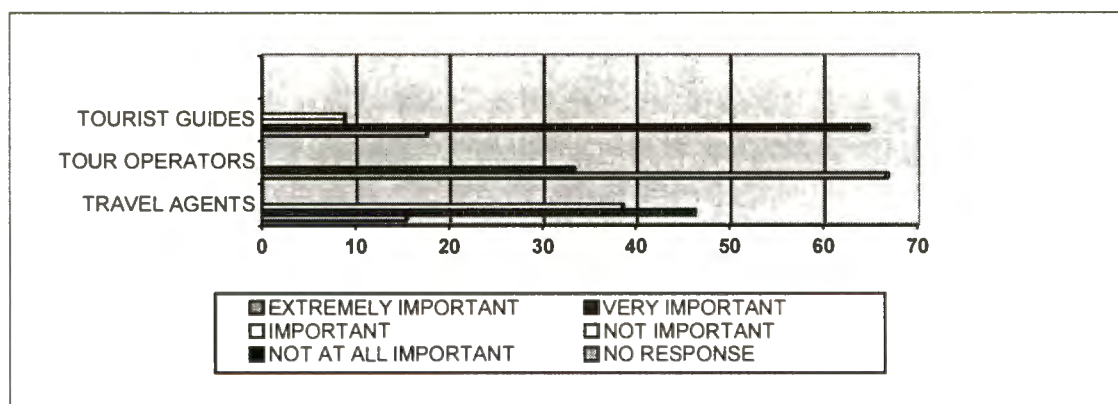
- It is surprising that 16,7% of the tour operators rated *Tourism geography* as not important. However 100% of the travel agents and tourist guides thought this was important. An overwhelming 83,3% of the tour operators rated this skill as extremely important as opposed to 61,5% of the travel agents. One would have expected more respondents from the latter category to rate Tourism geography as extremely important, as this section of the tourism industry uses this skill daily when planning itineraries. A lack of knowledge of Tourism geography could have dire consequences, especially for the corporate travel agent. The reason why travel agents rated this skill lower than was expected could be a direct result of the ease with which information can be found nowadays. Most travel agencies are linked to the Internet and are able to access information effortlessly. 16,7% of the tour operators rated this skill as not at all important. The only explanation for this could be that the tour operators who were interviewed are out-bound operators who act as reservation clerks selling pre-packaged tours. With larger tour operators in South Africa there is a certain amount of specialisation and consultants are briefed on destinations or work under supervision for a certain period of time. These consultants would therefore be able to answer questions pertaining to the product. Should they encounter questions they are unable to answer, they could find out and phone back. There is considerable less pressure on the tour operator than on the travel agent who could have a corporate customer in front of him demanding an

immediate answer. Tourist guides have to have a thorough knowledge of the region in which they are guiding and this knowledge is tested in the accreditation examination. This could be an explanation for the lower percentage of this group rating this skill as not extremely important. Figure 4.15 illustrates the percentage of respondents in each of the sectors rating this component as extremely important.



**Figure 4.15 Tourism geography**

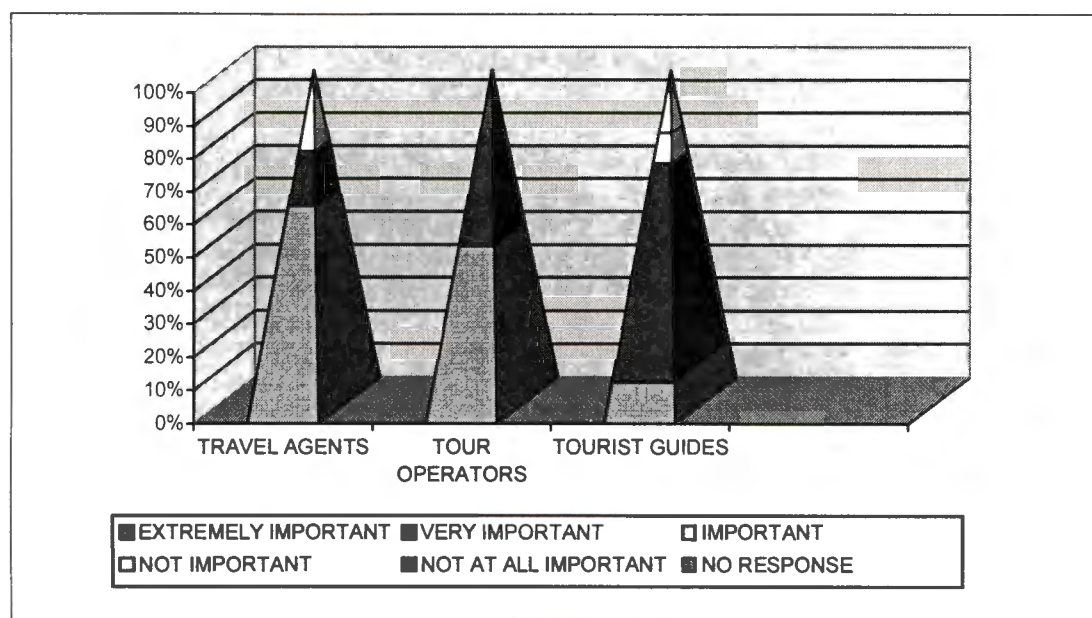
- **Product knowledge** received a very high score with 100% of the respondents in all three groups rating it at least as very important.
- **Principles of facility planning** also received a fairly high score as only 8,8% of the tourist guides thought that this section of the curriculum was not important. The fact that 66,7% of the tour operators rated this skill as extremely important was somewhat surprising seeing that it is not part of their daily activities to plan facilities. Figure 4.16 illustrates the importance the targeted sectors awarded to the Principles of facility planning.



**Figure 4.16 Principles of facility planning**

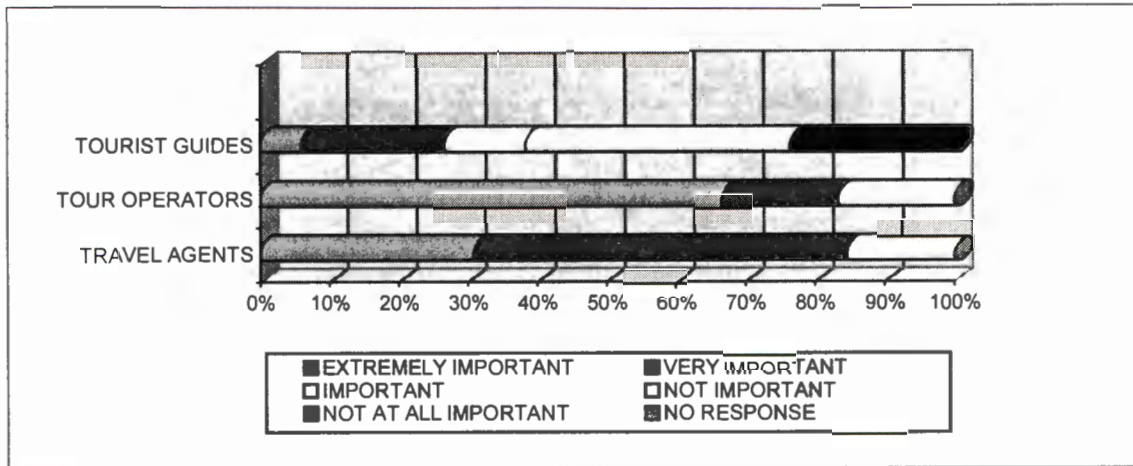
- 7,7% of the travel agents did not think *Special events* was important. Both the other sectors rated it at least as important. One would have thought that travel agents would regard this section of a curriculum as more important than tourist guides, but this was not the case.
- Although the majority of the respondents in all three groups thought *Tourism law* was at least important, 7,7% of the travel agents, 16,7% of the tour operators and 14,7% of the tourist guides did not think this was important. It was expected that the highest percentage of the respondents rating this section as extremely important would be tour operators. This grouping would be the most vulnerable to law suits. Although the principal is normally covered by relevant insurances, tour operators, to a limited extent, are liable for damages.
- Tour operators thought *Tourism research methods* was not important as 33% thought it did not warrant inclusion in a tourism curriculum.
- Tour operators rated *Tourism development policies* as either extremely important (50,0%) or as very important (50,0%). This result was not expected. One would have thought that the majority of respondents in these sectors of the tourism industry would not regard it as important. This function is usually the domain of governmental departments and respondents will very seldom if ever

deal with these issues. Figure 4.17 illustrates the scores awarded to Tourism development policies by the targeted sectors.



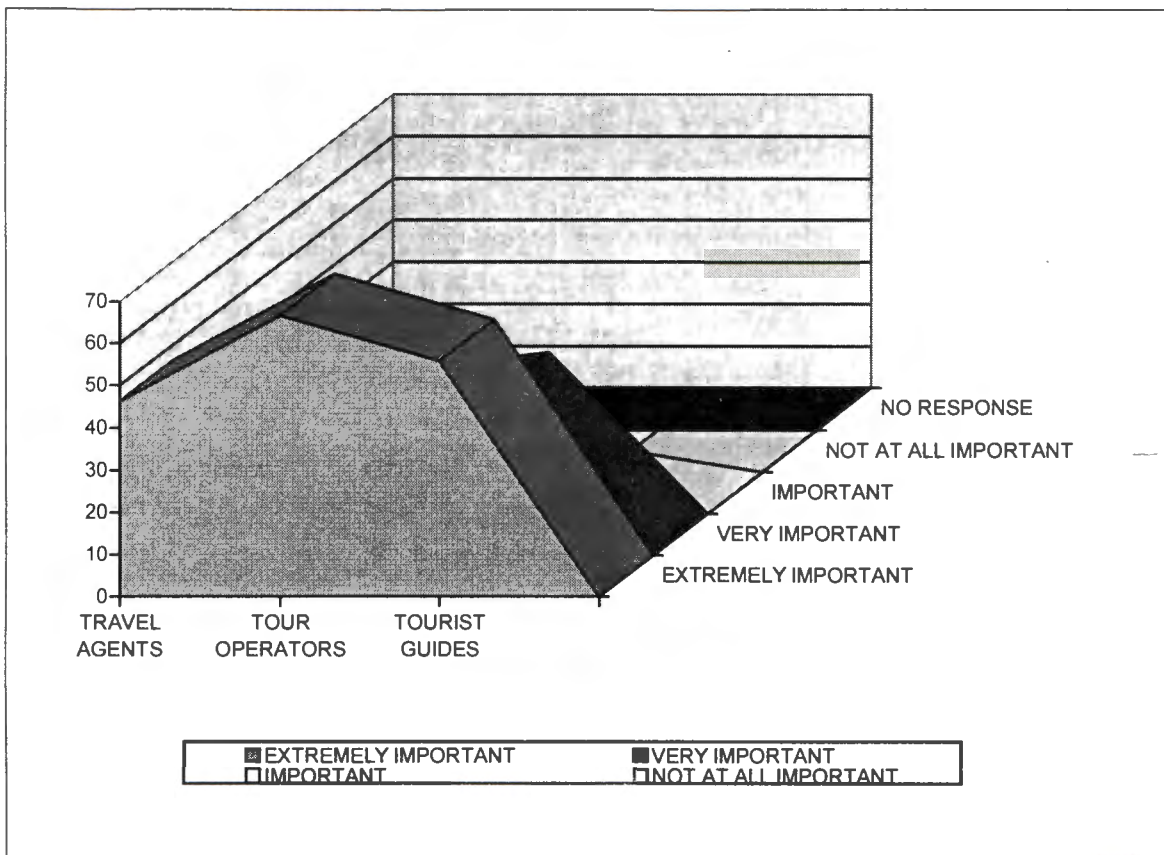
**Figure 4.17 Tourism development policies**

- The percentages of travel agents (30,8%) and tour operators (66,7%) who rated **Hospitality operations** as extremely important was a total surprise. In fact only 16% tour operators regarded this section of the tourism curriculum as important. One would have thought that as both these sectors are involved in the reservation side of the hospitality industry only, they would have scored this section lower. Figure 4.18 illustrates the importance distribution.



**Figure 4.18 Hospitality operations**

- Of all the respondents only 7,7% of the travel agents thought that a knowledge of *South African cultures* was not important. The remaining respondents in all three the groups rated this section of the curriculum as important. Again one would have expected a greater percentage of tourist guides to rate this as extremely important. For many tourists one of the motivations to travel to a foreign destination is to experience and learn more of the culture. Tourist guides could provide international tourists with a wealth of information on the diverse cultures of South Africa. It is therefore surprising that only 55,9% rated this component of the curriculum as extremely important. Figure 4.19 illustrates the importance distribution.



**Figure 4.19 South African cultures**

Most of the results in this section were to be expected. It seems that all of the educational clusters identified in the literature study should be included in the education and training of travel agents, tour operators and tourist guides.

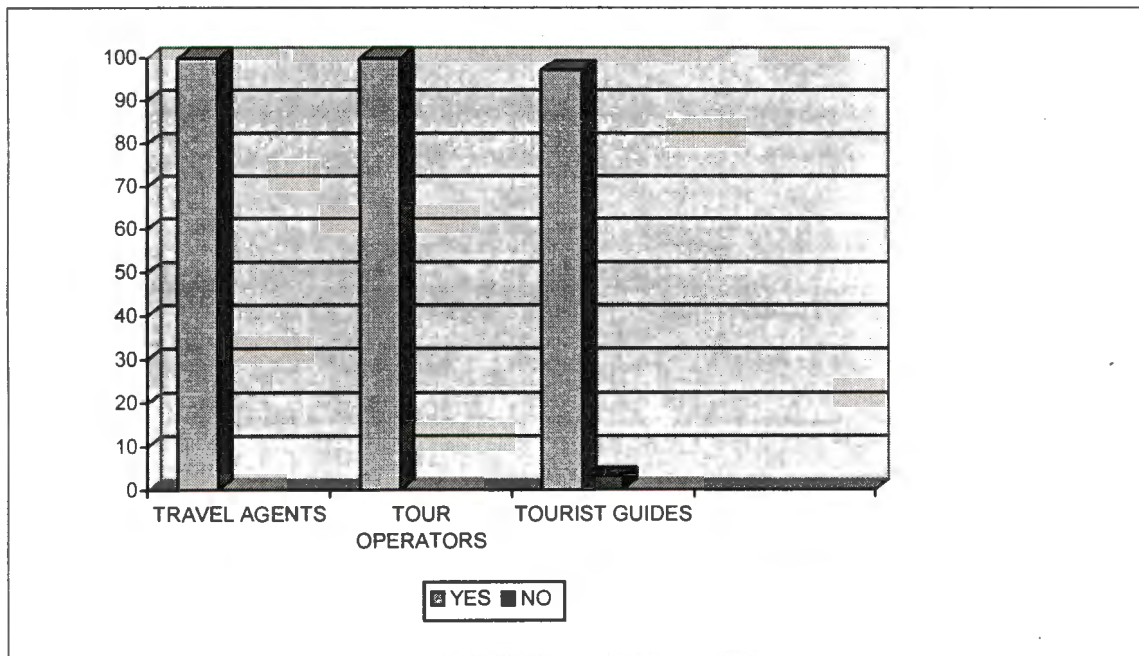
#### 4.3.7 Experiential training

This section of the questionnaire dealt with whether or not it is necessary for students to complete an experiential training period as part of their formal qualification. This section also deals with travel agents, tour operators and tourist guides as a unit. Table 4.12 indicates the attitude of travel agents, tour operators and tourist guides towards experiential training.

**Table 4.12 Respondents in the retail travel sector, tour operations sector and tourist guides in favour of experiential training**

<b>EXPERIENTIAL TRAINING</b>	<b>YES</b>	<b>NO</b>
<b>PERSONS IN FAVOUR OF EXPERIENTIAL TRAINING</b>		
TRAVEL AGENTS	100	
TOUR OPERATORS	100	
TOURIST GUIDES	97,1	2,9

An overwhelming percentage of travel agents, tour operators and tourist guides were in favour of experiential training. Only 2,9% of the tourist guides were opposed to experiential training.



**Figure 4.20 Experiential training**

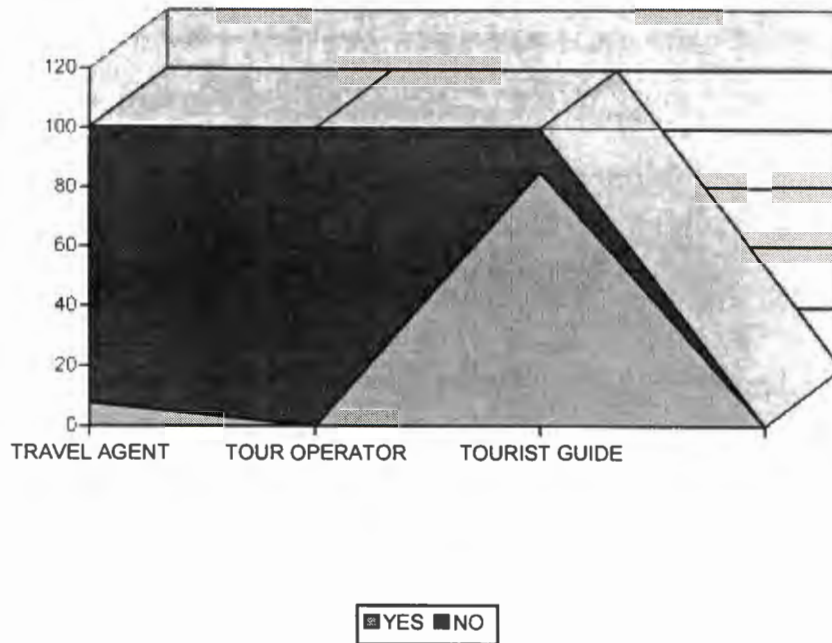
#### 4.3.8 Attitude towards generic programmes

This section of the questionnaire tested the attitude of the respondents in the retail travel, tour operations and tourist guiding sector on generic versus more specific programmes for the different sectors.

**Table 4.13 Attitudes towards generic programmes**

<b>GENERIC PROGRAMS</b>	<b>YES</b>	<b>NO</b>
TRAVEL AGENTS	7,7	92,3
TOUR OPERATORS		100
TOURIST GUIDES	85,3	14,7

From the above it is clear that only tourist guides support generic qualifications and that tour operators and travel agents would prefer qualifications specifically tailored for their needs. As there is considerable overlap in the education clusters these groups identified as important in a tourism curriculum, one would have expected travel agents, tour operators and tourist guides to be in favour of generic courses with specialisation in the vocational skills required to perform in these sectors of the tourism industry. The only reasonable explanation for this trend is that the people working in different sectors of the tourism industry are not aware of the roles their counterparts in other sectors are fulfilling. The percentage distribution is indicated in Figure 4.21.



**Figure 4.21 Generic programmes**

#### **4.4 CONCLUSION**

The results of the survey indicate that the majority of travel agents, tour operators and tourist guides are in agreement that a successful travel person will be enthusiastic, self-confident, patient, flexible, sensitive, decisive and knowledgeable individuals with a professional appearance. Furthermore they should be flexible, sensitive and be pro-active. An out-going personality, with an excellent sense of humour but able to be decisive when the situation demands are useful traits. High personal standards should be a priority with personal integrity and authenticity ranking high. In order to perform their jobs effectively these professionals should be healthy.

Although the vocational skills required for travel agents and tour operators overlap, the emphasis is different. Tourist guides require very few if any of the vocational

skills that are necessary to perform in a travel agency or tour operation. It seems that many transferable skills apply to these two sectors of the tourism industry. Tourist guides require other vocational skills to perform optimally.

The majority of the respondents in all three groups were in agreement that the general educational cluster should be included in a tourism curriculum. Although tourist guides rated the identified skills lower than their counterparts in the retail travel sector and the wholesale tour operations sector, the majority were of the opinion that these should be included.

As far as the business educational cluster is concerned the majority respondents in all three the groups indicated that it should be included in a curriculum training staff for their sector in the tourism industry. Again a lower percentage of tourist guides rated it as extremely important, but the majority of the respondents in this sector were of the opinion that these were important skills to have.

From the results obtained from the interviews it is clear that tourism curricula should pay more attention to languages. Although the B Tech: Tourism Management course offered by technikons in South Africa addresses this educational cluster, it would be wise to feature languages more prominently, especially English. Technikons should make English I and English II compulsory offerings.

All the educational clusters in the tourism-specific section were regarded as necessary. This was somewhat surprising as some of the clusters such as tourism development policies and hospitality management were regarded as specialisation for other sectors of the tourism industry.

## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The main aim of this study was to determine career profiles for the retail travel sector, tour operators and tourist guides. Firstly personality traits and secondly, educational and training clusters were determined. The training and educational clusters were divided in vocational skills, general education, business education, language proficiency and tourism-specific education. The study also determined the attitude of industry to experiential training and generic courses which prepare prospective employees for the tourism industry. Lastly the B Tech: Tourism Management course offered by technikons in South Africa was compared to the educational clusters identified by international studies in order to determine if this qualification would meet with international standards as far as the content of the course, but not necessarily the quality of the course, was concerned.

This chapter presents the conclusions which were drawn from the research as well as recommendations.

#### **5.2 CONCLUSIONS**

##### **5.2.1 Personality traits for travel agents, tour operators and tourist guides**

Although different percentages of the respondents from the specific sectors awarded degrees of importance to the identified personality traits, they unanimously agreed that certain personality traits were important for prospective employees of these sectors of the tourism industry. The ideal travel agent, tour operator and tourist guide should have an outgoing personality (84%), be enthusiastic (92%), self-confident (84%), pro-active and flexible (76,9%), patient

(92%), knowledgeable (92%) and have a sense of humour (76%). Good health, a professional appearance (64,7%) and the ability take decisions should the situation arise (69%) are prerequisites. Apart from being sincere, personal integrity (76%) should be a priority. Sensitivity is a bonus.

### **5.2.2 Vocational skills**

Most of the vocational skills identified in the literature study should appear on the job description of a travel agent. The results obtained from the questionnaire bear this out. Tour operators did not rate these skills as particularly important except for Fares and Ticketing courses (83,3%). This is particularly interesting as tour operators did not rate the ability to use a CRS as particularly important (Worldspan 33,3%). The reason might be that most group bookings are done directly with the airline. Tourist guides did not feel that they needed any of the vocational skills which were tested in the questionnaire.

### **5.2.3 General education**

There is considerable overlap in the general education cluster of the curriculum. All the identified aspects which were tested by the questionnaire were rated as important by the majority of respondents of these three groups. It is reasonable to conclude that these aspects should be included as core modules in all training programmes targeting prospective employees for these sectors of the tourism industry.

### **5.2.4 Business education**

The majority of the respondents from the three different sectors were in agreement that the aspects of this educational cluster should be included in a curriculum, with the exception of Resort Management which the majority of tourist guides did not consider to be important (73%). It came as a surprise that

the other two sectors regarded this component as important, as one would have thought that it would rather be suited for a hospitality curriculum.

### **5.2.5 Languages**

The results of this part of the survey were predictable. English was regarded by an overwhelming majority as the language that employees of the tourism industry should be proficient in. It is interesting that more than 50% of the respondents of all three the groups regarded Afrikaans as important. More tour operators thought it important to be able to speak a foreign language. One would have thought that tourist guides would regard a foreign language as extremely important in the execution of their daily activities, as it is the sector of the tourism industry which is most frequently in contact with international tourists.

### **5.2.6 Tourism-specific education**

The majority of the respondents in all three the groups rated all aspects of this educational cluster as important. The Hospitality Operations module was again the exception, with approximately 50% of the tourist guides indicating that this was not required in a curriculum. The high scores that travel agents (30% extremely important, 53% very important and 15% important) and tour operators (66,7% extremely important, 16,7% very important) awarded to this module were surprising. One would have thought that this module would be more desirable in a hospitality curriculum.

### **5.2.7 Experiential training**

Most of the respondents in all three groups were in favour of experiential training. Only 2,9% of the tourist guides did not regard this as a prerequisite. All technikon programmes require students to do experiential training as part of their formal training and no qualification is awarded before proof of training has been

delivered by the student. Experiential training is also a formal component in the national curriculum. Experiential training is structured at technikons and lecturers are required to visit students at their workplaces during this time. Although private colleges are introducing this aspect into their curriculum, technikons seem to have a competitive edge as far as this component of their training is concerned.

### **5.2.8 Industry's attitude towards generic courses**

It was surprising that only the tourist guiding sector was in favour of a generic course. The majority of travel agents (92,3%) and tour operators (100%) would prefer specific training and education. As the results of the survey indicate a considerable overlap between the training requirements indicated by the three sectors, it would make sense to offer a generic course to train and educate travel agents, tour operators and tourist guides. The general, business, tourism-specific and language requirements seem to be the same and should be included in all tourism curricula for students preparing to enter these sectors of the tourism industry. Certain electives could be offered to address the specific needs of the retail travel, tour operator and tourist guiding sectors.

### **5.2.9 General conclusion**

Travel agents and tour operators do not agree that the curricula for these sectors of tourism industry should consist of core modules with specialised modules addressing the specific needs of the sector involved. An overwhelming majority of the respondents in these sectors indicated that they would like to see specific courses training prospective employees for their sector of the tourism industry. When one takes the considerable overlap into account it makes sense that a curriculum for training prospective employees for these sectors should consist of certain core modules and that the vocational skills required for the specific sectors are offered as electives. It should however be noted that this study does

not propagate that this is the case in all the sectors of the tourism industry, which is diverse and spans many sectors.

When one compares the educational clusters included in the B Tech: Tourism Management to other international tourism curricula, it appears that this qualification is on a par with tourism courses offered in other countries in the world. It should, however be noted that this study did not attempt to measure the depth of these offerings.

#### **5.2.10 Career profile for travel agents, tour operators and tourist guides**

The ideal travel agent, tour operator and tourist guide should have the following characteristics:

1. An outgoing personality
2. Enthusiasm
3. Self-confidence
4. A pro-active nature
5. Flexibility
6. Patience
7. Knowledgeability
8. A sense of humor.

Good health, a professional appearance and the ability to make decisions should the situation warrant, are good attributes. Apart from serenity, personal integrity should feature high on the list of priorities. Sensitivity is a recommendation.

Travel agents, tour operators and tourist guides should be computer literate, they should be excellent communicators with presentation and interpersonal skills. They should be leaders with a social conscience and display cultural sensitivity. Not only do they require organisational and research skills, but they should also

have a business sense. Proficiency in at least two or more languages, of which English is essential, is important. They should also be knowledgeable about geography, law, tourism development policies and South African cultures. Excellent product knowledge coupled with dynamic sales ability complete the profile.

The recommended profile will be difficult to find and employers need to address the poor salaries industry is prepared to pay. This may be the reason why so many employees leave the tourism industry to find better employment in other sectors of the economy.

### 5.3 RECOMMENDATIONS

The following recommendations are made:

- **Lecturers and industry** should have **continuous contact** to ensure that tourism curricula stay relevant and meet industry's needs.
- Institutions should determine whether the **depth** of the identified **offerings** meets industry's needs.
- All tourism curricula should include a **balanced mix of education and training modules**.
- **Business education and contacts should be extended**. Feedback from diverse surveys of tourism continually emphasise the need for business skills. Field trips, applicable student research projects, business leaders as part-time lecturers and greater educational involvement in business should all be used to narrow the gap between business and tourism education.

- ***Changing modes of delivery*** should be investigated. Short intensive courses, the placement of selected programmes on the World Wide Web, and a variety of other open-learning options need to be explored.
- ***Enhanced materials for learning*** should be investigated. As a new subject area, tourism has limited teaching materials compared to other established social sciences. With more institutions teaching tourism, additional materials such as quality textbooks, CDs, videos, slide sets and supporting learner-orientated testing instruments would improve educational effectiveness.
- ***Information management education*** should be introduced. The spectacular increase of information through the Internet demands that students acquire skills in information retrieval, selection, and personal reference or storage. One approach to acquire such skills is to teach students how to conduct research as part of an individual, process approach to education.
- A greater awareness and appreciation of the ***cross-cultural dimensions*** should be included in tourism training and education programmes, especially when South African society and its connections to Africa, Europe, the Far East and the Americas is taken into account. Do South African institutions deliver the kind of manager and young professional who will be needed in the early decade of the twenty-first century? South African tourism students are slow to forge networks with their colleagues and peers in other major countries.
- ***New curricula*** should be implemented soon. Currently it can take in excess of two years to implement a new curriculum or even to just to make changes to the existing curriculum at technikons. This is unacceptable when one considers the rapid rate of changes in the international arena.

- ***Other sectors in the tourism industry*** should be investigated to determine whether the overlap is sufficient for a generic basic course followed by specialisation.

#### **5.4 RECOMMENDATIONS WITH REGARD TO FURTHER RESEARCH**

A number of new problems emerged during the research project and need to be investigated:.

- The impact of technological advances on the tourism industry especially e.commerce and the impact thereof on education and training.
- Ways in which technological innovation and change can affect work and the organisation.
- Does new technology necessarily improve productivity?
- The effect that commission capping can have on travel agents and tour operators.
- The depth of the instructional offerings at educational and training institutions.

## BIBLIOGRAPHY

- AIREY, D. 1988. Cross-cultural approaches to teaching tourism: teaching tourism into the 1990s. (Paper delivered at the First International Conference for Tourism Educators, University of Surrey). (Photostat copy).
- ANDERSON, K. & ZEMKE, R. 1998. *Delivering knock your socks off service*. New York : Performance Research Associates.
- ANON. 1999. A tradition of skills: human resource development. [Online]. Available at: <http://www.scotdev.demon.co.uk/bskills>. Accessed: 4/8/1999.
- ANSARA, T. 1996. Adding to tourism training. [Online]. Available at: [http://www.wildnetafrica.co.za/bushcraft/da...e/archive\\_19960917\\_tourismtraining](http://www.wildnetafrica.co.za/bushcraft/da...e/archive_19960917_tourismtraining). Accessed: 4/8/1999.
- \* BALL, C. 1996. Towards a global core curriculum. *Productivity S.A.*, 22(3):31, May.
- BAUM, T. 1993. *Human resources issues in international tourism*. Oxford : Butterworth-Heinemann.
- BEAUMONT, J.R., PEDERSEN, L.M. & WHITAKER, B.D. 1993. *Managing the environment*. Oxford : Butterworth-Heinemann.
- BENNET, J.A. 1995. *Managing tourism services*. Pretoria : Van Schaik.
- BLEM, N. 1997. *Achieving excellence in selling: the South African approach*. Halfway House : International Thomson Publishing.
- BMI see BUSINESS AND MARKETING INTELLIGENCE
- BOTTOMLY, V. 1995. Better training needed in tourism industry. [Online]. Available at: [http://www.twoten.press.net/stories/95/...eadline/TOURISM\\_training\\_Emphasis](http://www.twoten.press.net/stories/95/...eadline/TOURISM_training_Emphasis). Accessed: 3/3/2000.
- \* BULL, A. 1995. *The economics of travel and tourism*. Melbourne : Addison Wesley Longman Australia.
- BURTON, J. & BURTON, L. 1994. *Interpersonal skills for travel and tourism*. Essex : Addison Wesley Longman.
- BURTON, R. 1991. *Travel geography*. London : Pitman.
- BUSINESS AND MARKETING INTELLIGENCE. 1997. *Tourism training needs and resources in South Africa: a situation analysis to assist in the formulation of a tourism training strategy*. Rivonia.

BUTLER, R. & HINCH, T. 1996. *Tourism and indigenous peoples*. London : International Thomson Publishing.

CAIRNS, C. 2000. Verbal communication with Mr. C. Cairns, Chief Executive of the Travel Education and Training Authority of South Africa (TETASA), 17 May.

CLARK, M. 1995. *Interpersonal skills for hospitality management*. London : Chapman & Hall.

CLARK, M., RILEY, M., WILKIE, E. & WOOD, R.C. 1998. *Researching and writing dissertations in hospitality and tourism*. London : International Thomson Publishing.

COOPER, C. 1992. The contribution of tourism education and training to a profitable tourism industry. (Paper presented to the Australian Tourism Industry Association, Canberra, Australia). (Photostat copy).

COOPER, C. 1996. GTAT. (Paper presented to the WTO Education and Training Centre Network, Madrid, October 1996). (Photostat copy).

COOPER, C., SCALES, R. & WESTLAKE, J. 1992. The anatomy of tourism and hospitality educators in the UK. *Tourism Management*, 13(2):234-242.

COOPER, C., SHEPHERD, R. & WESTLAKE, J. 1996. *Educating the educators in tourism: a manual of tourism and hospitality education*. S.I. : World Tourism Organization & University of Surrey.

COURTENAY, C. 2000. Verbal communication with Mr. C. Courtenay, Chief Examination Officer, Travel Education and Training Authority of South Africa (TETASA), 23 June.

\* CROUKAMP, J. 1996. Tourism: major growth ahead. *Human Resources Management*, 12(4):14-15, May.

DAVIDOFF, D.M. 1994. *Contact customer service in the hospitality and tourism industry*. New Jersey : Prentice-Hall.

\* DAVIDOFF, P.G. & DAVIDOFF, D.S. 1994. *Sales and marketing for travel and tourism*. 2<sup>nd</sup> ed. New York : Prentice-Hall.

DAVIDSON, R. 1994. *Business travel*. Essex : Addison Wesley Longman.

DOWNES, D. & PATON, T. 1993. *Travel agency law*. Edinburgh : Addison Wesley Longman.

DUVENAGE, D.C. 2000. Verbal communication with Mr. D.C. Duvenage, Secretary to the Dean, Faculty of Information Sciences, Technikon Pretoria, 11 Oct.

EVANS, D.W. 1996. *Core skills communication*. Essex : Addison Wesley Longman.

EVANS, M.R. 1988. Academic credibility and the hospitality curriculum: the image problem. *Cornell Hotel Restaurant Administration Quarterly*, 29(2):44-45.

EVANS, M.R. 1990. Graduate education: the next frontier. *Cornell Hotel and Restaurant Administration Quarterly*, 31(3):92-94.

FAYOS-SOLA, E. 1996. Tourism policy: a midsummer night's dream? *Tourism Management*, 17(6):405-412.

FAYOS-SOLA, E. 1999. FITUR and challenges of globalisation. [Online]. Available at: [http://www.world-tourism.org/pressrel/18\\_01\\_99](http://www.world-tourism.org/pressrel/18_01_99). Accessed: 4/8/1999.

FERRARIO, F. 1986. Black and white holidays: the future of the local tourist industry in South Africa. *Annals of Tourism Research*, 13(3):332-348.

FINE, E.C. & SPEER, J.H. 1985. Tour guide performances as sight sacrilization. *Annals of Tourism Research*, 12(1):29-32.

FRANGIALLI, F. 1999. Technology a boom for small companies. [Online]. Available at: <http://www.world-tourism.org/newslet/decjan99/oecd-korea>. Accessed: 21/10/1999.

FUTRELL, C.M. 1996. *Fundamentals of selling: customers for life*. 5<sup>th</sup> ed. Chicago : Irwin.

GO, F.M. 1981. Co-operative education and tourism training. *Annals of Tourism Research*, 8(1):139-140.

GO, F.M. 1994. Emerging issues in tourism education. (In: Theobald, W.F. ed. *Global tourism: the next decade*. London : Butterworth-Heinemann. p. 330-345).

GOELDNER, C.R. 1988. The evaluation of tourism as an industry and a discipline. (Paper delivered at the First International Conference for Tourism Educators, University of Surrey). (Photostat copy).

GOLDEN, F. 1992. ACTE Fosters higher education. *Travel Weekly*:35, 38, Sept.

- GOLDING, R. 1995. Asia Pacific Region co-operation in educating and training. (Paper prepared for the Tourism Council Australia/WTO Joint Conference, Asia Pacific Tourism: Lift off to Prosperity, 6-7 April 1995, Sydney). (Photostat copy).
- GREGORY, A. 1993. *The travel agent: dealer in dreams*. 4<sup>th</sup> ed. Englewood Cliffs : Prentice-Hall.
- GUANGRUI, Z. 1987. Tourism education in the Peoples Republic of China. *Tourism Management*, 8(4):262-266.
- HALL, C.M. 1994. *Tourism and politics: policy, power and place*. West Sussex : Wiley.
- HALL, D.R. 1991. *Tourism & economic development in Eastern Europe & the Soviet Union*. New York : Wiley.
- HARRISON, L.C. & HUSBANDS, W. 1996. *Practising responsible tourism*. New York : Wiley.
- HAWKINS, D. 1996. TEDQUAL. (Paper presented to the WTO Education and Training Centre Network, Madrid, October 1996). (Photostat copy).
- HICKS, R. 1996/1997. Tactics for tourism. *Your Own Businesses*, 3(9):7, Dec./Jan.
- HOLLOWAY, J.C. 1998. *The business of tourism*. 3<sup>rd</sup> ed. London : Pitman.
- HORNER, P. 1996. *Travel agency practice*. Essex : Addison Wesley Longman.
- HOWELL, D.W. 1993. *Passport: an introduction to the travel and tourism industry*. Cincinnati, Ohio : South-Western Publishing.
- HOWELL, R. & UYSAL, M. 1987. Tourism education for developing countries. *Tourism Management*, 8(1):62-64.
- HOWELL, R.L. 1982. Tourism and recreation. *Parks and Recreation*, 17(11):34-37.
- HUDMAN, L.E. & JACKSON, R.H. 1994. *Geography of travel and tourism*. 2<sup>nd</sup> ed. United States of America : Delmar.
- IRONS, K. 1994. *Managing service companies: strategies for success*. Wokingham : Addison-Wesley.
- IRONS, K. 1995. *The world of superservice: creating profit through a passion for customer service*. New York : Addison Wesley Longman.

- JARAFI, J. 1990. Research and scholarship: the basis of tourism education. *Journal of Tourism Studies*, 1(1):33-41.
- JAFARI, J. 1997. Tourismification of the profession: chameleon job names across the industry. *Progress in Tourism and Hospitality Research*, 3(2):175-182.
- JAFARI, J. & RITCHIE, J.B.R. 1981. Towards a framework for tourism education. *Annals of Tourism Research*, 8(1):13-34.
- JASPERS, G. 1987. International harmonisation of tourism education. *Annals of Tourism Research*, 14(4):580-582.
- JAY, A. 1993. *Effective presentation*. London : Pitman.
- JOSIAM, B.M. & PERRY HOBSON, J.S. 1992. Education at the crossroads. *Annals of Tourism Research*, 19(3):587-589.
- JONES, C. & RADCLIFFE, M. 1997. *Foundation GNQV: leisure and tourism*. Edinburgh : Addison Wesley Longman.
- KEYTER, E.G. 1982. Tourism curricula in formal education. (In: *Proceedings of the 13<sup>th</sup> Annual Travel and Tourism Research Association's Conference, Salt Lake City, 1982*. S.I. : TTRA. p. 255-263).
- KITCHING, Z. 2000. Verbal communication with Mr. Z. Kitching, Lecturer, Travel and Tourism Practice, Technikon South Africa, 19 May. Florida.
- KNOWLES, T. 1994. *Hospitality management: an introduction*. 2<sup>nd</sup> ed. Edinburgh : Addison Wesley Longman.
- KNUTSON, B.J. 1989. Hospitality alumni survey: were expectations met as industry employees? *Hospitality Education and Research Journal*, 13:463-468.
- KOH, Y.K. 1994. Tourism education for the 90s. *Annals of Tourism Research*, 1(4):853-855.
- KOH, Y.K. 1995. Designing the four year tourism management curriculum: a marketing approach. *Journal of Travel Research*, 24(1):68-72.
- LAWS, E. 1997. *Managing packaged tourism*. London : International Thomson Business Press.
- LEIPER, N. 1981. Towards a cohesive curriculum in tourism: the case for a distinct discipline. *Annals of Tourism Research*, 8(1):69-84.
- LESLIE, D. 1991. The hospitality industry, industrial placement and personnel management. *Service Industries Journal*, 11(1):63-77.

LICKORISH, L.J. & JENKINS, C.L. 1997. *An introduction to tourism*. London : Butterworth-Heinemann.

LOCKWOOD, A. 1992. Applying service quality concepts to tourism and hospitality education. (Paper presented at conference: Tourism Education in Europe: the Development of Quality, held in Valencia, Spain April 8-10, 1992). (Photostat copy).

MANCINI, M. 1995. *Selling destinations: geography for the travel professional*. 2<sup>nd</sup> ed. Cincinnati, Ohio : South-Western Publishing.

MANCINI, M. 1996. *Conducting tours: a practical guide*. 2<sup>nd</sup> ed. New York : Delmar.

MASON, R. 2000. Verbal communication with Mr. R Mason, Deputy Registrar: Academic Administration, Technikon Pretoria. 10 May.

MEDIK, S. 1991. *Managing tourism*. Oxford : Butterworth-Heinemann.

MIDDLETON, T.C. 1998. *Sustainable tourism: a marketing perspective*. Oxford : Butterworth-Heinemann.

MOSCARDO, G. 1997. Making mindful managers: evaluating methods for teaching problem-solving skills for tourism management. *Journal of Tourism Studies*, 8(1):16-24.

MSIMANG, M. 1995. New vistas for tourism industry. *R.S.A. Review*, 8(4):20-29, May.

MUQBIL, I. 1994. Employees call the shots. *Pacific Asia Travel Association Travel News, Asia/Pacific* ed.:6, Feb.

NEBEL, III, E.C. 1991. *Managing hotels effectively: lessons from outstanding general managers*. New York : Van Nostrand Reinhold.

NICKERSON, N.P. 1996. *Foundations of tourism*. New Jersey : Prentice-Hall.

OWEN, G. 1994. *Accounting for hospitality, tourism & leisure*. London : Pitman.

PEARCE, D. 1997. *Tourist development*. 2<sup>nd</sup> ed. Edinburgh : Addison Wesley Longman.

PEARCE, P.L., MORRISON, A.M., & RUTLEDGE, J.L. 1998. *Tourism: bridges across continents*. Sydney : McGraw-Hill.

POLLOCK, A. & RITCHIE, J.R.B. 1990. Integrated strategy for tourism education/training. *Annals of Tourism Research*, 17:568-585.

- POND, K.L. 1993. *The professional guide*. New York : Van Nostrand Reinhold.
- POON, A. 1992. *Tourism, technology and competitive strategies*. Wallingford : CAB International.
- POUSTIE, M., ROSS, J., GEDDES, N., & STEWARD, W. 1999. *Hospitality and tourism law*. London : International Thomson Business Press.
- RAKADJIYSKA, S.G. 1990. Tourism training and education in Bulgaria. *Annals of Tourism Research*, 17:150-153.
- REIFF, A. 1990. *Introduction to corporate travel*. Cincinnati, Ohio : South-Western Publishing.
- REILLY, R.T. 1990. *Effective communication in the travel industry*. New York : Delmar.
- REILLY, R.T. 1991. *Handbook of professional tour management*. 2<sup>nd</sup> ed. New York : Delmar.
- RIEGEL, C. & DALLAS, M. 1998. *Hospitality & tourism careers: a blueprint for success*. New York : Prentice-Hall.
- RILEY, M. 1992. *Human resource management: a guide to personnel practice in the hotel and catering industry*. Oxford : Butterworth-Heinemann.
- RITCHIE, J.R.B. 1981. Towards a framework for tourism education. *Annals of Tourism Research*, 8(1):13-34.
- RITCHIE, J.R.B. 1988. Alternative approaches to teaching tourism. (Paper delivered at the First International Conference for Tourism Educators, University of Surrey). (Photostat copy).
- RITCHIE, J.R.B. & GOELDNER, C.R. 1994. *Travel, tourism and hospitality research: a handbook for managers and researchers*. New York : Wiley.
- ROSSOUW, D. 1994. *Business ethics*. Halfway House : Southern Book Publishers.
- RUTHERFORD, D.G. 1995. *Hotel management and operations*. 2<sup>nd</sup> ed. New York : Van Nostrand Reinhold.
- SAAYMAN, M. 1996. *Oppad met toerisme*. Potchefstroom : Leisure Consultants and Publications.
- SAAYMAN, M. 1998. *The impact of globalization on tourism in Africa*. (Paper presented at the WLRA Conference at Sao Paulo, 26-30 October 1998). (Unpublished).

- SAAYMAN, M. & VAN DER MERWE, P. 1996. *Manpower analysis of the tourism industry in the North West Province*. Potchefstroom : Leisure Consultants and Publications.
- SARBAY DE SOUTO, M. 1993. *Group travel*. 2<sup>nd</sup> ed. New York : Delmar.
- SAQA see SOUTH AFRICAN QUALIFICATIONS AUTHORITY
- SHELDON, P.J. 1986. The tour operator industry: an analysis. *Annals of Tourism Research*, 12(3):121-124.
- SHELDON, P.J. 1987. Computers: tourism applications. *Tourism Management*, 8(3):151-162.
- SHELDON, P.J. & GEE, C.Y. 1997. Training needs assessment in the travel industry. *Annals of Tourism Research*, 24:173-182.
- SHEPHERD, R. & WESTLAKE J. 1992. New trends in British tourism and hospitality education. (Paper presented to the International Congress on European Tourism, held in Freudenstadt, Germany on May 23, 1992). (Photostat copy).
- SIME, L. & POTGIETER, M. 2000. Interview with Mrs. L Sime and Mr. M Potgieter, lecturers, Department of Tourism Management, Technikon Pretoria, 6 Mar.
- SINDIGA, I. 1996. Tourism education in Kenya. *Annals of Tourism Research*, 23(3):78-80.
- SOUTH AFRICA. Department of Environmental Affairs and Tourism. 1996. *White paper on the development and promotion of tourism in South Africa*. Pretoria : Government Printer. (WPB-1996).
- SOUTH AFRICAN QUALIFICATIONS AUTHORITY. 1997. *SAQA Bulletin*, 2, Nov./Dec.
- SPINK, J. 1994. *Leisure and the environment*. Oxford : Butterworth-Heinemann.
- STARR, N. 1997. *Viewpoint: an introduction to travel, tourism and hospitality*. 2<sup>nd</sup> ed. New Jersey : Prentice-Hall.
- STEPHEN, F.W. & MOUTINHO, L. 1989. *Tourism marketing and management handbook: education and training in tourism*. New York : Prentice-Hall.
- STEVENS, L. 1990. *Guide to starting and operating a successful travel agency*. 3<sup>rd</sup> ed. New York : Delmar.

- STEVENS, L . 1990. *The travel manager's personnel manual*. 2<sup>nd</sup> ed. New York : Delmar.
- SWARBROOKE, J. 1995. *The development & management of visitor attractions*. Oxford : Butterworth-Heinemann.
- SWART, S. 1997. Legislative restrictions on the South African tourism industry. Potchefstroom : PU vir CHO. (Dissertation - M.A.).
- SYRATT, G. 1995. *Manual of travel agency practice*. 2<sup>nd</sup> ed. London : Butterworth-Heinemann.
- TEARE, R. & BROTHERTON, B. 1990. Assessing human resources needs and priorities. *Journal of European Industrial Training*, 14(3):5-6, Dec.
- TECHNIKON PRETORIA. 1995. Bestuurshandleiding. (Internal document).
- TECHNIKON PRETORIA. Department of Tourism Management. 1998. SERTEC Self evaluation report (H). Unpublished.
- THEUNS, H.L. & RASHEED, A. 1983. Alternative approaches to tertiary tourism education with special reference to developing countries. *Tourism Management*, 4(1):42-51, Mar.
- TRIGG, P. ed. 1995. *Leisure & tourism GNVQ: intermediate textbook*. Oxford : Butterworth-Heinemann.
- VAN AARDT, I. 2000. Verbal communication with Dr. I. Van Aardt, Programme Manager for Tourism, Technikon South Africa, 6 July.
- VAN AARDT, I., & VAN AARDT, C. 1997. *Entrepreneurship and new venture management*. Halfway House : International Thompson Publishing.
- VAN DER MERWE, P. 2000. A training analysis of the tourism industry in the North West Province. Potchefstroom : PU vir CHO. (M.A. dissertation).
- VAN HARSEL, J. 1994. *Tourism and exploration*. 3<sup>rd</sup> ed. Englewood Cliffs : Prentice-Hall.
- VAR, T. & ANASTASAPoulos, P. 1990. Education through experience. *Annals of Tourism Research*, 22(4):936-937.
- WATT, D. C. 1998. *Event management in leisure and tourism*. Harlow, Essex : Addison Wesley Longman.
- WEGNER, D.E. 1996. Joint university programs. *Annals of Tourism Research*, 23(4):119.

WEIERMAN, K. 1996. Globalization in tourism: impact and implication for tourism manpower, employment and systems of training/schooling. (Paper presented at the 46<sup>th</sup> AIEST Congress, Roturua, New Zealand). (Photostat copy).

WELLS, J. 1996. The tourism curriculum in higher education in Australia 1989-1995. *Journal of Tourism Studies*, 7(1):20-30.

White Paper on Tourism see SOUTH AFRICA. Department of Environmental Affairs and Tourism.

WOLFIRE, E.L. 1990. An explanatory study to determine the status of academic degree programs as related to the professionalization of the field of tourism. George Washington University, USA. (Ed. D dissertation).

WOLHUTER, R. 2000. Verbal communication with Me. R. Wolhuter, lecturer Tourism, Witwatersrand Technikon. 23 Mar.

WOOD, S. 1995. Tourism takings: rosy opportunities abound but more Government interaction needed, and the investors must avoid over development. *Finance Week*, 66(9):29-30, Aug. 31.

WORLD BANK. 1998. World Bank Group and World Tourism Organization examine role of tourism in development. [Online]. Available at: <http://www.world-tourism.org/pressrel/WBWTO>. Accessed: 3/4/2000.

WORLD TOURISM ORGANIZATION. 1998. Results prove strength of tourism. [Online]. Available at: <http://www.world-tourism.org/pressrel/1997res>. Accessed: 6/8/1999.

WORLD TRAVEL AND TOURISM COUNCIL. 1999. *Report*. London.

WTO see WORLD TOURISM ORGANIZATION

WTTC see WORLD TRAVEL AND TOURISM COUNCIL

YALE, P. 1995. *The business of tour operations*. Essex : Longman.

YOUELL, R. 1995. *Advanced GNQV: leisure and tourism*. Edinburgh : Addison Wesley Longman.

ZOREDA, J.L. 1999. Using technology to boost public private co-operations. [Online]. Available at: <http://www.world-tourism.org/newslett/febmar99/wtobctopic99>. Accessed: 6/8/1999.