

# **A TRAINING ANALYSIS OF THE TOURISM INDUSTRY IN THE NORTH WEST PROVINCE**

**Petrus Van der Merwe**

**Hons BA**

**Dissertation submitted in fulfilment of the requirements for the degree Magister  
Artium within the Department Recreation and Tourism at the Potchefstroomse  
Universiteit vir Christelike Hoër Onderwys**

**Supervisor: Prof. M. Saayman**

**November 1999**

**Potchefstroom**

**Financial assistance from the PU vir CHO is acknowledged.  
Statements and suggestions made in this dissertation are those of the author and  
should not be regarded as those of the PU vir CHO.**

# RECOGNITIONS

I would like to use this opportunity to thank the following people and organisations:

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. Mr. P. Phillips for language editing.
4. Ms. M. van Wyk for the technical editing of this dissertation.
5. Ms. S. Swart for assisting with the graphs.
6. The “Potchefstroomse Universiteit vir Christelike Hoër Onderwys” which granted me the opportunity to complete this study.
7. Personnel of the Tourism Department of the PU vir CHO for all their support.
8. My wife Madelein for all her support and time.
9. My family and friends for all their support and encouragement.

## SUMMARY

The purpose of this study was to determine the state of training in the tourism industry in the North West Province. In order to achieve this goal, it was first necessary to determine the role of globalisation and its effect on the tourism industry. One of the most important findings was that globalisation gives rise to new policies, marketing strategies as well as product development. The achievement of product development requires training of the highest quality and it must be provided on a continuous basis.

This study made provision for two surveys in the North West Province: Survey A (N = 260) was applicable to all sectors within the spectrum of the tourism industry; while Survey B (N = 370) was only directed at the total accommodation population.

The research revealed that the majority of tourism organisations do not make use of formal training. Personnel are trained internally despite the fact that the province concerned has sufficient training institutions. In this context it needs to be noted that nearly half of the personnel in the tourism industry have not had any training. The research indicated a definite shortage of training for personnel at the lower level in respect of the mentioned worker hierarchy. This lower hierarchical level includes cleaners, gardeners, and reception and bar personnel – the very same personnel that have the most contact with clients. It was further found that the tourism industry in the North West Province is between one to five years old which supports the contention that there are only a minimal number of well qualified personnel in this industry. Insufficient funds together with training which is largely not aligned to the needs of the tourism industry, form part of the problems experienced in this area.

A positive future vision for the tourism industry depends on personnel receiving training of the highest quality on a regular basis. Finally, future training programmes need to conform to international requirements in order to achieve success in the industry concerned.

## OPSOMMING

Die doel van hierdie studie was om die stand van opleiding in die toerismebedryf in die Noord Wes Provinsie te bepaal. Ten einde die vermelde uitkoms te bereik, is die rol van globalisering en die effek daarvan op die toerismebedryf allereers bepaal. Een van die vernaamste bevindinge was dat globalisering tot 'n nuwe beleid, bemarkingstrategieë asook produkontwikkeling aanleiding gee. In 'n poging om die laasgenoemde te bereik, moet opleiding van hoogstaande gehalte wees en op 'n kontinue basis plaasvind.

Hierdie studie het vir twee opnames in die Noord Wes Provinsie voorsiening gemaak. Opname A (N = 260) was ten opsigte van alle sektore binne die spektrum van die toerismebedryf van toepassing terwyl opname B (N = 370) slegs op die totale akkommodasie-bevolking gerig was.

Die navorsing het voorts aan die lig gebring dat die meerderheid toerisme-organisasies nie van formele opleiding gebruik maak nie, maar dat personeel intern opgelei word ten spyte daarvan dat die vermelde provinsie oor voldoende opleidingsinstansies beskik. Dit moet in hierdie verband vermeld word dat bykans die helfte van die personeel in die toerismebedryf geen opleiding ondergaan het nie. Navorsing het voorts 'n duidelike tekort aan opleiding vir personeel op die lae vlak met betrekking tot die werkershiërgie aangedui. Hieronder ressorteer onder meer skoonmakers, tuiniers, ontvangs- en kroegpersoneel. Diegene blyk juis dié personeel wat merendeels met kliënte in aanraking kom, te wees. Hierbenewens is bevind dat die toerismebedryf in die Noord Wes Provinsie tussen een en vyf jaar oud is wat die gegewe dat 'n geringe hoeveelheid goed gekwalifiseerde personeel ter sprake is, ondersteun. Onvoldoende fondse tesame daarmee dat die opleiding grootliks nie met die behoeftes van die toerismebedryf ooreenstem nie, sorteer onder meer onder die probleme wat in hierdie verband ondervind word.

Met die oog op 'n positiewe toekomsblik met betrekking tot die toerismebedryf is dit essensieel dat personeel op 'n gereelde grondslag opleiding wat van hoogstaande gehalte getuig, sal ontvang. Dit is ten slotte bevind dat toekomstige opleidingsprogramme aan internasionale vereistes sal moet voldoen ten einde sukses in die tersaaklike bedryf te behaal.

# CONTENTS

## CHAPTER 1

### PROBLEM STATEMENT, OBJECTIVES AND METHOD OF RESEARCH

1.1	INTRODUCTION AND PROBLEM STATEMENT .....	1
1.2	GOAL AND OBJECTIVES .....	4
1.2.1	Goal.....	4
1.2.2	Objective 1 .....	4
1.2.3	Objective 2 .....	4
1.3	METHOD OF RESEARCH .....	4
1.4	DEFINITIONS AND TERMS.....	6
1.4.1	North West Province.....	6
1.4.2	Globalisation .....	8
1.4.3	Tourism .....	9
1.4.4	Tourism industry .....	10
1.4.5	Training and education.....	12
1.5	CHAPTER CLASSIFICATION .....	13

## CHAPTER 2

### THE IMPACT OF GLOBALISATION ON THE TOURISM INDUSTRY

2.1	INTRODUCTION .....	14
2.2	THE REASONS FOR GLOBALISATION.....	15
2.3	THE IMPACT OF GLOBALISATION ON TOURISM.....	18
2.3.1	The impact of globalisation on the tourism industry .....	18
2.3.2	The impact of globalisation on training .....	22
2.4	CONCLUSION .....	25

## **CHAPTER 3**

### **AN OVERVIEW OF TOURISM TRAINING**

3.1	INTRODUCTION .....	26
3.2	BENEFITS OF TOURISM TRAINING.....	27
3.3	IMPORTANT ASPECTS OF TOURISM EDUCATION.....	28
3.3.1	Social changes.....	28
3.3.2	Globalisation.....	29
3.3.3	Technology.....	29
3.3.4	Human resources.....	30
3.4	THE TOURISM TRAINING SITUATION INTERNATIONALLY .....	30
3.4.1	Focus areas.....	32
3.4.2	Learning clusters.....	33
3.5	TOURISM TRAINING IN SOUTH AFRICA.....	34
3.5.1	Categories of education institutions in South Africa.....	35
3.5.2	Human resource levels.....	38
3.5.3	Problems and shortcomings in tourism training .....	40
3.6	CONCLUSION.....	43

## **CHAPTER 4**

### **SURVEY AND DISCUSSION**

4.1	INTRODUCTION .....	45
4.2	SURVEY A.....	46
4.2.1	Gender.....	46
4.2.2	Age of manager/owner.....	46
4.2.3	Type of business.....	47
4.2.4	Specific training.....	47
4.2.5	Years in the trade .....	48
4.2.6	Training institutions.....	48
4.2.7	Send employees for training .....	49
4.2.8	Reason for training.....	50
4.2.9	Income categories .....	50

4.3	JOB CATEGORIES.....	51
4.3.1	Catering section.....	52
4.3.2	Accommodation sector .....	55
4.3.3	Nature conservation .....	58
4.3.4	Permanent versus temporary employment.....	59
4.3.5	Fringe benefits .....	60
4.3.6	Problems concerning personnel .....	61
4.3.7	Needs in the tourism industry .....	62
4.4	SURVEY B: TRAINING ANALYSIS OF THE NORTH WEST PROVINCE ACCOMMODATION SECTOR.....	62
4.4.1	Years in the trade (accommodation sector).....	63
4.4.2	People employed in the accommodation sector.....	63
4.4.3	People trained in the accommodation sector.....	65
4.5	CONCLUSION.....	67
<b>CHAPTER 5</b>		
<b>CONCLUSIONS AND RECOMMENDATIONS</b>		
5.1	INTRODUCTION .....	68
5.2	CONCLUSION.....	68
5.2.1	Globalisation.....	68
5.2.2	Training in the tourism industry.....	70
5.2.3	Training situation in the North West Province .....	71
5.3	RECOMMENDATIONS.....	71
5.4	RECOMMENDATIONS WITH REGARD TO FURTHER RESEARCH.....	72
BIBLIOGRAPHY.....		73

## LIST OF FIGURES

Figure 4.1:	Gender of respondents .....	46
Figure 4.2:	Age of manager/owner.....	46
Figure 4.3:	Type of business.....	47
Figure 4.4:	Specific training .....	47
Figure 4.5:	Years in the trade .....	48
Figure 4.6:	Training institutions .....	48
Figure 4.7:	Send employees for training .....	49
Figure 4.8:	Income categories .....	50
Figure 4.9:	Levels of management .....	51
Figure 4.10:	Levels of management (percentage) .....	51
Figure 4.11:	Caterer.....	52
Figure 4.12:	Barmen/waiter .....	53
Figure 4.13:	Chef/cook.....	53
Figure 4.14:	Kitchen waiter/party man.....	54
Figure 4.15:	Tea servant .....	54
Figure 4.16:	Owner/proprietor/manager.....	55
Figure 4.17:	Management.....	55
Figure 4.18:	General administrative staff .....	56
Figure 4.19:	Accommodation service.....	56
Figure 4.20:	Security .....	57
Figure 4.21:	Rangers.....	58
Figure 4.22:	Assistant ranger.....	59
Figure 4.23:	Permanent versus temporary employment.....	59
Figure 4.24:	Permanent employment.....	60
Figure 4.25:	Fringe benefits.....	60
Figure 4.26:	Problems concerning personnel .....	61
Figure 4.27:	What does the tourism industry need.....	62
Figure 4.28:	Years in the trade (accommodation sector).....	63

## LIST OF TABLES

Table 1.1:	Training institutions of the North West Province .....	3
Table 1.2:	Different sectors of the tourism industry .....	11
Table 3.1:	Bands of training in South Africa .....	36
Table 3.2:	Job categorisation.....	39
Table 4.1:	Reasons for training .....	50
Table 4.2:	People employed in the accommodation sector.....	64
Table 4.3:	People trained in the accommodation sector in the North West Province .....	65
Table 4.4:	Percentage of each category in relation to the number of trained employees .....	66

# CHAPTER 1

## PROBLEM STATEMENT, OBJECTIVES AND METHOD OF RESEARCH

### 1.1 INTRODUCTION AND PROBLEM STATEMENT

In the twentieth century tourism is seen as one of the most spectacular growing industries in the world (Shaw & Williams, 1994:174; Cooper *et al.*, 1993:1; Kerzner, 1995; Anon (c)., 1998). The World Tourism Organisation (WTO) indicated that tourist arrivals in 1998 grew by 2.4% world-wide (WTO, 1998). This growth rate places the tourism industry in a rare phenomenal category (Howell, 1982:34; Brynard, 1995:12; Hicks, 1996:7; Krotz, 1996). The WTO forecasts that the number of people travelling internationally will increase from 613 million in 1997 to 1.6 billion by the year 2020 (World Bank, 1998; WTO, 1998). The earnings generated from tourism is also due to increase from US\$ 443 billion in 1997 to more than US\$ 2 trillion by 2020 (World Bank, 1998).

Tourism has become one of the best sources for earning foreign exchange. Hence most countries are relying on tourism for their economic prosperity (Croukamp, 1996:14). A forecaster, Heman Kahn, predicted in 1982 that the tourism industry would become the number one industry in the world at the beginning of the next century despite inflation, recession, war and energy problems (Howell, 1982:34). Tourism did just that – today it is the number one industry in the world (Long, 1997:41).

The South African tourism industry is also gearing itself for a substantial increase of foreign tourists. The first Democratic General Election in 1994 and South Africa's movement out of the isolation era have initiated this growth in tourism (Msimang, 1995:20). This has resulted in a more favourable political climate and has led to the movement of more foreign tourists in and out of South Africa (Hicks, 1996:7; Saayman, 1996). Wood (1995:29) even goes so far as to say that the tourism industry will be the future economic pacesetter for South Africa.

The latest foreign tourist arrival figures show a steady growth of 10% for 1998 where as world-wide tourism grew only 2.4%. This makes South Africa one of the top tourism destinations (twenty-fifth) in the world and also one of the fastest growing destinations (Taylor, 1999:1; Strydom, 1995:19; WTO, 1999a). Fraser (1999:6) forecasts that South Africa's tourism industry will grow more or less 5.5% between 1998 and 2010 which is better than the predicted 4.1% of the global market. This growth is evident in the rate of international airline traffic. Already in 1996 there were 80 international airlines flying to South African airports on a weekly basis - and this trend is still on the increase. New major international hotel chains also opened, like Hyatt, Marriott, Sheraton, Day's Inn, Hilton and Block Hotels (Satour, 1996). This tremendous growth in the tourism industry also leads to an increase of job creation (Saayman & Scanlen, 1996; Van Harsseel, 1994:149; Tourism Training Institute, 1998; Erasmus, 1997; Anon (d)., 1998).

The increase of tourists into South Africa is not taking place without any problems. According to the White Paper on Tourism (1996:8) there are eight points of concern, with the emphasis on **training and bad service**. This was confirmed by the Business and Marketing Intelligence Report (BMI) on tourism training in South Africa (BMI (a), 1997:206). Erasmus (1988:59) identified tourism training as a major problem in 1988 and years later the same problem still exists. The reason for the training problem can be linked to the growth of tourism; far too many people are entering the tourism industry too fast. Currently the tourism industry is directly employing in excess of 550 000 people (Burger, 1998:147).

Go (1994:330) and Heath (1995:349) state that the future success of tourism might depend mainly on whether or not each country is prepared to educate not only tourism employees, but also tourists and communities. This is important for all tourism-related organisations in this wide-ranging and rapid growing industry. It seems that most countries are not up to the challenge because they have persistent problems in tourism training (Lavery, 1989, as in Go, 1994:330).

Marais (1995:24) states that tourists criticised the service (in general) that they receive, and if South Africa wants to keep up with the international market, service towards customers has to improve. In order to compete globally, it has become necessary to improve the quality of goods and services. These pressures will generate demand for higher levels of competence (Ansara, 1997:1).

For the purpose of this study it was decided to take the North West Province as a field of study because it has a well-developed education infrastructure: a university, technikons, technical colleges as well as private colleges which cover every sector of the tourism industry (Table 1.1). Another reason for taking the North West Province is that the researcher is familiar with this province. The North West Province also has a well-developed tourism infrastructure.

**Table 1.1: Training institutions of the North West Province**

NAME	TYPE OF INSTITUTE	TRAINING DONE	COURSE TYPE
1. PU vir CHO	University	Tourism Management Tour Guide Training	BA/BCom Degree Module 1&4
2. Institute of Hotel & Tourism Management	Hotel School	Hotel Management	Diploma
3. ISIS Business Management College	College	Tourism Management	Diploma
4. Academy of Learning. (Mafikeng & Potch & Klerksdorp)		Travel & Tourism	Diploma
5. Damelin (Klerksdorp)		Front Line Tourism	Diploma
6. Damelin (Rustenburg)		Travel & Tourism	
7. North West Satellite (Vaal Triangle Technikon)	Technikon	Travel and Tourism Management	Diploma
8. Klerksdorp College	College	Tourism Travel Service Tourist Destinations Tourism Communication Travel Office Procedures Hotel Reception	N4 N5 N6
9. North West Technikon	Technikon	Tourism Management	Diploma

Based on the above this study will attempt to address the following problem namely:

**What is the current situation concerning tourism training in the North West Province?**

## 1.2 GOAL AND OBJECTIVES

The following goal and objectives will guide this study:

### 1.2.1 Goal

To analyse the current **tourism training** situation in the North West Province.

### 1.2.2 Objective 1

To determine the **effect of globalisation** on the tourism industry with regard to training.

### 1.2.3 Objective 2

To analyse the **training situation** in South Africa with special reference to the **North West Province**.

## 1.3 METHOD OF RESEARCH

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

- **Literature study**

The literature study was based on a qualitative literature study, which includes theses, articles, and sources on training and other tourism-related literature. The literature search utilised the following search engines: General; Library databases; Repertorium (SA magazines); Sport Discuss; Multimedia; Social Science Index of the Faculty of Arts; Humanitus Index; World Wide Web and previous South African Tourism Board (Satour) research. Themes included: North West Province, Tourism, Tourism Industry, Training, Education and Globalisation.

- **Survey A**

Survey A was based on the database of all the tourism businesses listed by the previous North West Tourism Council now known as North West Parks and Tourism Board. This database contained 260 (N = 260) tourism products, which included: restaurants, guest houses, hotels, game farms, holiday resorts, lodges, national parks, caravan parks, travel agencies, museums, transport and walking trails.

The questionnaire was developed in co-operation with the Institute for Tourism and Leisure Studies (PU vir CHO) and the North West Parks and Tourism Board. The questionnaire measured a wide range of variables that can be divided in two categories namely:

- (1) Demographic and
- (2) Training analysis.

After the questionnaires were developed, ten were mailed to product owners as part of a pilot study to identify any problems with the questionnaire. Problems that did occur were then corrected. After the pilot study 260 (N = 260) questionnaires were mailed (complete sampling) to each address on the database. The product owners needed to complete the questionnaire and then return them in an attached envelope. After the set date a follow up was done telephonically. A 50% return was achieved of which only 43% could be used. According to Wolmarans & Eksteen (1987) this can be regarded as sufficient.

The Potchefstroom University Statistical Consultation Service did the data processing for descriptive purposes. The information was then analysed to interpret the current training situation in the North West Province.

- **Survey B**

Survey B was a follow up survey which only focused on the accommodation sector in the province because Survey A found that accommodation is the single largest sector (48.2%) of the tourism industry in the province. The results of Survey (A) indicated that the database was incomplete. The reason for this was that the first database represented the organisations, which were mostly accredited or were members of organisations such as South African Tourism Board (Satour) or Federated Hospitality Association of South Africa (FEDHASA).

Survey A was changed to fit the accommodation sector. The main focus area of this questionnaire was to determine the total number employees and to determine the number of trained employees. The questionnaire measured a wide range of variables that can be divided in two categories namely:

- (1) Demographic and
- (2) Training analysis.

Each accommodation establishment was visited (N = 370) in person and all the questionnaires were hand-delivered to each accommodation establishment over a period of two months. This survey presented a 100% return because all the surveys were hand-delivered.

The Potchefstroom University Statistical Consultation Service did the data processing for descriptive purposes. The information was then used to analyse and to describe the current training level and situation of employees in the tourism industry in the North West Province.

## **1.4 DEFINITION OF TERMS**

The following definitions are of importance for this study and will be used throughout the study: North West Province, globalisation, tourism, tourism industry, training and education.

### **1.4.1 North West Province**

The North West Province covers an area of approximately 117 000 square kilometres and comprises about 9.5 % of the Republic of South Africa. Its altitude ranges from 1 000 to 2 000 meters above sea level. The extremities lie between latitudes 24° 40' East and 28° 10' South and longitudes 24° 40' East and 28° 20' East (Van Heerde, 1995). The capital of this completely land-locked province is Mafikeng. As its name implies, this province is situated in the north-western part of South Africa. The North West Province shares its border with Botswana in the north west, Northern Province (previously Northern Transvaal) in the North, Gauteng in the east, Free State in the south-east and with Northern Cape in the south-west (North West Tourism Council, 1995).

The rainfall ranges from thunder showers to light drizzles in the summer time. The estimated rainfall of the North West Province is 300-700 mm per annum (North West Tourism Council, 1995). Its main rivers are:

- The Molopo, which later flows into the Aub and Nossob and eventually ends in the Orange River which flows to the Atlantic Ocean.
- The Vaal River which is one of the largest perennial rivers in the North West as well as in the rest of South Africa. Its main tributaries are the Mooi River, Schoonspruit, Makwassiespruit, the Harts River, and the Dry Harts River. The Vaal River eventually ends up in the Orange River which flows to the Atlantic Ocean. The Vaal River has a large tourism potential and the development of this potential has started.
- The last rivers of importance are the Marico River and the Crocodile River which both drain into the Limpopo River from where it flows to the Indian Ocean (Van Heerde, 1995).

The climate consists of a low humidity, dry hot summers and cold winters. Midsummer is from December to January and midwinter from June to July (North West Tourism Council, 1995). Temperatures of the province fluctuate between 22°C - 34°C in summer and from 2°C - 18°C in winter.

The population of the province consists of a variety of cultures (Whites, Blacks, Coloureds and Indian people). Its estimated population is around 3.1 million, with two thirds living in the rural areas. The spoken languages is Setswana (59%), Afrikaans (8.8%), Xhosa (6.3%), Xitsonga (5.4%), Sepedi (5.2%), Sesotho (5%), Zulu (2.7%), Ndebele (2.6%), other (2.4%), English (1%), Afrikaans/English (0.1%), siSwati (1%), Tshivenda (0.5%) (STATSSA (Statistics South Africa), 1996).

The main field types in this region are Kalahari thorn field in the west; sourish mix bushveld in the north and north-west; pure grass field in the south-west, and the false grass field in the eastern and central parts.

This province has some of South Africa's unique tourism attractions. These include The Sun/Lost City Palace complex with its million dollar golf championships, the Pilanesberg National Park, which is a 55 000 ha national park hosting the Big Five, the Hartbeespoort dam, the Taung Skull, the Magaliesberg Mountains and the Madikwe Game Reserve, just to mention a few (North West Tourism Council, 1995). The North West Province tourism accommodation facilities consist mainly of the following: guest houses (118), hotels (62), bed & breakfast (52), wildlife (hunting lodges, and game farms, game lodges) (44), resorts (39), lodges (20), game reserves (14), caravan parks (11), holiday farms (6) health spa (2), national parks (1) and motels (1). The province also has a number of museums, monuments, caves, a university, and conference facilities (Swart *et al.*, 1998).

#### 1.4.2 Globalisation

Wackemagel (1997) and Tribe (1995:235) indicate that globalisation involves the **free flow of capital and goods between countries** and the production of goods which are sold world-wide. Ball (1996:31) adds a little more by saying that it also includes the process by which various nations and different cultures are gradually **converging to form one world** or are integrating into a single massive economy that is changing rapidly.

Vanhove (1996:47) adds to this by stating that globalisation consists of three basic elements. Firstly there is **the geographical side** and covers intraregional and interregional travel. The French speak about “mondialisation” of tourism or the extension of tourism to a world-wide scale. Secondly, it can be seen as a **convergence in world tastes, product preferences and life styles**, which leads to growing standardisation and market homogenisation (Leontiades, 1986:96 as in Cooper *et al.*, 1993:187; Vanhove, 1996:47). Thirdly, the basic element is the **existence of internationally similar prices** around the world, such as distribution systems, marketing practice and product development. The first two are characterised as demand-oriented whereas the last one is supply-oriented.

Smeral (1996:391) include the above-mentioned aspects and defined globalisation as "**The increasing interdependence of markets and production in different countries through trade goods and services, cross-border flows of capital, international strategic alliances, corporations, mergers and exchanges of technology**". Smeral (1996:391) added that globalisation also implies a trend towards a factor price equalisation.

The two most important channels to achieve factor price equalisation are:

- (1) Labour migration from poor to rich countries (or travelling from rich to poor countries), which influences labour supply and international income distribution; and
- (2) capital flow from rich to poor countries, which influence labour and tourism demand.

From the above the following can be seen as important aspects of globalisation:

- intraregional and interregional travel;
- convergence in world taste, product preferences and life styles;
- existence of internationally similar prices;
- free flow of capital and goods between countries;
- the increasing interdependence of markets and production in different countries;
- nations and cultures are gradually converging to form one world;
- labour migration from poor to rich countries;
- capital flow from rich to poor countries;
- increasing intensification of world-wide social and economic relations.

### 1.4.3 Tourism

Middleton (1988), Nickerson (1996:3), Botha (1996:8), Pearce (1995:1) and Chadwick (1994:66) define tourism as "any activity concerned with the temporary short-term **movement of people** to destinations **outside the places** they normally live and work, and their **activities** during their stay at these destinations".

Williams & Shaw (1991:2), Lickorish & Jenkins (1997:36) and Middleton (1994:8) define it as: travelling away from home for a **period** of more than 24 hours; the principal **purposes** are recreation or business activities, but may also include visiting family, educational motives or health reasons.

Cooper *et al.* (1993:4) add the following two elements to this definition: the journey to the destination and the stay at the destination.

Saayman (1996:1), Foster (1985:7) and Tribe (1997) define tourism as "the **sum of appearances** and relationship, which occurs within the **interaction** of tourists, employees, internal government systems and the host country in the process of attracting, entertaining and accommodation of tourists". Tourism further involves the "movement of people" as was emphasised by Williams & Shaw (1991:2), Lickorish & Jenkins (1997:36) and Middleton (1994:8). This movement of people can occur at a national or international level. National movement refers to people travelling within the borders of their country; international movement refers to people travelling within and outside their own borders. Lickorish & Jenkins (1997:36) divided the movement of people into three categories. Firstly, domestic tourism, which involves residents of a given country travelling only within this country. Secondly, inbound tourism, which involves non-residents travelling in the given country. Thirdly, outbound tourism, which involves residents travelling in other countries (Lickorish & Jenkins, 1997:36).

From the above it is clear that tourism involves the following elements:

- Activities outside the normal routines of work and social commitments.
- Travel and transportation to and from a destination.
- Activities during the stay at the destination (recreational, business, health, educational, family or holiday).
- Facilities that cater for the needs of the tourists.
- Interaction between people, employees, governments and the host country.

#### **1.4.4 Tourism industry**

The term "tourism industry" opens the debate as to whether it is a distinct industry in the real sense such as the steel, automobile or electronic industries. Considerable doubt exists because people want to know what its boundaries are and which activities and/or purchasing acts are to be included in this sector (Weiermair, 1996). The term "industry" is usually identified with manufacturing and production-based enterprises. In addition, tourism is not one industry but a collection of businesses all selling travel-related services (Theobald, 1994:26; Gee *et al.*, 1989:4). Nickerson (1996:3) adds that tourism is a mix of interdependent businesses that directly or indirectly serve the travelling public.

The following table distinguishes between the different sectors of the tourism industry as seen by different authors.

**Table 1.2: Different sectors of the tourism industry (Swart, 1997:13)**

	• <b>Important aspects of the Tourism Industry</b>
1 Gunn (1988)	<ul style="list-style-type: none"> <li>• Transportation</li> <li>• Attractions</li> <li>• Service</li> <li>• Information and promotion</li> </ul>
2 Erasmus (1988:5)	<ul style="list-style-type: none"> <li>• Accommodation</li> <li>• Travel and information institutions</li> <li>• Transportation</li> <li>• Food suppliers</li> <li>• Sea institutions</li> <li>• Recreation and entertainment</li> <li>• Special events</li> </ul>
3 Gee <i>et al.</i> (1989)	<ul style="list-style-type: none"> <li>• Transportation service</li> <li>• Hospitality and related services</li> <li>• Accommodation</li> <li>• Food and beverage</li> <li>• Amusement, recreation and entertainment</li> </ul>
4 Standard Industrial Classification (Ritchie & Goeldner, 1994:78)	<ul style="list-style-type: none"> <li>• Hotels &amp; Restaurants</li> <li>• Transport</li> <li>• Renting of transport equipment</li> <li>• Recreational, cultural and sporting activities</li> </ul>
5 Holloway (1994)	<ul style="list-style-type: none"> <li>• The transport industry</li> <li>• The hospitality sector</li> <li>• Visitor attractions</li> </ul>
6 Bennett <i>et al.</i> (1995:44)	<ul style="list-style-type: none"> <li>• Attractions</li> <li>• Accommodations</li> <li>• Transportation</li> <li>• Support services</li> </ul>
7 Van Harsel (1994)	<ul style="list-style-type: none"> <li>• Transportation</li> <li>• Accommodation</li> <li>• Professional services furnished by the wholesaler and retail travel agents.</li> </ul>
8 McIntosh <i>et al.</i> (1995)	<ul style="list-style-type: none"> <li>• Hospitality and related services</li> <li>• Attractions, recreation and entertainment</li> </ul>
9 Saayman (1997)	<ul style="list-style-type: none"> <li>• Attractions and culture</li> <li>• Accommodation and catering</li> <li>• Entertainment</li> <li>• Transport</li> </ul>

As shown in Table 1.2 the tourism industry consists of a diversity of sectors. The following four sectors are those mentioned most by all the authors: **accommodation, travel, attractions and entertainment** (Swart, 1997:13). For the purpose of this study, the term tourism industry encompasses these four sectors.

#### 1.4.5 Training and Education

Training is defined by Beardwell & Holden (1997:379) and Jarvis (1990:341) as a planned and predetermined process under supervision to **modify attitudes, knowledge, information and skill behaviour** through a **learning experience** and to achieve an effective performance in a activity or range of activities. Its purpose in the working situation is to develop the abilities of the individual and to satisfy the current and future needs of the organisation.

The Concise Oxford Dictionary (TCOD) adds that it implies that a person is brought to a **desired state or standard** of efficiency by instructions and practice (TCOD, 1976:1230), or as Blake & Hanley (1995) states it: a course designed to equip trainees with the **skills** required to do a job.

From the above definitions of training the following are important aspects:

- to modify attitudes, knowledge, information and skill behaviour through a learning experience;
- desired state or standard;
- predetermined skills, knowledge, information and attitudes;
- to equip trainees with the skills required to do a job.

Education on the other hand has a different outlook to that of training. Education is defined by Gerber *et al.* (1990:194) as an activity that is aimed at the **development of knowledge, moral values and comprehension**. The purpose of education is to develop **the intellectual side of a person**. The TCOD (1976:330) add by saying it also implies **systematic instructions** and the **development of character** as well as **mental powers**.

Jarvis (1990) agrees with Gerber *et al.* (1990:194) but adds that it also includes **skills** and **understanding** for all the **activities of life**.

From the above definitions of education the following are important aspects:

- the development of knowledge, moral values and comprehension;
- to develop the intellectual side of a person;
- implies systematic instructions and the development of character as well as mental powers;
- development of skills and the understanding for all the activities of life.

## 1.5 CHAPTER CLASSIFICATION

The study consists of five chapters. Chapter one deals with the problem statement, aims, terms and method of research. Chapter two is about the impact of globalisation on the tourism industry. Chapter three focuses on training in the tourism industry where the spotlight falls on the training situation in a world context with special reference to the problems experienced with training and education in South Africa. Chapter four discusses the results of the surveys with special regard to the training situation in the North West Province. Certain conclusions and recommendations are made in Chapter five.

## CHAPTER 2

# THE IMPACT OF GLOBALISATION ON THE TOURISM INDUSTRY

### 2.1 INTRODUCTION

The World Travel and Tourism Council Report of 1998 noted that travel and tourism was identified as the leading global economic driver of the 21<sup>st</sup> century (Anon (c), 1998:3; Cooper *et al.*, 1993:187). Hudman (1981) and Waters (1985) as in Schulman and Greenberg (1994:57) emphasised that travel and tourism is a complex yet global activity making it a significant global socio-economic phenomenon. This phenomenon is supported by changes in lifestyle, higher incomes, and higher levels of education and greatly enhanced mobility (Mill & Morrison, 1985).

In Chapter one globalisation was defined by Smeral (1996:391) as: "**the increasing interdependence of markets and production in different countries through trade goals and services, cross-border flows of capital, international strategic alliances, corporations mergers and exchanges of technology**".

This definition underpins the principle of "**think global but act local**". It furthermore emphasises that the tourism industry has become a global industry, and this impacts all aspects of the tourism industry (Saayman, 1998). Saayman (1998) and Fayos-Solá (1998) warn that tourism needs a higher quality of training and education rather than more training institutions. Fayos-Solá (1998) further adds to this by saying "*to become more competitive in tourism, governments have to realise that human capital is just as important as financial capital...and sometimes even more*".

It is thus the aim of this chapter to identify the reasons of globalisation and the impact of globalisation on tourism and tourism training specifically.

## 2.2 THE REASONS FOR GLOBALISATION

The last century was characterised by three different types of revolutions that took place. Firstly, the Industrial Revolution occurred when steam power was discovered; secondly, the development of the production line concept based on the role of the machine brought the era of mass production. The third revolution is characterised by information explosion, technology and processes (Erasmus, 1997:21). This third revolution together with the information economy has led to the birth of globalisation (Erasmus, 1997:21; Grulke, 1995:1).

The following reasons for globalisation were identified by a number of researchers such as Saayman (1998), Pirages (1998), Samuelson (1997), Keller (1996), Vanhove (1996), Poon (1993), Bulhalis (1994) and Sheldon (1993) as in Saayman (1999a:17):

- **Technology**

Information technology has changed tremendously, especially with the introduction of the Internet. More people have a direct link with the major travel destinations and this contributes to a world-wide **buyers market** (Keller, 1996:14).

- *New destinations* have emerged because of better information systems, and political reasons.
- Technology has *decreased* the cost of travel.
- Transport has *improved* in terms of *carrying capacity* as well as speed.
- *Centralised reservation* systems have been developed (Saayman, 1999a:17; Smeral, 1996:393).
- *Technology* has become the *raw materials* of the new economy (Grulke, 1995:1; Cooper *et al.*, 1993:269).
- The trade routes for this new economy are *the telephone, television, computer networks*, which all together make up the much wanted information highway (Grulke, 1995:1).
- Technology is helping to *improve* the *tourism industry's profitability* (Cooper *et al.*, 1993:269).
- *Better customer service* can be provided through speedy access to products (Middleton, 1988:293).

In 1995 the Internet already linked more than 2.2 million computers and 48 000 networks in 137 countries and further statistics indicate that 2000 new businesses and 1 million new users are joining internet each month. At the current rate of growth it is expected that all businesses will have joined the Internet in the year 2003 (Grulke, 1995).

- **Politics**

- *Barriers* to international travel have largely been *removed*.
- *Deregulation* in tourism is taking place and there is a greater concern about tourist safety.
- *Changes in legislation and policies* are implemented to benefit travel.
- *Border controls* have been *reduced*, for example in Europe. Talks are currently ongoing in Southern Africa to also make travel easier.
- *Policies* are becoming *user-friendlier* (for example through bilateral agreements).

- **Demographics**

- The *population* in Europe and America is *ageing*, which implies that societies are rapidly changing.
- Taking the above in concern there are some *changes in values*, as well as the *type of tourism* that is regarded as important. More emphasis is placed on adventure and eco-tourism than ever before.
- *Tourists want to see more*, they no longer want the ordinary.
- *More holidays* are taken but for *shorter periods* of time.
- *Tourists are well educated* and know exactly what they want.
- *English* is increasingly becoming accepted as an *international language* - more people in more countries can speak it.
- *Tourists have more money* (discretionary income) to travel because of changes in society, as well as first world economies that are emerging.
- More *individual tourists* create a demand for a wider variety of products.
- More travel is taking place world-wide including to Africa (Saayman, 1999a:17).
- *More nature*, travel-experienced and demanding customers (Middleton, 1995:417).

- **Economics**
  - *First world economies* are becoming stronger and are growing faster.
  - *Foreign exchange* is benefiting first world countries.
  - *Movement to merge economies*, for example in Europe.
  - *Increase in competitiveness* between tour operators as well as destinations globally (Saayman, 1999a:17).
  - *Decreasing transportation costs* (Smeral, 1996:393).
  - *More funds* for SMME (small, medium and micro enterprises) development are made available.
  - *Infrastructure is improving* (Saayman, 1999a:17).
  
- **Marketing**
  - *More and improved marketing* and communication through the use of Internet.
  - Countries combine efforts to *package products*, for example Southern Africa as a tourism destination.
  - *Prices are more competitive*, and there is an improvement in the quality of products and services.
  - Products are based on the *needs of tourists*.
  
- **Tour operators**
  - *Tour operators* are *operating globally*, for example Sun International, Hilton, Disney, Thomas Cook and Rennies. In other words, they are not just bound to a country or continent but operate on several continents.
  
- **Socio-environmental awareness**
  - *An increased awareness* of socio-cultural and environmental issues.
  - Growth in *non-governmental* organisations to *protect and conserve* the *environment* for example Green Peace.
  - Greater media reporting on major global problems.
  - *More ecotourists* (Saayman, 1999a:17).

## 2.3 THE IMPACT OF GLOBALISATION ON TOURISM

The impact of globalisation, for the purpose of this study, can be divided into two categories. Firstly, the impact of globalisation in the tourism industry and secondly, the impact of globalisation on tourism training.

### 2.3.1 The impact of globalisation on the tourism industry

As indicated earlier globalisation can be seen as a process of shrinking the world, increasing competition and stimulating innovations, all of which relate to a paradigm shift (Saayman, 1999a:4). This paradigm shift includes a new way of approaching marketing, policy development, product **development and training** – in other words a **new tourism**. New tourism is characterised as flexible, segmented, customised and diagonally integrated. This includes new technologies and systems in order to offer more tailor-made products to the more sophisticated tourists. Old tourism, in contrast, was characterised by mass, standardised and rigidly package tourism products (Keller, 1996; Bulhalis, 1994). Poon as in Keller (1996:73) notes that a **new tourism** exists if and where the following six conditions hold:

- The holiday is flexible and can be purchased at prices that are competitive with mass-produced holidays (cruises versus land-based holidays).
- Production of travel and tourism-related services is not dominated by scale economics alone. Tailor-made services will be produced while still taking advantage of scale economics where they apply (yield management).
- Production is increasingly driven by the requirements of the consumers.
- The holiday is marketed to individuals with different needs, incomes, time constraints and travel interests. Mass marketing is no longer the paradigm.
- Tourists who are more experienced travellers consume the holiday on a large scale, more educated, more destination oriented, more independent, more flexible and greener.

Consumers of the new tourism look at the environment and culture of the destinations they visit as an essential part of the holiday experience. The main aim of the tourism product is to provide a “**vacation experience**”.

It means fulfilling the customer's needs and satisfactions and this is where human resources and training specifically plays a major part in fulfilling these customer needs. Globalisation is emphasising a change in tourism trends because of a change in needs (Vanhove, 1996). Organisations must also pay attention to efficient and effective recruitment, development, training and transfers of its human resources to be able to satisfy the need of tourists and to control product and service quality (Weiermair, 1996:251).

Companies, organisations and countries that are not yet competitive on the international market, or are no longer competitive, often find the process of globalisation an unsettling one (Sutherland, 1998). This is because today's tourism market has changed to a **buyer's market** (Keller, 1996:14). Pressure is also increasing in organisations on product innovation, specialisation, and branding a high service quality (Smeral, 1996:393). The **technology progress** in the fields of transport and communication has created favourable conditions for globalisation to increase. These new technologies will have far-reaching and massive consequences for organisations in tourism, especially with regards to the **new knowledge required** to implement and operate complex systems, and to help control the distribution process in the presence of fierce competition (Beardwell & Holden, 1997:296). This leads to the fact that organisations will need to rely more and more on the depth of selected human skills and knowledge to demonstrate value for customers (Quinn *et al.*, 1990:60 as in Go, 1996:275).

Frangialli (1999) argues that computer technology will also benefit small enterprises by helping them to distribute and promote their products faster without too much cost. Computer links between different suppliers now allow the integration of different elements of the tourism product in ways thought impossible before the era of the computer. Internet can help a destination to market themselves better through co-operation between the public and private sectors (Zoreda, 1999). Air transport is linked to hotel and car rental inventories to produce international bookings in seconds. The most recent improvement of reservations is the CRS (Central Reservation System), some of which already span the globe and are known as GDS (Global Distribution System). The CRS can be utilised directly by airlines or through travel agents. Travel agents are the logical pipeline and natural partners, especially in their roles of handling much of business travel, inclusive tours, air travel in general and car rental (Middleton, 1994:210).

The introduction of a **market economy** in many countries and their integration at the same time into the world economy is creating even larger world markets (expansion of markets) and economic growth on a global scale (Keller, 1996:9; Howell, 1982:34; Erasmus, 1997:45). This means that customers from distant markets will be attracted. Theoretically, the whole world could be a potential customer (Smeral, 1996:393). Grulke (1995:2) add to this by saying that technology has brought the opportunity to build real bridges between first and third world countries and between business and communities. The nature of international tourism is being slowly changed by globalisation. The fact is that globalisation is causing a prosperity expectation in new emerging nations. It also increases the **international division of labour** which will lead to the fact that globalisation will become the **most important economic sector** on a world scale at about the end of this year (Grulke, 1995:2; Lettieri, 1996:1).

Large tourism companies opened up new branches in new destinations all over the world without depending on any other nation for help. These organisations make use of new technologies and offer products that are uniform, professional and meet industrial standards (Keller, 1996:9; Smeral, 1996:393). This leads to intense competition between organisations and destinations, and these organisations compete on the same level of experience (Smeral, 1996:393).

In traditional tourism countries globalisation has a considerable impact on tourist expectations and behaviour and the demand for tourism is still not sufficiently acknowledged (Keller, 1996:10).

Global competition has reduced prices. This means that new suppliers can offer quality packages at more favourable prices. This caused a **world-wide competition** in both price and quality (Keller, 1996:14; Vanhove, 1996:56). The reduction of price is evident in the lower airfares and hotel rates. This price reduction has increased the popularity of long-haul travel (Vanhove, 1996:56). Small and medium tourism organisations or enterprises also have to fight for their survival by competing against global-acting enterprises. There is also a shortage of capital to finance necessary investments in order to meet future goals (Smeral, 1996:393).

The tourism destinations in developed economies, which have higher income and social standards, will experience difficulties as their supply structure is often not sufficiently heterogeneous and quality-oriented. This is forcing tourism destinations to compete mostly at the price level. This makes it difficult for destinations to defend the present level of the economic impact of their tourism sectors (Smeral, 1996:395).

There are also certain demographic impacts taking place. It is a well-known phenomenon that the population in developed countries is stagnating and ageing. This not only leads to demographic structural impacts, but has also brought about changes in the composition of families. The population growth between the 1950 and 1973 was about 0.7% in the EU. This percentage has fallen dramatically to 0.25% and is expected to reach a zero growth rate at 2000. The trend will lead to a crises situation by the year 2010 when the population older than 60 years will exceed its percentage levels by 13 to 15 million persons (Vanhove, 1996:62). In other words the demographic pyramid that normally has a sharp peak and an extended base will have an extended peak and a sharp base.

There are indications of changed values such as the growing consciousness of nature and the search for real and authentic experiences. Individualisation has also gained some importance. For the tourism sector it implies that “the” consumer has changed to “this” consumer (Keller, 1996:68). Poon as in Keller (1996:68) indicates two different changes of values. Firstly, the fashion for the sun is fading. Tourism destinations now have to offer their customers “**sun-plus**” holidays. This means sun plus nature, plus fishing. Secondly, there is a search for something with difference. “The new traveller wants to experience the unexperienced, see the unexpected, gain impressions of new cultures and new horizon”.

Dalen (1989) and Krippendorf (1987) as in Vanhove (1996:69) say that there is a notable change of lifestyles in the tourism industry. Dalen (1989) as in Vanhove (1996:69) divides the population in four segments with the following poles: modern and traditional on the one hand and materialistic and idealistic on the other. From this, four groups can be identified:

- The modern materialist.
- The modern idealist.
- The traditional idealist.
- The traditional materialist.

Dalen (1989) as in Vanhove (1996:69) foresees an increase in the modern materialist group. This group demands quality, an intact nature, history, famous tourist art cities, peace and quiet, all-in trips aiming at cultural destinations, monuments and health. In contrast, the traditional materialist group will decrease. They are interested in low prices, traditional mass tourism and all-in trips with a guide who takes care of everything.

Krippendorf (1987) as in Vanhove (1996:69) indicate that the society has moved through three phases between the industrial era and the present. In the industrial era people “live to work” but since two decades ago people “work to live”. Today a third phase has appeared on the scenes, it is described as the “**seeking of experience**” group “**the new unity of everyday life**”. In this phase the polarity of work and leisure is reduced.

The motivations of this group include to:

- broaden their horizon;
- learn something new;
- encourage introspection and communication with other people;
- discover the simpler things in life and nature;
- foster creativity, open-mindedness, and
- to experiment, take personal risks.

Not all the impacts of globalisation are positive. Lettieri (1996:1) states that globalisation can be a source of major disequilibrium and fragmentation with a large threat to solidarity, democracy and peace. It is not always true that globalisation is necessarily a source of high growth. In fact it can be responsible for low growth as well, which leads to unemployment that will increase poverty.

### **2.3.2 The impact of globalisation on training**

The impact of globalisation also affected the labour force of the tourism industry (Smeral, 1996:391). The emergence and continued growth of multinational companies and declining transaction, information and co-ordination costs allow for a **new international division of labour** in tourism. The question, which arises, is what will be the major impact of globalisation on the supply of labour?

If it is assumed that the demand of human resources can be obtained from international tourism flows, then the following human resources supply implications emerge:

- For a destination to be a winner in this competitive race for customers globally a destination will need to have more human resources to increase their labour mobility. An increase in *qualified human resources* is required to cater for the greater presence of “international” experience seeking customers requiring “internationally professional human resources”.
- Destinations that experience a decline of tourist arrivals as well as sharp price competition are more likely to substitute the cheap unqualified labour with skilled labour, which temporary will lead to increased flows of unskilled labour into tourism loosing regions (Weiermair, 1996:250).

The labour force in advanced countries, which are highly skilled, face relatively lower foreign competition than do low skilled workers in less advanced countries. The latter are faced with the problem that these higher skilled workers from foreign countries can easily take over the unskilled workers jobs. A possibility flowing from globalisation is that low skilled workers will be confronted with a higher risk of *losing their jobs* or a relative decline in their wages (Smeral, 1996:391; Trabold, 1997:2).

These unqualified employees are used mostly in mass tourism related businesses where the nature of the job relies on a low level of human capital but a high tolerance for repetitive work which might lead to long working hours and low pay (Swarbrooke, 1995:226; Alexander, 1997:1; Weiermair, 1996:247). Larger tourism organisations tend to have a more accurate perception of new market trends, their implied human resources requirements and they respond to the new demands for quality and higher qualifications with appropriate product differentiation and recruitment/training strategies. Smaller organisations tend to recognise tourism trends more slowly if at all. These tourism enterprises, tourism schools and training institutions that are less exposed to the new dimensions of product/service competition have been slow in adjusting to the new dimension of product/service competition (Weiermair, 1996:247). This problem has been debated in South Africa and is one of the problems facing the whole tourism industry (Saayman, 1996).

Weiermair (1996:253) further says that globalisation will increase the brain drain of highly skilled human resources in the tourism industry leading to an even bigger shortage of professional human resources. Added to this is the fact that much of the middle level of specialised tourism human resources will become unemployed unless they undergo further training or retraining or accept employment as unskilled workers. The demand for unskilled labour depends largely on the growth of standardised mass tourism services. If the latter move away from traditional regions, as is currently happening in developed countries, then the demand for unskilled workers will decline even more thus further increasing the levels of unemployment.

Earlier in this chapter it was noted that **globalisation does influence education and training in the tourism industry**. A key reason for this is that tourism destinations are in competition and this competitiveness is urging destinations to train and educate their human resources to be the best to secure a fair share of the tourism market (Keller, 1996:14; Teare & Brotherton, 1990:5; Cooper *et al.*, 1993:274; Fayos-Solá, 1999).

Globalisation also causes the world market to change continuously and this leads to ongoing changes in demand. That is why training and education needs to be of a high standard. Lifelong learning needs to be part of an employee's career plan (Ball, 1996:32). It has been said that the world has become a "**global classroom**" and the new technologies drive tourism training to the point where the training authority has to introduce **new training curriculum and standards** (Claassen, 1997:9). Ball (1996:32) agrees to this by stating that if schools, universities and learning organisations do not position their students first for recruitment, they will not survive. In other words their training must be of such a high standard that it enables their students to be in the forefront when personnel are appointed.

To conclude, "**A company – and a country – is only as good as its human resources**"(Wackemagel, 1997:2).

## 2.4 CONCLUSION

This chapter identified the most important reasons for globalisation as well as the impact of globalisation on the tourism industry and on tourism training.

Some of the most important reasons for globalisation include the continuous implementation of better technology and computers, a more favourable political climate, demographic changes and improved marketing techniques globally.

The most important impact of globalisation on the tourism industry is that globalisation caused a paradigm shift, which includes a new way of approaching marketing, policy and product development and training. Globalisation also has an impact on tourist expectations and behaviour and the focus of marketing has moved from “the” customer to “this” customer.

The impact of globalisation on tourism training is that destinations are competing against each other world-wide. This competition encourages destinations to train and educate their human resources to the level of excellence needed to secure a fair share of the tourism market. Globalisation also causes the world market to change continuously and this leads to ongoing changes in marketing that will influence training and education needs.

A catch-up strategy is no option in this fast moving global economy; the speed of change is simply too profound. Energies must be focused to play leapfrog - to become global leaders in a few markets. Secured employment will only be achieved as a result of a large base of satisfied global customers. Playing catch-up is simply not an option for South African businesses in the new Information Economy. As businessmen we have to free our minds from the past and live the new business paradigm – focus and leapfrog – or perish (Grulke, 1995:2).

## CHAPTER 3

### AN OVERVIEW OF TOURISM TRAINING

#### 3.1 INTRODUCTION

Industrialised countries have shifted from a resource based and labour intensive economy to one that is knowledge intensive. This is an important challenge for the present way of acting and thinking in the tourism field. Traditionally tourism-related services were seen as a **convenient service** as opposed to **knowledge services** (Tettero & Viehoff, 1990 as in Theobald, 1994:331).

Organisations are preparing for a global economy: resources are being changed from low-wage activities to higher value added activities. Those who have the most advanced technologies, knowledge and service achieve the competitive edge. Fayos-Solá (1999) notes: "The human factor is essential for the survival and development of any enterprises in a global economy in which information and the new technologies are becoming increasingly accessible, and especially in the tourism industry". The **continued prosperity** of tourism will depend mostly on **well-educated human resources** and this can only be done by quality education, training and the optimal use of resources (Teare & Brotherton, 1990:5; Cooper *et al.*, 1993:274; Fayos-Solá, 1999). Recruiting and retraining skilled personnel has been especially problematic in recent years (Teare & Brotherton, 1990:5). Stephen & Moutinho (1989:119) added to this by stating that the subject of education and training for careers in tourism has been poorly quantified to date. Yet any policies to promote the growth of the tourist industry must depend on adequate numbers of trained people being available at all levels within the industry.

If the tourist industry is to be encouraged to become a major growth area within the community (especially in developing countries), then it is essential that there are sufficient numbers of qualified employees for preparing and implementing tourism development plans, managing regional and national tourist organisation and staffing the many firms which make up the tourist industry (Stephen & Moutinho, 1989:119).

Well-educated people are those who are able to think, weigh and judge critical issues in order to provide quality service and the expertise on a strategic and operational level (Grönroos, 1989 as in Theobald, 1994:330; Cooper *et al.*, 1993:274). **High-quality tourism human resources** can be achieved only through **high standards** of tourism **education and training**. Tourism training emerged as the tourism industry grew in both size and complexity. Training was initially linked to operators of intermediaries, particularly in areas such as ticketing, or in the various craft operations for hospitality. Much of tourism training is still confined to these areas, but in a developing world it has expanded to embrace many functions as the industry becomes more professional and demands higher standards of its practitioners.

Tourism education is a much more recent activity and most of the tourism education courses are products of the 1980's and 1990's (Cooper *et al.*, 1993:274). The aim of this chapter is therefore to analyse the current training situation in the tourism industry. The training and education problems experienced in the tourism industry in South Africa will also be highlighted.

### 3.2 BENEFITS OF TOURISM TRAINING

The economic potential of tourism has only recently been recognised by governments. The human resources in the tourism industry need to be trained before they can be competitive and productive. (Cooper *et al.*, 1993:274). Training and education provides tourism industries with the following benefits:

- For industries as a whole it *adds value, raises the quality* of personnel and infuses a sense of professionalism and ownership.
- It helps to define the industry and points out the *underlying similarities* of many different sectors (transport, accommodation, attractions and entertainment).
- Those working in the industry also understand the *interrelationships* of the sectors and begin to perceive business opportunities.
- Training, in particular, *delivers skills, practical knowledge and develops attitudes* which boost the performance and productivity of personnel across the industry. Linking education and training with human resource planning allows a closer gearing of the needs of the sector with the output of tourism schools.

- *Education and training help to retain* personnel provide a career path for employees and to achieve a better overall utilisation of human resources in the tourism industry, with an adequate supply of personnel. The object of training is to enhance knowledge and skills and to develop attitudes.
- A part of the training provision is related to *task* and *on-the-job performance* and the *delivery of service*.
- *Training* forms the *basis* for both *individual development* and management succession including, for example, the acceptance and practice of delegation and empowerment, problem-solving and decision-making, teamwork and responsibility for quality standards.
- *Training for changes* is also vital for the *long-term survival* of an organisation.
- Training can lead to many *potential benefits* for both individuals and the organisation.
- It also forms a *key element* in the morale, job satisfaction and commitment of personnel, and improved delivery of service and the customer relationships, and economic performance.
- There seems to be doubt as to what actually happens in practice and the extent to which the industry or employees evaluate the *scope, relevance or effectiveness of its education and training programmes* (Mullins, 1996:197; Cooper *et al.*, 1993:274).

### 3.3 IMPORTANT ASPECTS OF TOURISM EDUCATION

The previous section concentrated on the benefits of training in the tourism industry to ensure a better future in tourism training. The following are important aspects that can influence the education of human resources in the tourism industry (Go, 1994:335):

#### 3.3.1 Social changes

In tourism development and management the physical environment is taking centre stage. The basic tourism product comprises of our natural resources and the tourism industry must be pro-active in ensuring the existence of these quality environments. Education programs can play an important role in the harmonisation of environmental protection. It can also help to bring a greater social equality in developing countries (Go, 1994:335). Globally there is a primary growing concern about the environment and it should be incorporated into the tourism-training programs (Vanhove, 1996).

It appears that **human resources** in industrialised nations also faced **wrenching changes**, such a change is the growing number of women who will enter the market (Go, 1994:341). This corporate restructuring and subsequent change in the workforce structure could have implications for the future internationalisation of tourism and human resource management respectively (Go, 1994:340).

### **3.3.2 Globalisation**

The effects of globalisation and how it can influence training and education in the tourism industry were noted in Chapter two. Go (1994:335) adds that in respect to training and education in a globalise society, close attention must be paid to the growing significance of a multi-cultural workplace. Corporate mergers and acquisitions will continue, with more international actors involved. Sweeping political and economic changes will alter market basics (Go, 1994:341).

What is happening presently is that most tourism courses and programmes have an ethnocentric character, that is they take the study of domestic tourism and somehow give it an international dimension with the least possible changes. If the student of today wants to become the leading tourism industry practitioner of tomorrow, then educators cannot be blind to the idea that the management and organisation of tourism are “**cultural depended**” (Hofstede, 1983 as in Go, 1994:335). Students need to be exposed to intercultural communication so that they will be able to understand and motivate both individuals and groups from another cultures as well as from their own culture (Go, 1994:335).

### **3.3.3 Technology**

Frangialli (1999) and Zoreda (1999) emphasise the fact that the boom of the information technology will enable tourism suppliers to market their products globally. The Internet will enable enterprises to provide a cost-effective marketing and distribution network through which enterprises can market a greater quantity of information at a fraction of previous costs.

Although this sounds great it will not become a reality if the employees are unable to use this huge advantage. That's why it is so important to train students in the field of technology in tourism (Go, 1994:336).

### 3.3.4 Human resources

Human resources are a crucial but expensive resource, therefore it is so important to optimise their contribution for improving effective organisational performance. To be able to have a strong and competitive national economy, it is important to develop the **human resources** and managerial talents through **education and training** (Go, 1994:341). The levels of productivity among human resources are directly linked to the quality of the education personnel, training and development programmes (Mullins, 1996:197). The shortage of experienced tourism educators makes it almost impossible to pay significant attention to the continuous development of students and personnel (Stephen & Moutinho, 1989:121; BMI (b), 1997:51; Go, 1994:336). Pedagogical methods are likely to change in order to reflect the growing understanding among educators/trainers of the learning process (Go, 1994:341). The ultimate purpose of training is to help the tourism industry improve its operational effectiveness, growth, economic and competitive performance including the ability to cope with future challenges (Mullins, 1996:197; Go, 1994:341). Training will also improve the quality of supplied workers (Go, 1994:341).

## 3.4 THE TOURISM TRAINING SITUATION INTERNATIONALLY

*"An important precondition for a more human tourist is that all those who are in charge of the travel business should have a broad 'humanistic education'. The narrowly conceived vocational training in tourism must be given a new dimension, which may be called 'tourism ethics'" (Krippendorf, 1994:139).*

Howell (1982:34) indicated in 1982 that there was a training problem within the tourism industry globally, and that the majority of the employees in the tourism industry in the 1980's were personnel from self-made "**worked-up-from-the-bottom-type**", with little or no "appropriate" formal education. There were insufficient time, expertise and personnel resources in the tourism industry at that time present to allow a leisurely "work-up-from-the-bottom" system to meet the challenges.

Today in the 90's, the training situation in the tourism industry is still not what it should be. In both industry and government circles there is a growing realisation that **training holds the key** to unlock economic growth opportunities. This will help to achieve a competitive advantage in the tourism sector (Bottomly, 1995). Bottomly (1995) further says that a country will only compete successfully in the global tourism market if the level of training of their human resources is of a high standard.

Tourism organisations will only be able to achieve the quality product vital to be successful in the future with highly skilled employees who are friendly and efficient and provide high service standards. Elkin & Roberts (1994:404) agree to this by saying that the quality component relates directly to their skills and abilities.

Swarbrooke (1995:24) emphasises "training and education" by stating that the most common elements in action plans are the identification of the need for training or education. This will help employees to perform better in their jobs and develop their potential in general. Only **highly trained** and **qualified professionals** will be able to lead the tourism industry to expand their competitiveness into the next millennium (Eccles & Costa, 1996). Jones (1990:7) responds to this by saying that the current quantity and quality of education is far less than adequate for the rapid change in the tourism industry.

In the industry and in the government circles there is a growing realisation that education holds the key to unlock economic growth opportunities, by giving well-developed training programs. Krippendorf (1994:140) adds that the training of many occupations in tourism should be redesigned and expanded, its basic elements revised and professional standards upgraded. This will help to achieve a competitive advantage in the tourism sector, globally (Bottomly, 1995). To stay ahead in the race of training people, educators need to identify the changes that will help them to stay in front.

The following aspects are of importance to stay ahead in tourism training (Go, 1990:48):

- Provide *quality instruction* on various levels, but especially at higher cognitive levels, rather than the presentations of facts and solutions.
- Organise the *curriculum* around the *concept of problem solving* design to let students access information from various disciplines and consult with knowledgeable people from different faculties.

- Provide programmes that fulfil the claims made about graduates, by *emphasising outputs*.
- Make available time to keep abreast of subject information and formatting data in ways *that facilitate the learning process*.
- *Diagnose student needs* and prescribe individual courses of study, where possible.
- *Educators must develop an international/global point of view* in their classrooms and through their literature.
- Locate or construct and update diagnostic tests regularly to keep abreast of *new perspectives of tourism education* (Go, 1990:48).
- Invest in *lifelong training programs* by implementing in service training programs that will stay on date to new developments (Ball, 1996:32).
- *Adapt training* programs constantly to stay with the technological advances (Vellas & Bécherel, 1995:221).

The above changes lead to some **new focus areas** and **learning clusters** in the tourism-training field. The WTO made a plea that other tourism training institutions must also focus on these new areas to enable them to participate in the process of quality training and to place a better employee in the field. Organisations must invest in educational innovations that subscribe these new focus areas in their training programs (WTO (b), 1999).

### 3.4.1 Focus areas

To be able to provide a high standard of training, organisations must invest in training programs that focus on the following areas:

- *learning how to learn*, this will help future employees to master good learning techniques;
- future employees need to speak the *world language*, namely English to enable them to communicate globally;
- they must also know their *mother tongue* (if different from the world-language);
- they must know the method or process of numbering or computing;
- in *cultural literacy* it is important to know all the cultures that are of importance for your product;

- *social skills* is highly important because in tourism there are many social interactions, and
- *religion, ethics and values* of each culture of the product must be known ;
- *global qualifications system* to enable the future employees to compete globally;
- global arrangement for *quality assurance in education and training*;
- recognise and *certify experiential learning*;
- consider more *flexible programming*;
- build more *communication links between education and industry*;
- offer *in-house / in service training* and professional development programmes;
- make use of businesses for *internships, research and consulting services*;
- draw corporate human *resources development specialists*;
- *pool resources* with other educational institutions;
- use, where appropriate, *mass media*, such as television to deliver course content (Go, 1990:47; Ball, 1996:32).

### 3.4.2 Learning clusters

Tourism curricula must focus on the following learning clusters to be able to provide the best training possible:

- *Effective communications techniques* to enable good communication.
- *International perspective* to learn about the national differences between countries.
- Learning curricula's must incorporate *creative problem-solving skills*.
- Learning curricula's must include analytical methods.
- Students must be taught to make *important decisions* and to take responsibility for these decisions.
- *Planning and organising* are very important aspects of a tourism curriculum.
- The curriculum must also incorporate *team play* to teach students to work together.
- Study programs must show the student how to develop and use their *leadership skills* effectively.
- Tourism curriculum must be *on track with changes* in the tourism industry and must be willing to change if needed.
- The curriculum must enhance units that will develop the *initiative skills* of students.
- *Good ethics* in tourism is an important part of an education program.

- *Socio-cultural* aspects of tourism.
- Commitment to invest in *ongoing learning* after graduation.
- Computer programs are part of the world today and that's the reason why it is so important to have good *computer skills*.
- *Experiential learning skills*.
- Sufficient *entrepreneurship skills* must be included in the learning programs to help entrepreneurs succeed in their businesses.
- Study programs must include *foreign language skills*.
- *World and tourism geography* (Go, 1994:343).

All the previous mentioned will contribute to a better tourism training situation. Employees must be **trained and retrained** to ensure that they are able to provide the **service quality** expected by guests. The WTO and the government of Andorra feel so strongly about improving the quality of education that they have started an institute for improving the quality of education in the tourism industry (Anon (b)., 1998:1). This indicates just how important the WTO thinks training is for the tourism industry. Quality is the key to ensure a larger share of this competitive tourism environment (Anon (a)., 1997).

### 3.5 TOURISM TRAINING IN SOUTH AFRICA

Tourists have indicated that training and the accomplishment of a service culture among employees are two of the most problem shooting aspects in South Africa's tourism industry (Brynard, 1995:13). The White Paper on Tourism (1996) agrees by stating that **inadequate tourism education and training and awareness** are seen as the main constraints in the tourism industry. The White Paper on Tourism (1996) further states that perhaps the above-mentioned problem of tourism education and training is the greatest deficiency in the tourism industry of South Africa.

As indicated in Chapter one there is a tremendous growth in tourism, which leads to an increase of employees in the tourism industry. This leads to a higher demand for tourism training and education (White Paper on Tourism, 1996).

The Executive Director of the Hospitality Industry Training Board, Tony Ansara confirms the above problem by saying that the training capacity in South Africa constitutes only be ten percent of the 400 000 workers who are expected to enter the tourism industry at the turn of the century (Ansara, 1996:1).

Erasmus (1988:59) identified this problem of inadequate training in 1988 and more than ten years later it still exists. If a report was to be written about South Africa to date maybe it would have said '*we could have done better*' (Lambert, 1997:24). According to Lambert (1997:24) the solution to high productivity can come from the simultaneous application of skills and knowledge heavily spiced with commitment. The research by Seward and Gers as in Lambert (1997:25) indicated that new skills and knowledge could easily be transferred into the work place. But why has more not been done? It is a part of human nature not to recognise the failures of the past even simple solutions are ignored or rejected. The delivery of new skills and knowledge through training has been an object of failure, which too many of us are eager to deny (Lambert, 1997:25).

### **3.5.1 Categories of education institutions in South Africa**

The South African Qualifications Authority (SAQA) has been established to oversee the development of the NQF (National Qualification Framework). The responsibilities of the NQF is to bring together educational and vocational training in an integrated national framework for learning (Satour, 1999). Learning must also be outcome based focused (Green Paper on Further Education and Training, 1998). The NQF will contribute to the development of learning by addressing access, mobility, progression, enhancing quality and the speedy redress of past discrimination in education and training (Satour, 1999). Qualifications can be categorised into three bands consisting out of eight levels (Table 3.1).

**Table 3.1: Bands of Training in South Africa**

NQF Level	BAND	TYPES OF QUALIFICATIONS AND CERTIFICATES	LOCATIONS OF LEARNING FOR UNITS AND QUALIFICATIONS
8	Higher	Master, Doctorates, Further research Degrees	Tertiary / Research / Professional Institutions
7	Education & Training Band	Higher Degrees, B Tech Degrees, Professional Qualifications	Tertiary / Research / Professional Institutions
6		Higher Degrees, National Diplomas, Higher Diplomas	Universities / Technikons / Colleges / Private
5		Diplomas, National Certificate, Occupational Certificates	Professional Institutions / Workplace etc.
4		Further Education	School / College / Training Certificates Mix of Units from all
3	Education & Training Band	School / College / Training Certificates Mix of Units from all	Private Colleges / RDP and Labour Market Schemes / Industrial Training Boards / Union / Workplace etc.
2		School / College / Training Certificates Mix of Units from all	
1	General Education & Training Band	Senior Phase & ABET Lev 4 Intermediate Phase & ABET Lev 3 Foundation Phase & ABET Lev 2 Pre-School & ABET Lev 1	Formal School (Urban, Rural, Farm, Special) Occupation/- Work-based training/RDP- /Labour Market Schemes/ Upliftment Programmes/ NGO's/ Churches/ Night Schools/- ABET Programmes/Private Providers/Industry Training Boards/ Unions/ Workplace.

**N.Q.F. (National Qualifications Framework Information Page), 1999; Burger, 1998:317).**

The view of SAQA, supported by the Ministry of Education, is that a qualification shall:

- Represent a *planned combination of learning outcomes* which has a defined purpose or purposes, and which is intended to provide qualified learners with applied competence and a basis for further learning (Ansara, 1997; Green Paper on Further Education and Training, 1998).
- Add *significant value to the qualified learners* in terms of enrichment of the person, the provision of the status, recognition credentials and licensing, the enhancement of marketability, and the opening-up of access routes to additional education and learning.
- *Provide benefits* to society through enhanced citizenship, increase social and economic productivity, providing specifically skilled / professional people, and transforming and redressing legacies of inequity.
- *Comply with the objectives* of the NQF including the enhancement of learner access, mobility and progression, and the provision of quality education and training (Green Paper on Further Education and Training, 1998).
- Have specific and critical cross-field outcomes which promote *lifelong learning* (Anon (e)., 1999; Green Paper on Further Education and Training, 1998) and be internationally comparable, where appropriate.
- Training must be *outcome based* orientated (BMI (a), 1997).

Further Education and Training (FET) must offer a diversity of learning programmes and qualifications to learners, who want to specialise early in their lives. The key external test to be applied to all qualifications is whether they articulate with further and higher learning, and with work. This leads to the belief that the current provision of learning programmes and qualifications, and the rigid identification of certain types of programmes and qualifications with particular institutions, is inappropriate and must be changed (Green Paper on Further Education and Training, 1998).

In the past three years tourism training was also introduced at school level as a pilot project. This will help to form a tourism atmosphere amongst younger people and now colleges, technikons, universities or any other training institutions can concentrate on more advanced tourism subjects (Cochrane, 1999).

### **3.5.2 Human resource levels**

Howell (1982:34) divided the human resources of the tourism industry into three categories:

- **Semi-skilled personnel**

This is the largest of the three sections in the tourism field and consists of waiters, desk clerks, drivers and cleaning personnel etc. with a high school certificate or less.

- **Specific technical skills**

These people have specific technical skills like chefs, travel agents, fast food managers and flight attendants. Most of them graduated from technical/vocational institutes, community colleges or proprietary schools providing training for immediate job entry and acceptable performance. They form part of the middle level management level.

- **Managerial, planning and research personnel**

Managerial, planning and research personnel are the smallest of the three. They fall in the top management category (De Bruyn, 1986:338). They consist of sales marketing personnel, directors, market researchers, development planners, hotel administrators and entertainment directors whose duties are complex and broad in scope. It is also their duty to lay out the mission and long-term goals of a company. The latter require a level of sophistication from long years of experience or through the alternative route - a program of higher education (Howell, 1982:34; De Bruyn, 1986:338).

To be able to understand the just mentioned categories they must be seen in context with the four sectors of the tourism industry (accommodation, travel, attractions and entertainment) which were identified in Chapter one.

Each of these fields needs a certain type of trained personnel to perform the duties expected from them in the different sectors. If the above-mentioned categories are taken and divided into possible training fields combined with the human resources levels, it will look like the outlay in Table 3.2.

**Table 3.2: Job categorisation**

<b>Work-force combination</b>	<b>ATTRACTIONS</b>	<b>ACCOMMODATION</b>	<b>TRANSPORTATION</b>	<b>ENTERTAINMENT</b>
<b>Managerial (Top level)</b>	<ul style="list-style-type: none"> <li>• General manager/owner</li> <li>• Accounting</li> <li>• Marketing/sales</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Managers/owners</li> <li>• Administration</li> <li>• Marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Managers /owners</li> <li>• Administration</li> <li>• Marketing</li> <li>• Accounting</li> </ul>	<ul style="list-style-type: none"> <li>• Managers/owners</li> <li>• Administration</li> <li>• Marketing</li> <li>• Accounting</li> </ul>
<b>Specific training (Middle level)</b>	<ul style="list-style-type: none"> <li>• Food &amp; beverage (production, restaurant, bars, banquet, catering and room service</li> <li>• Security</li> <li>• Front office</li> <li>• Reservations</li> </ul>	<ul style="list-style-type: none"> <li>• Catering</li> <li>• Reception</li> <li>• Reservations</li> <li>• Technical</li> <li>• Barmen</li> <li>• Security</li> </ul>	<ul style="list-style-type: none"> <li>• Reservations</li> <li>• Reception</li> <li>• Front office</li> <li>• Security</li> <li>• Technical</li> <li>• Engineering</li> <li>• Pilots/Drivers/ship crew</li> <li>• Tour operators</li> <li>• Food &amp; beverages</li> </ul>	<ul style="list-style-type: none"> <li>• Reception</li> <li>• Engineering</li> <li>• Security</li> <li>• Food &amp; beverages</li> <li>• Reservations</li> <li>• Reception</li> </ul>
<b>Semi-skilled (Lower level)</b>	<ul style="list-style-type: none"> <li>• Cleaning</li> <li>• Purchasing</li> <li>• Uniformed</li> <li>• Rooms division (housekeeping)</li> </ul>	<ul style="list-style-type: none"> <li>• Porters</li> <li>• Waiters</li> <li>• Cleaning</li> <li>• Drivers</li> <li>• Gardeners</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance</li> <li>• Cleaning</li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning</li> <li>• Maintenance</li> </ul>

(Marx *et al.*, 1991 as in Fourie & Zsadanyi, 1995; Eade & Eade, 1997; Mill & Morrison, 1985; McIntosh *et al.*, 1995; Gunn, 1988; Howell, 1982:34; Swart, 1997)

The above can also be divided into different basic skill categories. The basic skill categories are the following: decision-making skills, conceptual skills, communication skills, human skills, analytical and technical skills (Fourie & Zsadanyi, 1995:139). Each of the sectors in the tourism industry requires different training. Although they have similar working areas the expertise differs from one sector to the next. That is also what makes it difficult to achieve one standardised curriculum in the tourism industry.

### 3.5.3 Problems and shortcomings in tourism training

The Green Paper on Further Education and Training (1998:8) indicates that the transformation of South Africa's FET sector is compelling and substantial, and emerges out of a wide range of social and economic conditions. The legacy of apartheid and social inequalities is responsible for the pressing demands for changes in most cases. Others arise from the sense of system failure within the FET itself. Particularly the deep-rooted problems that confronted the public schools system, low morale of many personnel, poor quality of provision in certain institutions, relative inability to place trained learners in jobs and the lack of articulation between key FET institutions and the labour market. There are more pressures from outside the FET system itself. The most important of these is the phenomenon of globalisation, which poses unavoidable challenges for the future of FET in South Africa.

The most important training and education problems in the tourism industry are listed below:

- The governance of higher education at a system-level is characterised by **fragmentation, no coherence, inefficiency and ineffectiveness**, with too little co-ordination, few common goals and negligible systemic planning (Government Gazette, 1997:8; Green Paper on Further Education and Training, 1998:8).
- Lack of **sufficient funds** and no **training budget** (Government Gazette, 1997:8; BMI (b), 1997:51; Saayman 1999b:10; Green Paper on Further Education and Training, 1998:8).
- While tourism is a relatively new subject of study, **no common curriculum** has emerged and there are a variety of training courses and policies on training and education for careers in tourism (BMI (b), 1997:51; Green Paper on Further Education and Training, 1998:8; Stephen & Moutinho, 1989:121).
- **Separate education and training tracks** with no standardisation of the training within the industry (Green Paper on Further Education and Training, 1998:8; BMI (b), 1997:51).
- There is a chronic mismatch between the output of higher education and the needs of a modernising economy (**weak linkage**). Katz (1997:35) reacts to this by saying it can also be because of an inability to turn knowledge into skills that can be transfer successfully from the classroom to the workplace. The mechanisms for changing course content are often slow and time-consuming. This makes it difficult for

- institutions to keep up with the new ideas and developments in the fast growing tourism industry (Green Paper on Further Education and Training, 1998:8; Government Gazette, 1997:8; Stephen & Moutinho, 1989:121; Wanhill, 1995:89).
- The **legacy of apartheid** (Green Paper on Further Education and Training, 1998:8).
  - Organisational ethos and **culture of learning, teaching and service** (Green Paper on Further Education and Training, 1998:8; Marais, 1995:24).
  - A **distorted labour market** (Green Paper on Further Education and Training, 1998:8).
  - There is an **inequitable distribution** of access and opportunity for students and personnel along lines of race, gender, class and geography.
  - Higher education has an **unmatched obligation**, which has not been adequately fulfilled, to help lay the foundations of a critical civil society, with a culture of public debate and tolerance, which accommodates differences and competing interests.
  - While some parts of the South African higher education system can claim academic achievement of international renown, too many parts of the system observe teaching and research policies, which favour academic insularity and closed system disciplinary programmes (Government Gazette, 1997:8).
  - **Not enough time** to train.
  - **Insufficient government** support.
  - **Loss of personnel** once trained (BMI (b), 1997:51).
  - In general there is a **shortage of experienced and trained teachers** for tourism and this has prevented tourism teaching being more effectively developed in the further and higher education sector (Stephen & Moutinho, 1989:121; BMI (b), 1997:51). The lack of well-trained and educated people leads to the problem of poor service (Croukamp, 1996:15; Muller, 1997:11; Heath, 1995:349).
  - The shortage of experienced tourism educators makes it almost impossible to pay significant attention to the **continuous development** of the faculty and personnel (Go, 1994:335). This is mainly because of the speed at which the tourism industry grows globally as well as the fact that there are new emerging methods (Saayman, 1999a).
  - There is an **absence of research** into the demand for tourism diplomates or graduates at either national or international level.
  - There is a **limited awareness** of the **importance of tourism education** on the part of politicians.
  - There is a general **absence of a career development path** for new entrants to the industry.

- Few schools of tourism has established a **regular dialogue** with the **industry**, so that they can communicate their perception of what is required and obtain a view of the industry's needs from industrialists (Go, 1994:345; Stephen & Moutinho, 1989:121).
- There is a **lack of post-experience** courses to provide education and training for **people already working in the tourist industry (in-service training)** (Stephen & Moutinho, 1989:121). Heath (1995:349) adds that there is not enough stimulation and support for entrepreneurship within the tourism industry.
- Although many tourism courses have been successfully developed over the past ten years, a large proportion of the industry has reservations about employee graduates.
- If this attitude persists, the industry will **lose some managerial talent** to more far-sighted industries.
- This is a direct outflow of the relatively **low levels of pay** and sometimes poor working conditions which usually result in students graduating and finding that their positions do not live up to expectations (Stephen & Moutinho, 1989:121).
- McDonald (1997:11) also indicates that there is a **lack of sufficient skills training**, low levels of technological innovations and a low level of research and development.
- A lack of widely recognised qualifications and training schemes for attracting personnel that could make recruitment easier and more reliable for employers and give the industry a better image in the mind of prospective employees (Swarbrooke, 1995:229).

One of the problems that Heath (1995:349) mentions above is that there is not enough stimulation and support for entrepreneurs. This leads to the ever rising problem of training needed by the entrepreneurs who enter the tourism industry (Saayman, 1999b:9). The reason for this is because of all the changes taking place in the global tourism industry. This leads to the birth of a "**new tourism**" as indicated in Chapter two (Fayos-Solá, 1996; Keller, 1996; Bulhalis, 1994). Saayman (1999b:9) identified the obstacles in the SMME (Small, medium, and micro-enterprises (entrepreneurs)) in the following categories:

- **Financing**
  - Shortage of funds.
  - Lack of knowledge with regard to accessing foreign funds.
  - Lack of knowledge on how to approach financing institutions.
- **Lack of experience**
  - Lack of experience in how to run a business.
  -
- **Lack of knowledge**

This is the major obstacle facing the entrepreneurs in the tourism industry. It encompasses the following:

- The lack of *management skills* and managerial knowledge.
- The lack of *knowledge regarding tourism trends* and limited knowledge regarding the opportunities that exist.

Saayman (1999b:10) adds that there is no single institution in South Africa that deals with the compilation of opportunities especially tourism opportunities and making them available to potential entrepreneurs. This function is carried out by entities, for example provincial authorities, the Department of Trade and Industry (DTI), the Department of Environment Affairs and Tourism and the Development Bank of Southern Africa.

- **Lack of marketing skills**

Most of the SMME's have very good products to offer but do not have the knowledge that is needed to introduce them to the market. This leads to the failure of many enterprises. There is a lack of tourism marketers who understand tourism marketing (possess marketing knowledge) and who know how to package their products. There is a lack of support for these entrepreneurs and this increases their failure rate. Funding institutions still regard the tourism industry as a high-risk industry mainly because of the lack of commitment of government to tourism, safety and security and the fact that it is relatively new industry (Saayman, 1999b:10).

### 3.6 CONCLUSION

The aim of this chapter was to determine the training situation of the tourism industry with special references to the problems experiencing currently in the training situation. To be able to do this, it was important to consider the aspects that do have an influence on training.

This was done to see what the current training situation in the tourism industry is with regard to the international tourism-training situation. Jones (1990:7) summarised the situation by saying that the current **quantity** and **quality** of **education** is far less than adequate for the rapid changes of the tourism industry. A number of important aspects were mentioned to help the tourism industry stay ahead in tourism training. Focus areas of training programmes were also identified.

The same situation was found in South Africa (BMI (b), 1997:51). It is clearly stated by the White Paper on Tourism (1996) that there is not enough tourism education, training and awareness in South Africa. Much still needs to be done in South Africa, because as indicated, the tourism industry really started to gain momentum in 1994 after the first democratic elections. This means that South Africa is even further behind their competitions regarding tourism training.

A number of problems were identified within the training context of the tourism industry. Two problems are insufficient training personnel and the relatively low quality of training. There is also a need for a more global training program so that the standards of training can improve world-wide.

The most valuable resource in the 1990's are well-trained and highly educated people. Education institutions cannot deliver educational and training needs in isolation. To be competitive stronger complementary partnerships must be built between tourism educators and industry executives (Go, 1990:48).

# CHAPTER 4

## SURVEY AND DISCUSSION

### 4.1 INTRODUCTION

As indicated in Chapter one two surveys were conducted. Survey A focused on the following tourism products: restaurants, guest houses, hotels, game farms, holiday resorts, lodges, national parks, caravan parks, travel agents, museums, transport and walking trails.

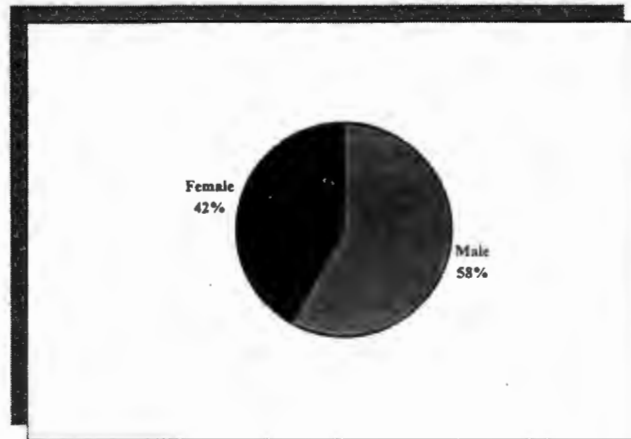
Survey A was done throughout the province to determine the following aspects in the tourism industry:

- Gender
- Age
- Type of business
- If the employees had some training
- Job categories
- Problems experienced
- Needs in the tourism industry
- Permanent or temporary employees
- Benefits in their working environment

Survey B included all the accommodation establishments in the North West Province. As indicated in Chapter one, the accommodation sector is the largest sector of the tourism industry in the North West Province. The main reason for the survey was to determine the training situation. Two other elements were researched namely the number of people employed in the accommodation sector and when accommodation facilities were established.

## 4.2 SURVEY A

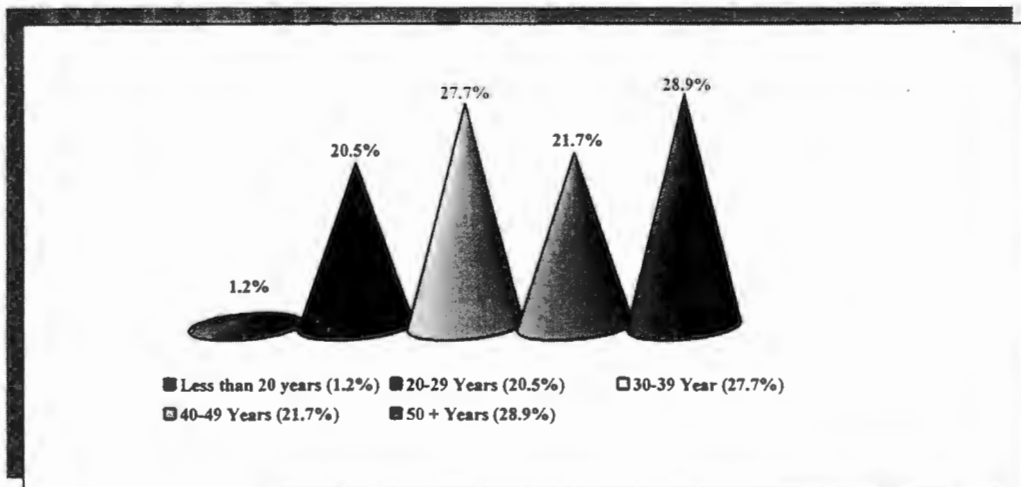
### 4.2.1 Gender



**Figure 4.1: Gender of respondents**

58% of the respondents are male whilst 42% are female (Figure 4.1). The purpose of this question was to determine whether there is a major difference between product owners with regards to gender. As indicated there is a significant difference of 16% between the two variables.

### 4.2.2 Age of manager/owner



**Figure 4.2: Age of manager/owner**

According to Figure 4.2 28.9% of the managers/owners are 50 years and older. The second largest group is 30-39 years of age (27.7%), followed by the 40-49 years group (21.7%) and 20-29 years (20.5%) were the second smallest age group. Considering these statistics, it can be said that there seems to be an equal number of respondents in each category excluding the younger than 20 year's category, which is 1.2%.

### 4.2.3 Type of business

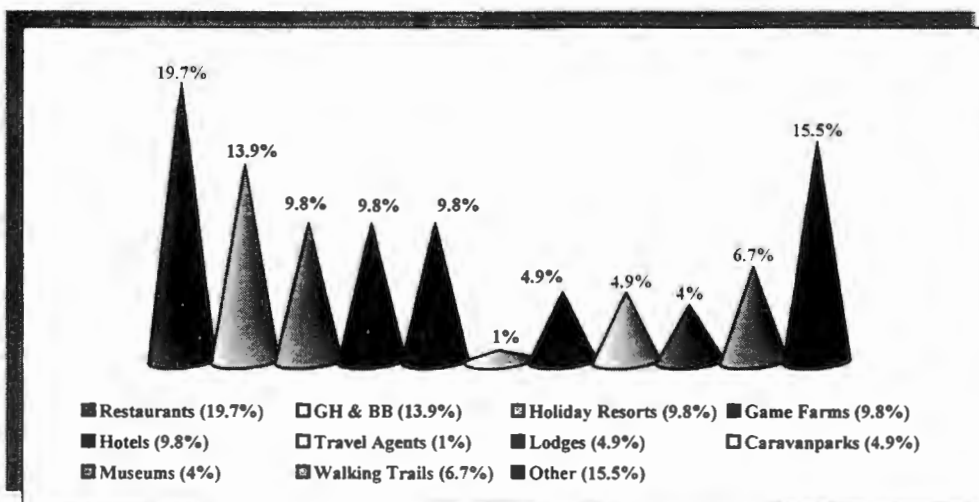


Figure 4.3: Type of business

Figure 4.3 indicates that restaurants (19.7%), guest houses and bed & breakfast (13.9%), holiday resorts (9.8%), hotels (9.8%) and game farms (9.8%) are the main types of tourism business in the North West Province. The “other” category, which can be any tourism related business makes up 15.5% of the market. If all the accommodation facilities are added together then they account for 48.2% of the total tourism sector. This makes the accommodation sector the largest sector in the tourism industry in the North West Province.

### 4.2.4 Specific training

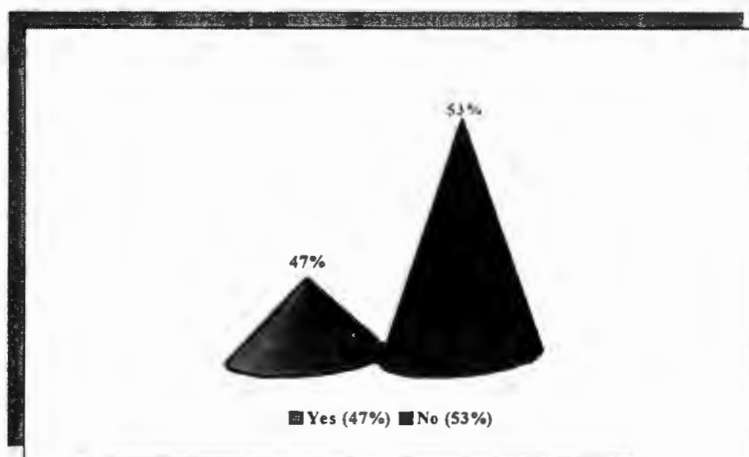
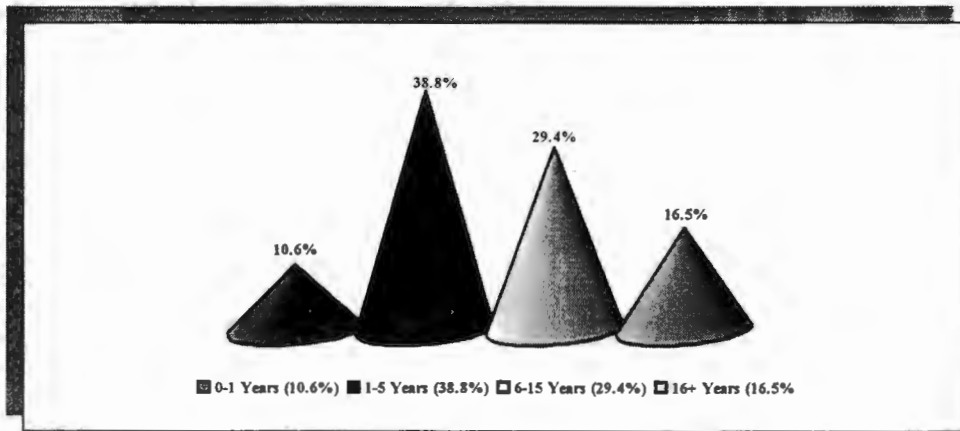


Figure 4.4: Specific training

The question was asked whether or not the respondent had specific training with regard to the business that they are operating. 47% of the respondents have had training, while 53% did not (Figure 4.4). This proves that the majority of owners/managers do not have specific training in the type of business that they are running. They were asked to indicate the type of training they have and most indicated in-house or in-service training as a type of training or qualification. Some even said that they are training themselves. This is problematic, because it sets no general accepted standard for the industry.

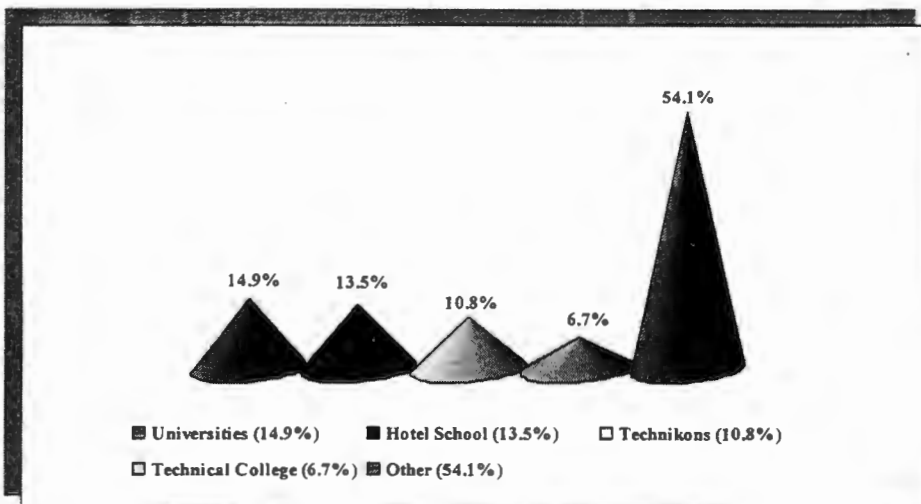
#### 4.2.5 Years in the trade



**Figure 4.5: Years in the trade**

According to Figure 4.5 most respondents (38.8%) have been in the trade between one to five years. 29.4% and 16.5% have 6-15 years and 16 years and longer respectively in the trade. 10.6% have less than a year in the tourism industry, which indicates a strong inflow of entrepreneurs into the industry. A small number (4.7%) did not answer the question. This correlates with the Survey B, which determined that 65.1% of the respondents in the accommodation sector have only been in the business between one and five years. The reason for this can be that the tourism industry in South Africa is fairly new.

#### 4.2.6 Training institutions

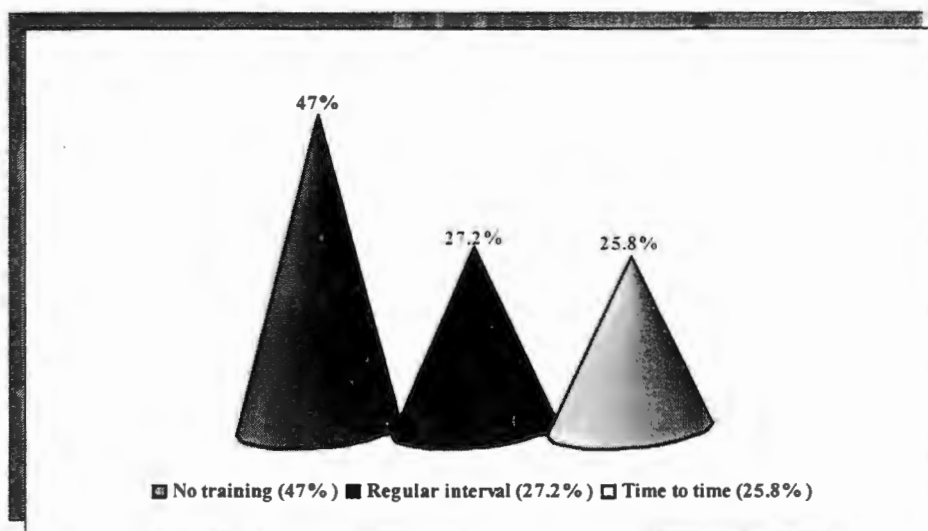


**Figure 4.6: Training institutions**

13.5% of the trained employees attended a hotel school, 14.9% received training at universities and 10.8% at technikons. Only 6.7% received training at a technical college. 54.1% of the respondents completed the "other category". In this category, more than 50% trained their personnel themselves (Figure 4.6). This does not include any formal training at all.

Based on Figure 4.4 (Specific training), the information shows that 53% never had any training. This indicates the level of unskilled personnel in the North West Province tourism industry. These are not good results and they need to be addressed. In-house training is essential, but other training institutions also need to be approached. This level of untrained personnel can contribute to the low level of standards and service, which is evident in the industry (Bottomly, 1995).

#### 4.2.7 Send employees for training



**Figure 4.7: Send employees for training**

These results compare well with the other results on training. 47% of the respondents never send their employees on training courses. 27.2% send them on a regular interval of training and 25.8% from time to time (Figure 4.7). It is important to emphasise that training is an ongoing process, because of the changes brought by globalisation which product owners are not always aware of.

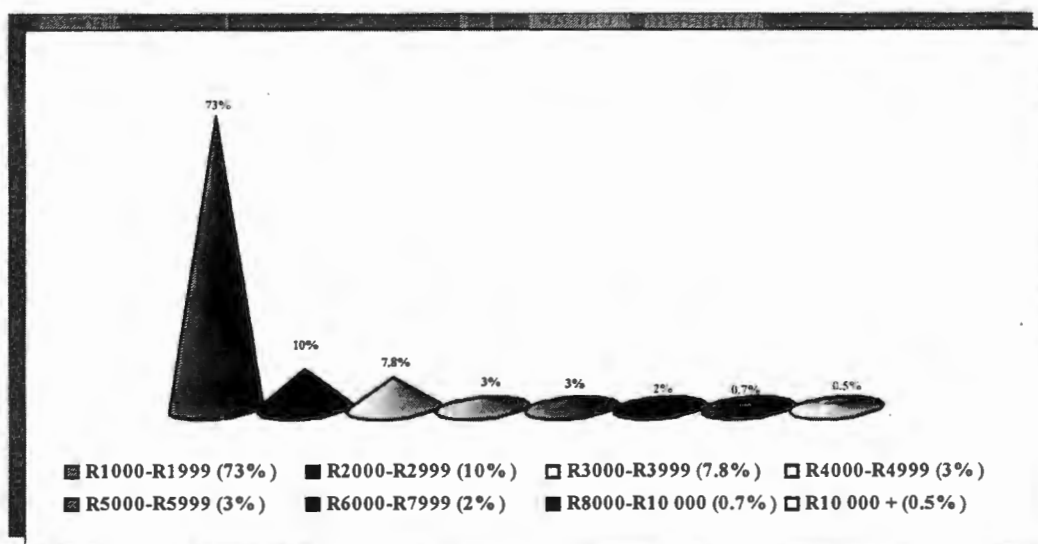
#### 4.2.8 Reason for training

**Table 4.1: Reason for training**

REASON FOR TRAINING	NEVER → TO GREAT EXTENT			
	Performance improvement	7.9%	7.9%	57.9%
Responsibilities	8.4%	22.2%	47.2%	22.2%

Table 4.1 indicates that if organisations send their employees for training an improvement in performance of 84.2% (57.9% + 26.3%) is found among employees. It also indicates that employees' responsibilities have improved by 69.4% (47.2% + 22.2%) after training. It is interesting to evaluate these results, because employers all seem to believe in the positive effects of training, but they are reluctant to have their employees trained.

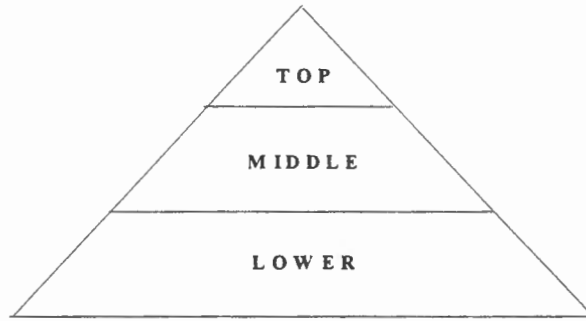
#### 4.2.9 Income categories



**Figure 4.8: Income categories**

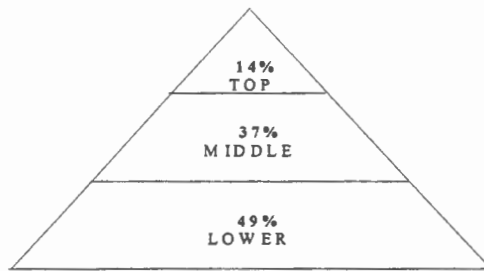
The aim of this question was to determine income per level in the organisation (per month) (Figure 4.8). 73% of employees earn between R1 000 - R1 999 per month. A further 10% earns between R2 000 - R2 999 and 7.8% between R3000 - R3 999 per month. Only 0.7% earn between R8 000 – R10 000 per month and 0.5% earns R10 000 or more per month. Not all of the respondents completed this question, but it still gives some valuable information.

The question was based on the fact that most organisations have three levels of management, namely top, middle and lower, as indicated in Figure 4.9.



**Figure 4.9: Levels of management**

Figure 4.10 indicates that 49% of employees are on the lower level of management in the different organisations. 37% of the employees are on the middle level and 14% are on the top level.



**Figure 4.10: Levels of management (percentage)**

### **4.3 JOB CATEGORIES**

Three job categories have been identified. These sections include the types of business found mostly in the province and country, but especially in the province. Each occupation was subdivided in the four major population groups in South Africa, namely Blacks, Whites, Indians and Coloureds. The idea is to determine the current situation in the province with regard to employment.

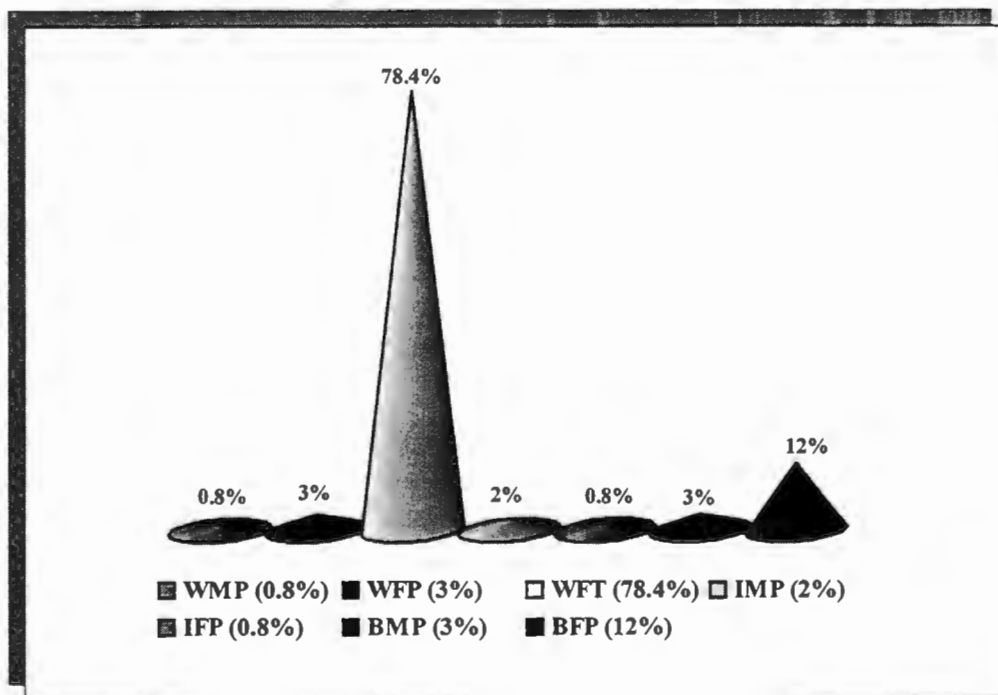
The abbreviations used are as follows:

- WMP White male permanent
- WMT White male temporary
- WFP White female permanent
- WFT White female temporary
- IMP Indian male permanent
- IMT Indian male temporary
- IFP Indian female permanent
- IFT Indian female temporary
- CMP Coloured male permanent
- CMT Coloured male temporary
- CFP Coloured female permanent
- CFT Coloured female temporary
- BMP Black male permanent
- BMT Black male temporary
- BFP Black female permanent
- BFT Black female temporary

### 4.3.1 Catering section

This section gives the data on the catering business and covers roles such as the caterer, waiters/barman, chef/cook and party man.

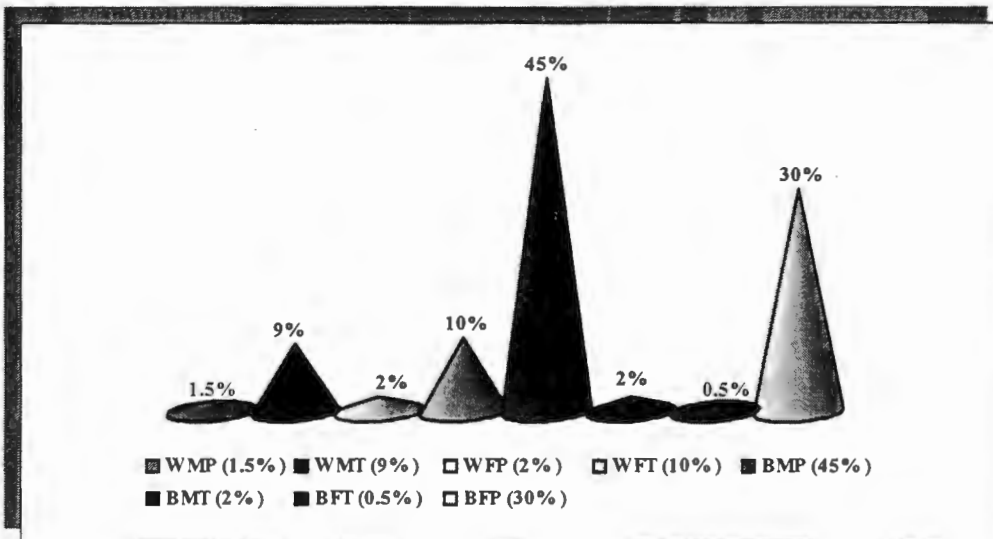
#### a) Caterer



**Figure 4.11: Caterer**

Figure 4.11 indicates that 78.4% of the catering employees are white females employed in a temporary capacity while permanently employed black females constitute 12% of the catering employees. They fill most of the positions in catering. The remaining 9.6% are filled by BMP, WMP, WFP, IMP and IFP.

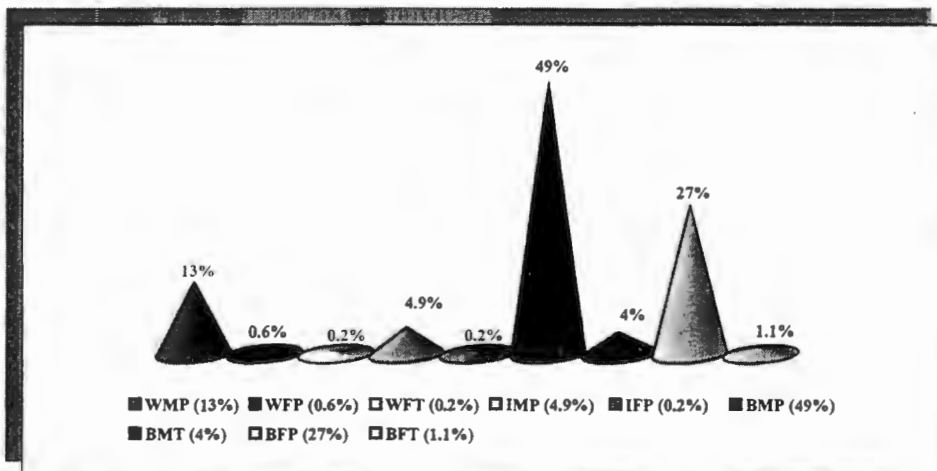
b) **Barman/Waiter**



**Figure 4.12: Barman/waiter**

45% of the permanently employed are black males, followed by black permanent employed females (30%). The rest with notable percentages are white female temporary (10%) and white male temporary (9%) (Figure 4.12).

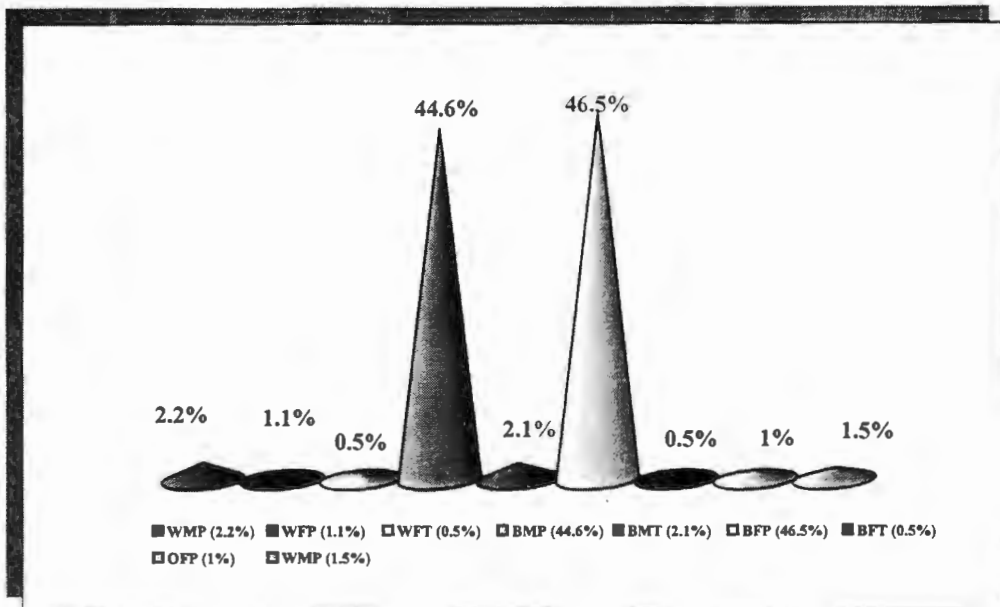
(c) **Chef/cook**



**Figure 4.13: Chef/cook**

The positions of chef/cook in the province are mainly occupied by black permanently employed males (49%), followed by black permanently employed females (27%) and white permanently employed males (13%) (Figure 4.13). All the other categories constitute less than 10%.

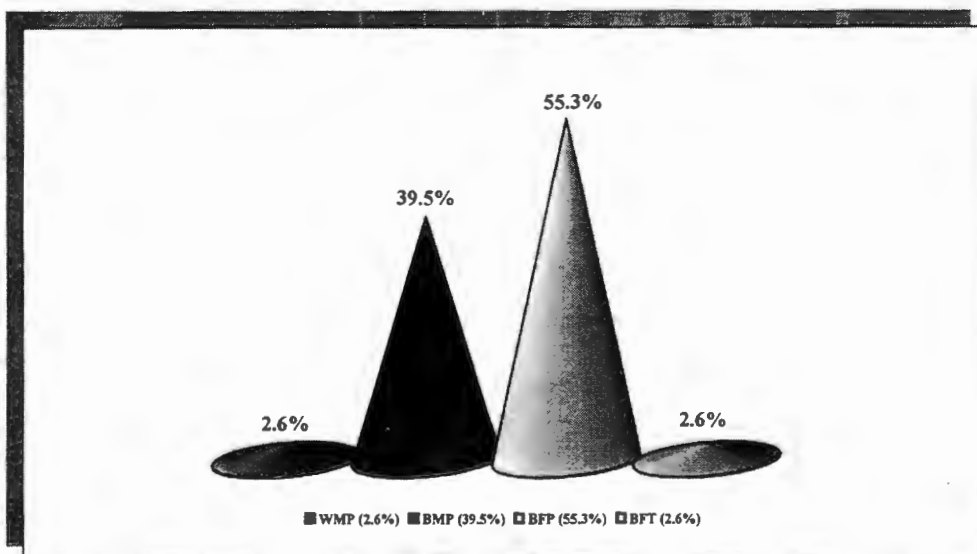
d) **Kitchen waiter/Party man**



**Figure 4.14: Kitchen waiter/party man**

Permanently employed black males (44.6%) and black females (46.5%) fill most of these positions. No Indians or Coloureds are employed, and only a very few Whites (Figure 4.14).

(e) **Tea servant**



**Figure 4.15: Tea servant**

The largest part of this category (Figure 4.15) are filled by black employees: black females permanently employed (55.3%); black males permanently employed (39.5%); 2.6% black female temporarily employed and 2.6% white males permanently employed.

### 4.3.2 Accommodation sector

#### a) Owner/proprietor/manager

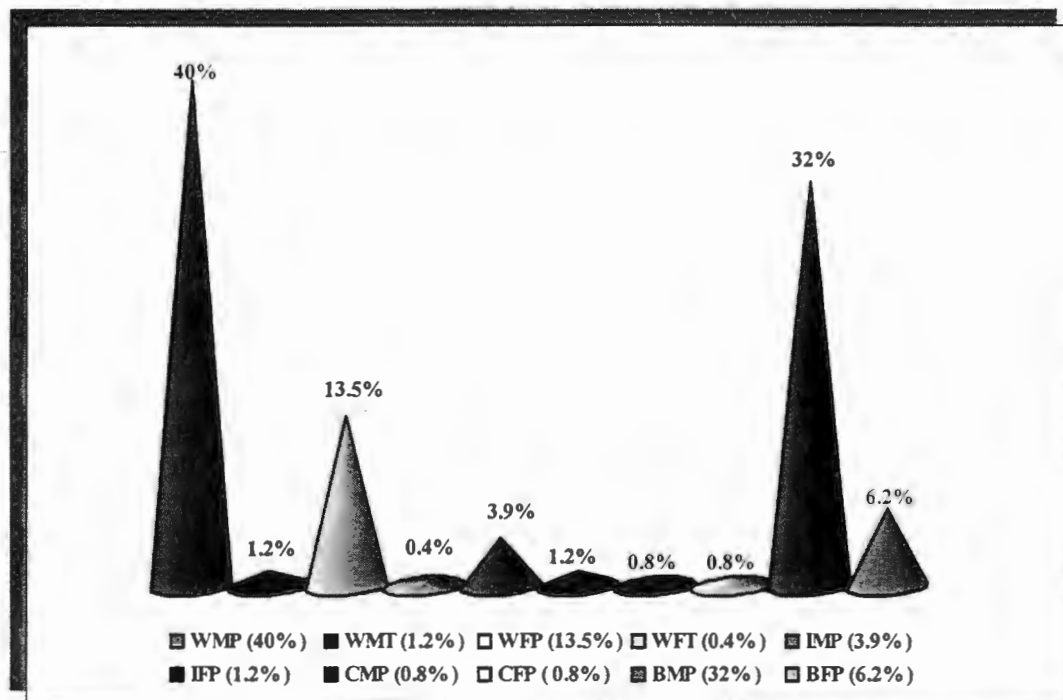


Figure 4.16: Owner/proprietor/manager

Most owners or managers are white males (40%), followed by black males (32%) and white females (13.5%). There doesn't seem to be a great difference between black and white males (percentage wise) with regard to these results (Figure 4.16).

#### b) Management

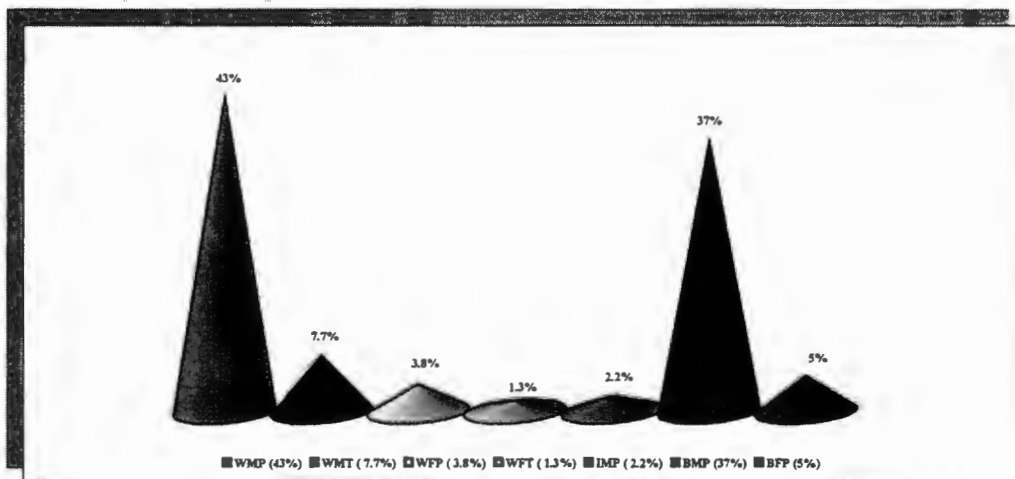
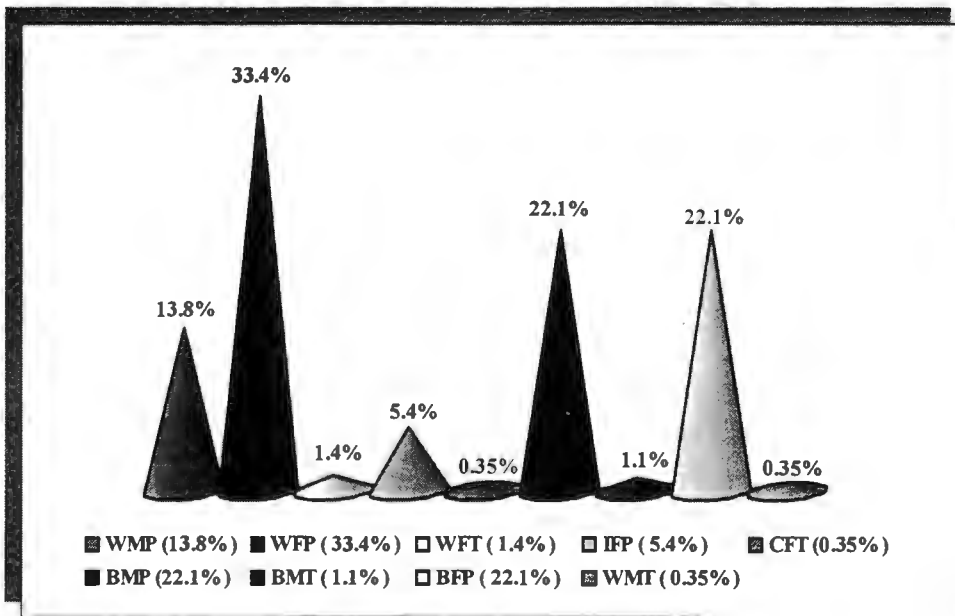


Figure 4.17: Management

In Figure 4.17 white males permanent (43%) and black males permanent (37%) form the core of tourism management in the North West Province. These results correlate with results of the previous question. Once again, there are no Indians or Coloureds and very few females involved.

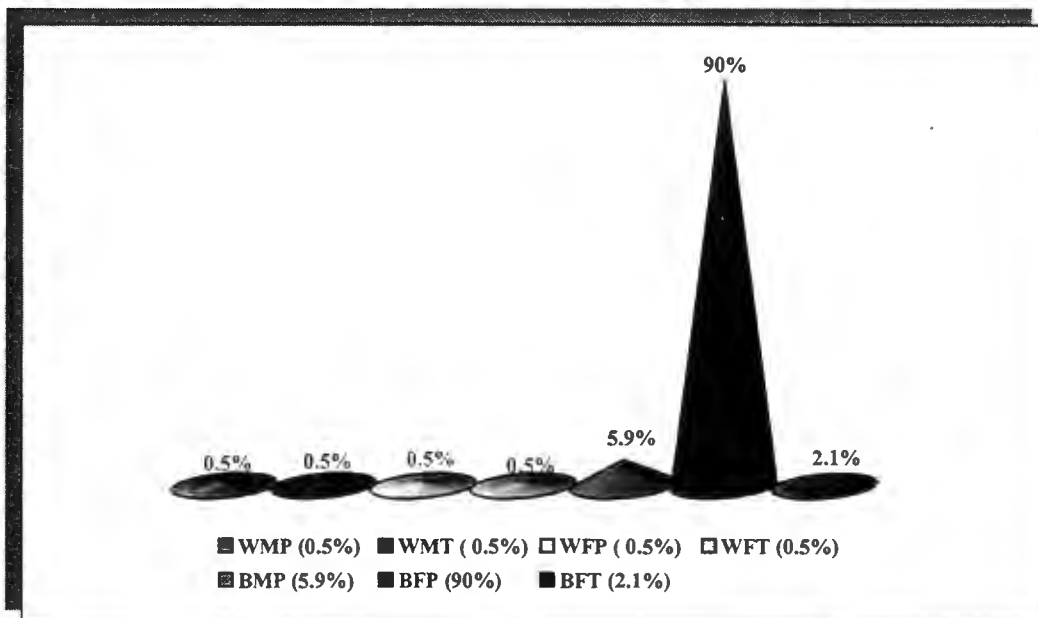
c) **General administrative staff**



**Figure 4.18: General administrative staff**

Figure 4.18 indicates that white females which are permanently employed form the highest percentage (33.4%), they are followed by permanently employed black males and females, 22.1% each and permanently employed white males (13.8%) – together they fill most of these positions.

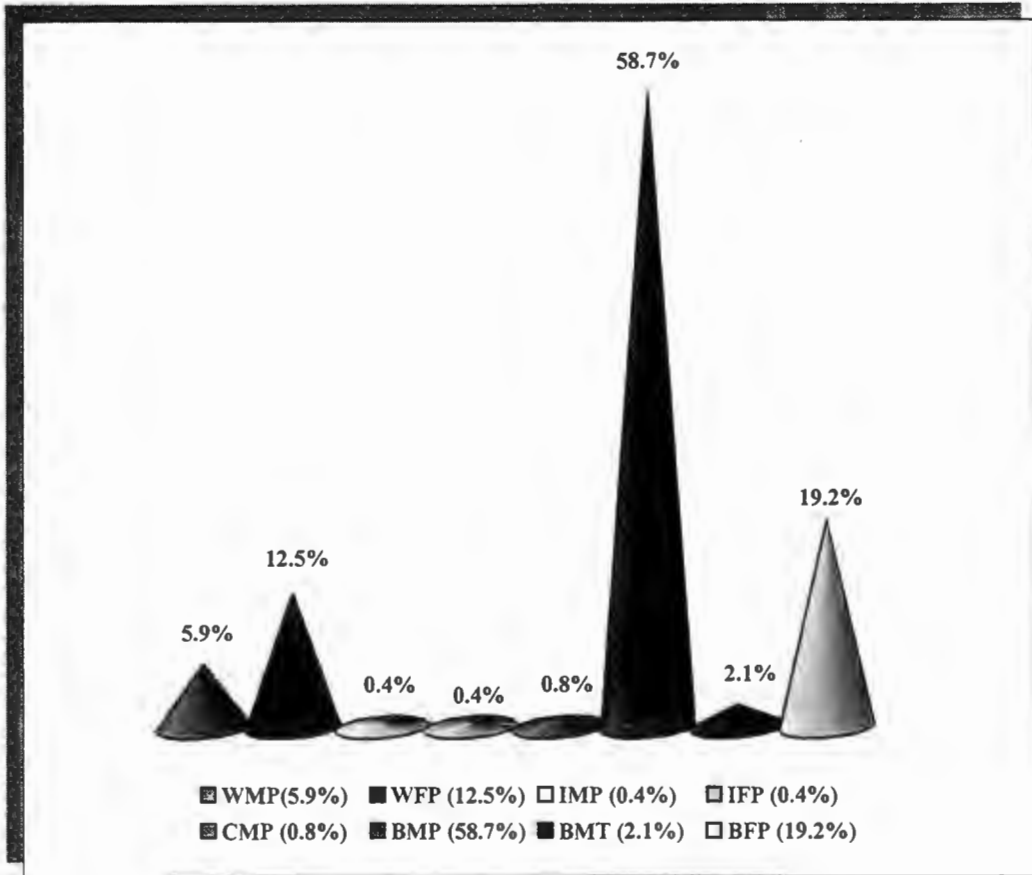
d) **Accommodation services**



**Figure 4.19: Accommodation service**

This category includes supervisors, matrons and housekeepers (Figure 4.19). Black permanently employed females (90%) fill most of these positions, followed by black permanently employed males (5.9%) and black temporarily employed females (2.1%). No Indians or Coloureds are present here.

e) Security

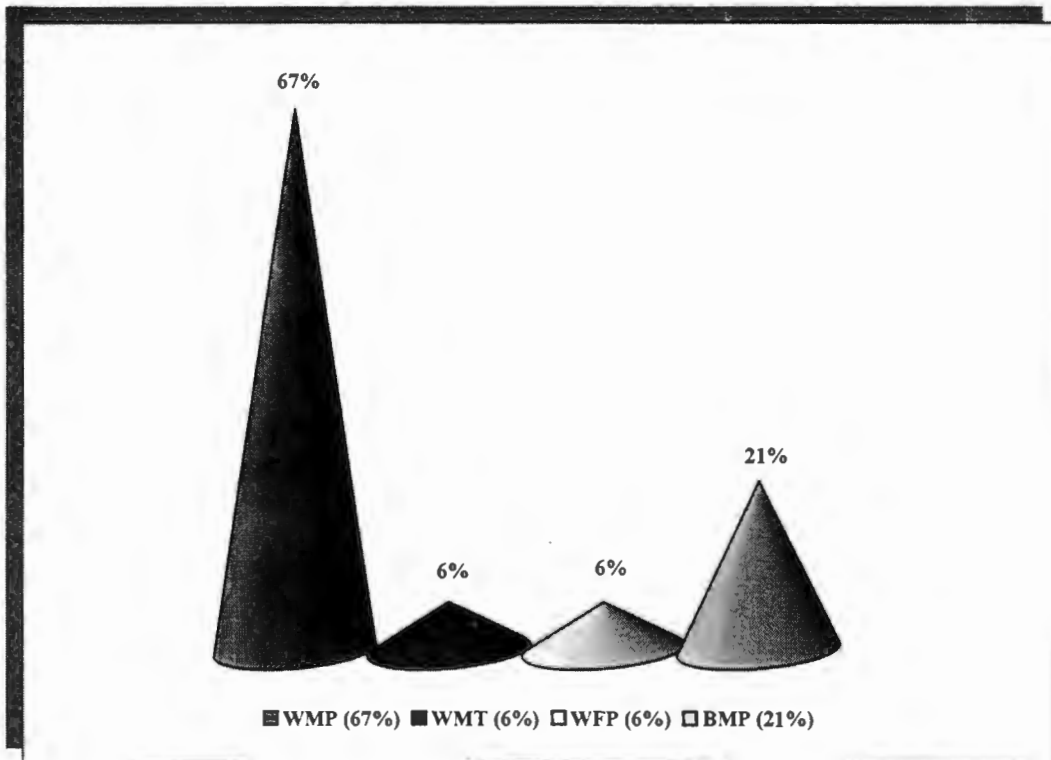


**Figure 4.20: Security**

The security staff mostly consist of black permanently employed males (58.7%) and black permanent employed females (19.2%). Permanently employed white females and white males make up 18.4% of the total. The remaining constitute less than 4% (Figure 4.20).

### 4.3.3 Nature conservation

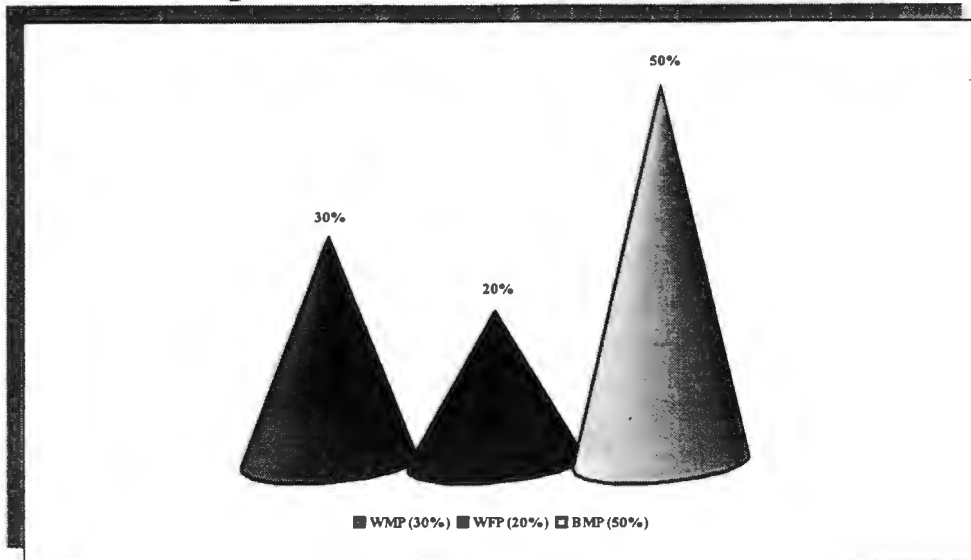
#### a) Rangers



**Figure 4.21: Rangers**

In Figure 4.21 white permanently employed males (67%) have the largest share of this category, followed by black permanently employed males (21%). White male temporarily employed and white female permanently employed each contribute 6% of the total.

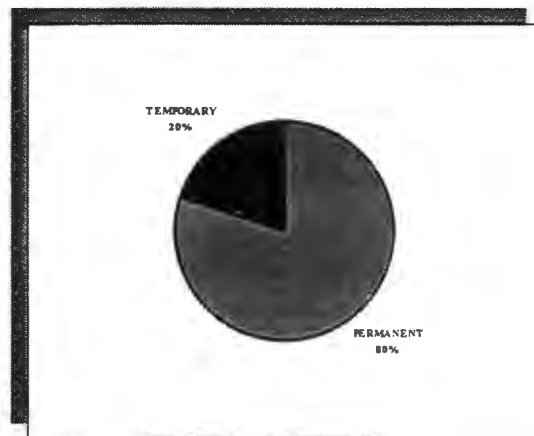
b) **Assistant ranger**



**Figure 4.22: Assistant ranger**

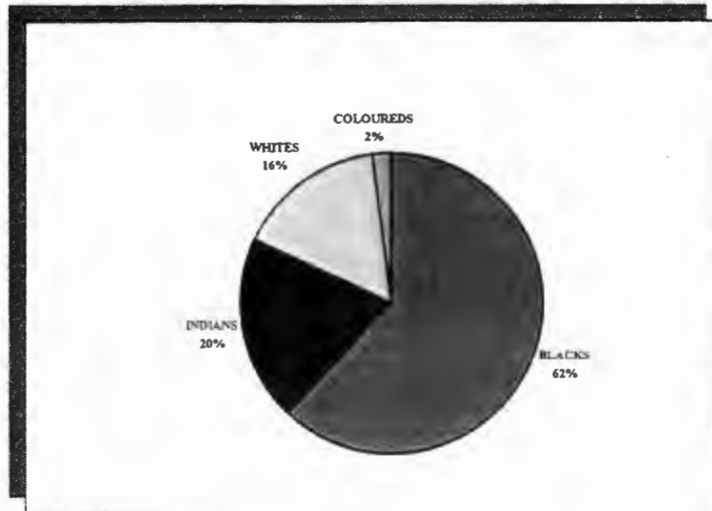
50% of all assistant rangers are black permanently employed males, followed by 30% white males and a further 20% white females. This category seems to be a predominantly male-oriented occupation (Figure 4.22).

**4.3.4 Permanent versus temporary employment**



**Figure 4.23: Permanent versus temporary employment**

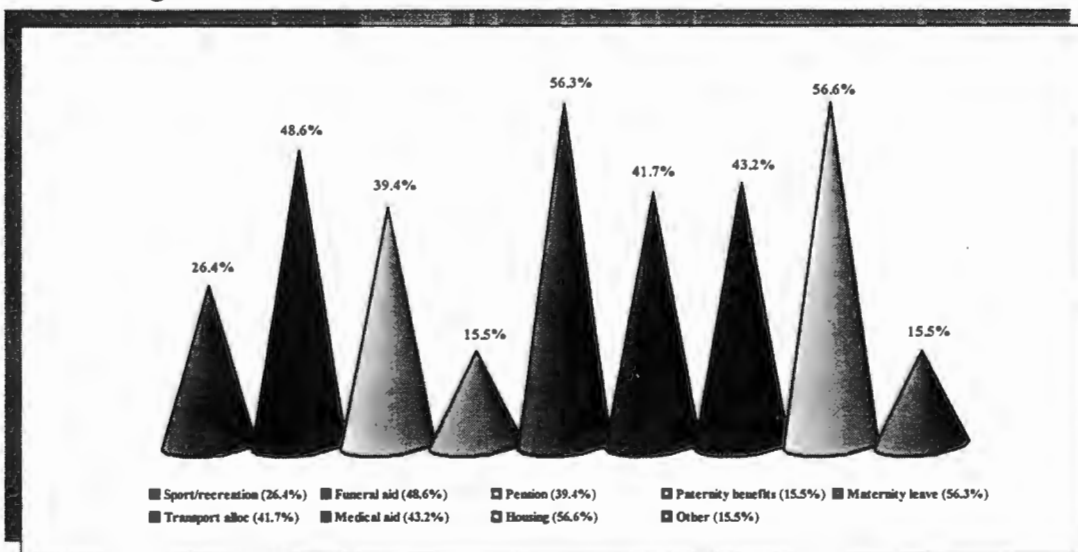
Of the people who form part of the tourism industry, 80% are permanently employed whilst only 20% are temporary (Figure 4.23). Waiters, followed by catering staff, make up most of these temporary employees. A further breakdown of statistics in terms of how many of the four groups (White, Blacks, Coloureds, and Indians) are permanently employed is indicated in Figure 4.24.



**Figure 4.24: Permanent employment**

62% are Blacks, 20% are Indians, 16% are Whites and 2% are Coloureds (Figure 4.24).

### 4.3.5 Fringe benefits

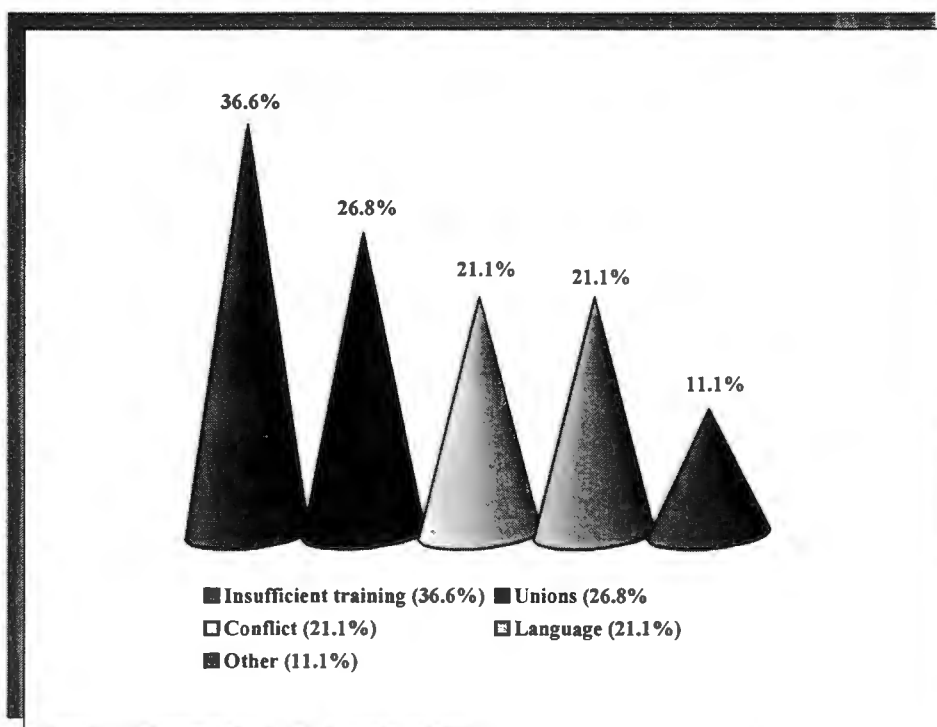


**Figure 4.25: Fringe benefits**

According to Figure 4.25, 56.6% of employees receive housing allowances, 56.3% maternity leave, 48.6% financial help with regard to funerals, 43.2% medical aid, 41.7% transport allowances, 39.4% pension and 26.4% recreation facilities. More can be done with regard to medical aid, pension and housing. In the category "other", 15.5% said they gave their employee's food allowances and uniforms as part of the fringe benefits.

### 4.3.6 Problems concerning personnel

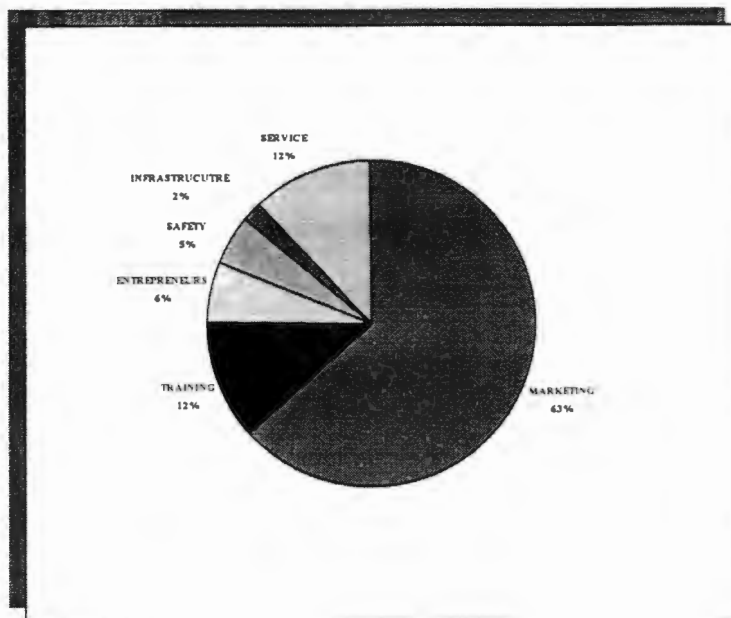
The following problems were identified during the survey:



**Figure 4.26: Problems concerning personnel**

Figure 4.26 represents the percentage of respondents who answered “yes” with regard to the following problems: insufficient training (36.6%), followed by unions (26.8%), conflict between workers (21.1%) and language difficulties (21.1%). The “other” category (11.1%) includes aspects such as drinking, unreliability, theft and a lack of motivation. From Figure 4.26 it is clear that training needs to be done to improve service in general, but it will not cure all problems mentioned.

### 4.3.7 Needs in the tourism industry



**Figure 4.27: What does the tourism industry need**

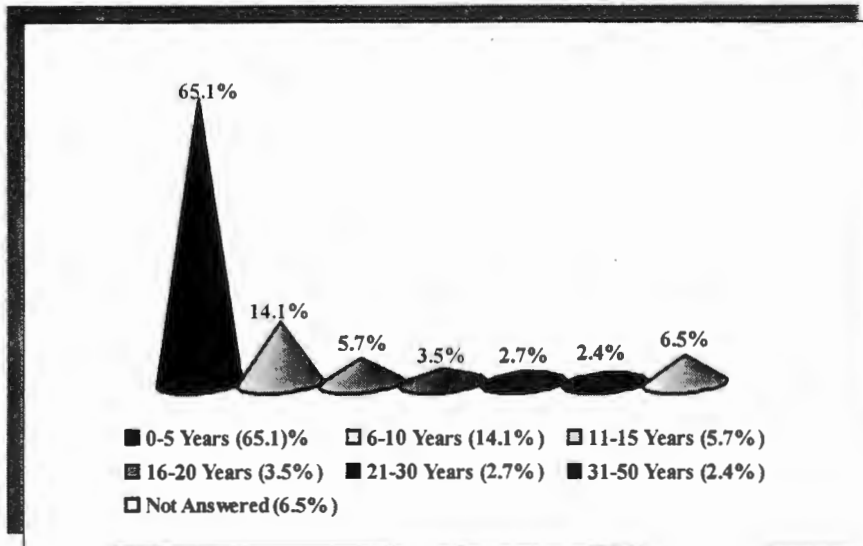
This was an open question and numerous answers were received. The aim of this question was to determine the problems that owners felt should be addressed in the tourism industry in the North West Province. Figure 4.27 show that 63% felt that more marketing should be done and 12% emphasised training, as well as improved service quality.

The results indicated that 6% felt more should be done to assist entrepreneurs with incentives to create more facilities/attractions and eventually job opportunities; 5% felt that safety and security is a major problem; and 2% wanted a better infrastructure. One person also felt that more emphasis should be placed on the making the occupation of museum officials more professional.

## 4.4 SURVEY B: TRAINING ANALYSIS OF THE NORTH WEST PROVINCE ACCOMMODATION SECTOR

Survey B was conducted because Survey A indicated that the database used was incomplete. Survey A also indicated that the accommodation sector is the largest single sector (48.2%) (Figure 4.3). The main aim of Survey B was to determine the training situation of employees in the accommodation sector, when accommodation facilities were established as well as to determine the number of people working in this sector.

#### 4.4.1 Years in the trade (accommodation sector)



**Figure 4.28: Years in the trade (accommodation sector)**

According to Figure 4.28 most of the respondents (65.1%) have been in the trade between one to five years, 14.1% and 5.7% have 6-10 years and 11-15 years respectively. 6.5% did not answer this question. This correlates with Survey A, which also determined that most of the respondents are between one to five years in the trade.

#### 4.4.2 People employed in the accommodation sector

Research done on the accommodation sector of the tourism industry in the North West Province indicated that there are 9889 employees in the accommodation sector. Most of the employees are found in the following categories (Table 4.2):

- |                  |         |  |        |
|------------------|---------|--|--------|
| • Cleaning staff | (26%)   | • Security                                 | (5.1%) |
| • Catering       | (15.8%) | • Casinos                                  | (4.9%) |
| • Technical      | (11%)   | • Receptionist                             | (4.2%) |
| • Gardeners      | (9%)    | • Porters                                  | (2.4%) |
| • Waiters        | (7%)    | • Other categories are two percent or less |        |
| • Administration | (5.6%)  |  |        |

**Table 4.2: People employed in the accommodation sector**

	<b>PEOPLE EMPLOYED IN THE DIFFERENT CATEGORIES</b>	<b>PERCENTAGE OUT OF THE TOTAL (N=9889)</b>
<b>CLEANING</b>	2569	26%
<b>CATERING</b>	1564	15.8%
<b>TECHNICAL</b>	1085	11%
<b>GARDENERS</b>	890	9%
<b>WAITERS</b>	684	7%
<b>ADMINISTRATION</b>	556	5.6%
<b>SECURITY</b>	508	5.1%
<b>CASINOS</b>	494	4.9%
<b>RECEPTION</b>	413	4.2%
<b>PORTERS</b>	234	2.4%
<b>OWNERS</b>	201	2%
<b>DRIVERS</b>	157	1.6%
<b>MANAGERS</b>	135	1.4%
<b>TOUR GUIDES</b>	100	1%
<b>GAMING</b>	95	0.95%
<b>TEMPORARY</b>	54	0.55%
<b>RANGERS</b>	37	0.37%
<b>TRACKER</b>	36	0.36%
<b>MARKETING</b>	34	0.34%
<b>BARTENDERS</b>	25	0.25%
<b>HUNTERS</b>	18	0.18%
<b>TOTAL</b>	<b>N=9889</b>	<b>100%</b>

### 4.4.3 People trained in the accommodation sector

It is clear from Table 4.3 that the ten categories which received the most training, in relation to the number of employees in each category, are marketing (91.2%); tour guides (78%); porters (74.8%); security (63.8%); casinos (61.7%); technical staff (57.6%); gaming (52.6%); catering (52.2%); rangers (48.6%) and drivers (50.3%). This shows how many people from each category have undergone training.

**Table 4.3: People trained in the accommodation sector in the North West Province**

	EMPLOYEES IN THE DIFFERENT CATEGORIES	EMPLOYEES TRAINED IN THE DIFFERENT CATEGORIES	PERCENTAGE OF THE TRAINED EMPLOYEES OF THE EMPLOYEES EMPLOYED IN THE DIFFERENT CATEGORIES
MARKETING	34	31	91.2%
TOUR GUIDES	100	78	78%
PORTERS	234	175	74.8%
SECURITY	508	324	63.8%
CASINOS	494	305	61.7%
TECHNICAL	1085	625	57.6%
GAMING	95	50	52.6%
CATERING	1564	816	52.2%
DRIVERS	157	79	50.3%
RANGERS	37	18	48.6%
ADMINISTRATION	556	245	44.1%
MANAGERS	135	59	43.7%
RECEPTION	413	176	42.6%
WAITERS	684	215	31.4%
GARDENERS	890	263	29.6%
CLEANING	2569	748	29.1%
HUNTERS	18	5	27.8%
BARTENDERS	25	4	16%
OWNERS	201	6	3%
TRACKER	36	1	2.7%
TEMPORARILY	54	1	1.9%
<b>TOTAL</b>	<b>N=9889</b>	<b>TN=4224</b>	<b>43%</b>

A different situation occurs when these categories are compared with the number of people who received some form of training in relation with the total number of trained employees (Tn=4224) (Table 4.4). The ten categories with the most trained personnel are catering (19.4%); cleaning staff (17.7%); technical staff (14.7%); security (7.8%); casinos (7.2%); gardeners (6.2%); administration (5.8%); waiters (5.1%); receptionist (4.2%); and porters (4.1%).

**Table 4.4: Percentage of each category in relation to the number of trained employees (Tn 4224)**

	TRAINED IN EACH CATEGO-RY	TOTAL TRAINED (TN 4224)	PERCENTAGE OF EMPLOYEES TRAINED IN THE DIFFERENT CATEGORIES FROM THE TOTAL EMPLOYED AND TRAINED
CATERING	816	4224	19.4%
CLEANING	748	4224	17.7%
TECHNICAL STAFF	625	4224	14.7%
SECURITY	324	4224	7.8%
CASINOS	305	4224	7.2%
GARDENERS	263	4224	6.2%
ADMINISTRATION	245	4224	5.8%
WAITERS	215	4224	5.1%
RECEPTION	176	4224	4.2%
PORTERS	175	4224	4.1%
DRIVERS	79	4224	1.9%
TOUR GUIDES	78	4224	1.8%
MANAGERS	59	4224	1.4%
GAMING	50	4224	1.2%
MARKETING	31	4224	0.76%
RANGERS	18	4224	0.4%
HUNTERS	5	4224	0.1%
OWNERS	6	4224	0.1%
BARTENDERS	4	4224	0.1%
TRACKER	1	4224	0.02%
TEMPORARILY	1	4224	0.02%

Survey B indicated that the total number of trained employees is 4224. This shows that almost half (43%) of the employees in the accommodation sector are trained. This data correlates with Survey A data which indicates that 47% of the employees had training (Figure 4.4).

It is of great concern to note that certain categories, for example reception personnel (42.6%), cleaning staff (29.1%) and owners (3%) are amongst those who have the least training. Reception personnel and cleaning staff interact the most with customers and therefore they need training. Owners are amongst the smallest percentage of trained personnel.

## 4.5 CONCLUSION

Survey A indicated that the tourism industry is a **relatively young industry** in the North West Province and most of the organisations are between one and five years old. The research further indicates that the **majority of the organisations** make little use or no at all of any formal type of training institution to train their employees. This same situation was reflected in a different question where the respondents were asked if they send their employees for training and 47% answered no. It is important to note **that most of the personnel** who received training received it as **in-service training**. In-service training is important but formal training needs to be done to obtain a high standard among tourism human resources. Employers who did send their employees for training said that there was a notable improvement in performance by the employees.

The same situation was found in Survey B, which only focused on the accommodation sector. Here 43% of the employees did receive some form of training. This leaves the industry with **59% who are untrained**. According to the survey management personnel, administration personnel and marketing personnel received appropriate training but personnel like cleaning staff (29.1%), reception personnel (42.6%) and owners (3%) are amongst those who received the least training.

For future survival it is of great importance that employers send their employees for training. The standard of training courses must also be of a high standard and must address the relevant training needs of the employees.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

The main aim of this study was to analyse the training situation in the tourism industry with special references to the North West Province. Firstly, the reasons for globalisation were considered, secondly the impact of globalisation on tourism and tourism training was identified, thirdly an overview of the tourism training situation was presented and finally, two surveys were conducted in the North West Province.

The aim of this chapter is to provide certain conclusions and recommendations for future purposes and further research.

#### 5.2 CONCLUSIONS

The following are the main conclusions of the study.

##### 5.2.1 Globalisation

Globalisation can be seen as the **increasing interdependence of markets**, the production of products by one company in **different countries**, the increasing intensification of the **world-wide social and economic relations** and also the linkage of different places and communities in a network of interdependence and interactions. Things that occur locally, nationally or regionally impact the whole world. Industries no longer represent a collection of exceptional domestic industries, but rather a global industry. In short the world *“has shrunk”* due to the new technology and developments that are taking place.

- **The following factors gave rise to what is regarded as globalisation**
  - The *improvement of technology*.
  - A **favourable political situation** towards tourism world-wide.
  - Demographics: more emphasis is placed on **adventure and eco-tourism**, people are ageing and English is increasingly being accepted as an international language.
  - Economical changes: there are **more funds** for SMME's, costs are decreasing and first world economics are improving.
  - **Improved marketing** and communication through the use of Internet.
  
- **The impact of globalisation on the tourism industry**
  - Globalisation caused a **paradigm shift**, which includes a new way of approaching marketing.
  - **New approaches** towards policy and product development as well as to training.
  - Globalisation has an **impact on tourist expectations and behaviour**.
  - Marketing has changed its approach from “**the**” customer to “**this**” customer.
  
- **The impact of globalisation on tourism training**
  - **Tourism destinations are competing** against each other **world-wide**, this competition encourages destinations to train and educate their human resources to be the best and so ensure a fair share of the tourism market.
  - Globalisation also causes the **world market to change continuously** and this leads to ongoing changes in marketing. That is why training and education must be of a high standard. Lifelong learning needs to be part of an employee's career plan.

### 5.2.2 Training in the tourism industry

The following conclusions can be made with regard to tourism training:

- The current **quantity and quality of education is vastly inadequate** for the rapid change in the tourism industry. This will directly influence the training situation of the tourism industry.
- In both industry and government circles there is a growing realisation that **education holds** the key to unlock economic growth, by giving well-developed training programs.
- That educators must develop an **international and global point of view** in their classroom and through their lectures and literature.
- Invest in **lifelong training** programs by implementing in service training programs that keep abreast with new developments.
- That there are **insufficient funds** and no training budget as indicated by the BMI-report.
- Although tourism is a relatively new subject of study, **no common curriculum** has emerged, and there are a variety of training courses and policies on training and education for careers in tourism. There are also separate education and training tracks with no standardisation of the training within the industry.
- There is a chronic **mismatch between** what the industry wants and what is trained at the training institutions.
- There is also an **inability to turn knowledge into skills** that transfer successfully from the classroom to the workplace.
- In general there is a **shortage of experienced and trained training personnel**.
- The lack of well-trained people also leads to a **lack of service**.
- There is an **absence of research** into the demand for tourism diplomats or graduates at either national or international level.
- There is a **limited awareness** amongst politicians until now of the importance of tourism education.
- There is a lack of **post-experience courses** to provide education and training for people already working in the tourist industry or who want to enter the industry as entrepreneurs (in-service training) and there is not enough stimulation and support for entrepreneurship within the tourism industry.
- Little has been done to train SMME's on how to market and manage their product.

### 5.2.3 Training situation in the North West Province

The following is the most important findings of the two surveys conducted in the North West Province.

- **Most of the respondents** who are working in the tourism industry have **between one and five years** (38.8%) in the trade.
- The tourism industry is a **relatively young industry** in the North West Province.
- The **most important problem** concerning personnel is that there is **insufficient training** (36.6%).
- 53% had some training but most of it was in-house training or in-service training, some even said that **they trained themselves**.
- **47 % do not have any form of training** at all. This correlates with the type of training institutions used. Most of the employees (54.1%) made use of training other than formal training.
- In-house training or in-service training is important but **formal training needs to be done** first to obtain a high standard among the tourism workforce.
- The **respondents who** received **training** showed some **changes** in their working field.
- **43%** of all the employees in the **accommodation sector are trained**. This is less than half of the current working force in the accommodation sector.
- Management personnel and administration personnel received appropriate training, but the **personnel on the lower level** like reception personnel (42.6%) cleaning staff (29.1%) and owners (3%) needed more training. Krippendorff (1994:48) indicates the same problem by stating that many jobs are unskilled and considered as socially inferior, for example the work behind the scenes such as in the kitchen or cleaning. These people sometimes interact the most with the customers.

### 5.3 RECOMMENDATIONS

The following recommendations can be made:

- It is important to form a **unifying training body** in South Africa to improve the standard of training.
- Employees and employers **need to attend more training** workshops, seminars and conferences about tourism to keep abreast of their basic skills in this field so that they can provide a good quality service to the customer.

- **Tourism courses** need to be introduced into **more secondary schools** than is currently the case to broaden the basis of tourism training among scholars.
- **Government** should get more **involved in helping entrepreneurs** by organising workshops for them in subjects such as *how to start my own business? how to register my business? how to market my own business? and how to manage my own business?* **Lecturers** in the North West Province need to **attend workshops on tourism training** which are relevant to the subjects that they are teaching. Well-qualified speakers in the different sectors of the tourism industry can be used to present their expertise to the trainers. By attending these workshops on a regular base lifelong learning would become a part of their living style.
- It is important for educators and the industry to have **regular meetings** to discuss the **current training courses** to see if the supply meets the needs of the industry.
- A good method of providing more time for training would be to change the mindset of the **employers** so that they realise the importance of training for their employees.

#### 5.4 RECOMMENDATIONS WITH REGARD TO FURTHER RESEARCH

The following themes can be proposed for future research.

- The question that can be asked is, must there be a **unifying training body**? To what extent must this unifying training body control all the training? Is it important that all the lecturing institutions develop the same training curriculum or do they determine their own curriculum within specific guidelines? Will South Africa be able to use the same type of training programmes as other training institutions overseas, or does South Africa need to focus more on its own uniqueness?
- A study should be conducted to determine the quality of training as well as why there is a mismatch between training institutions and what the industry wants in trained personnel?
- Research should be done on entrepreneurs to determine what type of curriculum is needed at school level to enable them to enter the tourism industry successfully. ✕
- Similar surveys in the other provinces should be done in order to get a holistic view of tourism training in South Africa as well as in all sectors of the industry.

## BIBLIOGRAPHY

- ALEXANDER, P. 1997. Tourism matters fall 1997: employment, motivation and retention. [Web:] [http://tourism.ttr.msu.edu/aoeweb/news/r/n\\_f97\\_emr](http://tourism.ttr.msu.edu/aoeweb/news/r/n_f97_emr) [Date of access: 9 Jun. 1998].
- ANON (a). 1997. Tourism and hospitality training services. [Web:] <http://www.island.net/~htm/home1> [Date of access: 8 Apr. 1998].
- ANON (b). 1998. World tourism organisation to open education and training in Andorra. [Web:] <http://www.world-tourism.org/pressrel/ANDORRA> [Date of access: 3 Dec. 1998].
- ANON (c). 1998. Tourism leading global economic driver of the 21<sup>st</sup> century. *The Saturday news*: 3, Dec.
- ANON (d). 1998. College of tourism and hotel management. [Web:] <http://www.logos.cy.net/business/education/collegeoftourism/page1.h> [Date of access: 8 Apr. 1998].
- ANON (e). 1999. A tradition of skills – human resource development. [Web:] <http://www.scotdev.demon.co.uk/bskills> [Date of access: 27 Aug. 1999].
- ANSARA, T. 1996. Adding to tourism training. [Web:] [http://wildnetafrica.co.za/bushcraft/da...e/archive\\_19960917\\_tourismtraining](http://wildnetafrica.co.za/bushcraft/da...e/archive_19960917_tourismtraining) [Date of access: 8 Apr. 1998].
- ANSARA, T. 1997. Training in South Africa's hospitality industries. Johannesburg : Hospitality Industries Training Board.
- BALL, C. 1996. Towards a global core curriculum. *Productivity S.A.*, 22(3):31, May.
- BEARDWELL, I & HOLDEN, L. 1997. Human resource management: a contemporary perspective. London : Pitman.

- BLAKE, D. & HANLEY, V. 1995. The dictionary of educational terms. Brookfield : Arena.
- BMI (Business and Marketing Intelligence). 1997(a). Tourism training needs and resources in South Africa. Johannesburg.
- BMI (Business and Marketing Intelligence). 1997(b). Tourism training needs and resources in South Africa (Summery report). Johannesburg.
- BOTHA, C. 1996. Image as an element of strategic marketing within the tourism industry: the Sun City case. Potchefstroom : PU vir CHO. (Dissertation – M.A.)
- BOTTOMLY, V. 1995. Better training needed in tourism industry. [Web:] [http://www.twoten.press.net/stories/95/...headline/TOURISM\\_Training\\_Emphasis](http://www.twoten.press.net/stories/95/...headline/TOURISM_Training_Emphasis) [Date of access: 10 Jun. 1998].
- BRYNARD, K. 1995. Toerisme: Suid Afrika se nuwe hoop. *Insig*, 12:12-13, Des.
- BULHALIS, D. 1994. Information and telecommunications as a strategic tool for small and medium tourism enterprises in the contemporary business environment. (In Seaton, A.V., ed. *Tourism the state of the art*. Chisthester : Wiley. p.254-274.)
- BURGER, D., ed. 1998. South Africa Yearbook 1998. Pretoria : Government communication and information system.
- CHADWICK, R.A. 1994. Concepts, definitions and measures used in travel and tourism research. (In Ritchie, J.R. & Goeldner, C.R., eds. *Travel, tourism and hospitality research: a handbook for managers and researchers*. 2<sup>nd</sup> ed. New York : Wiley. p. 65-74.)
- CLAASSEN, J.C. 1997. Die wêreld en Williston ontmoet: hoe wêreldwye kwessies die onderwys raak. *Die Unie*, 94(2):9-12, Oct.
- COCHRANE, K. 1999. Tourism mooted as a subject for school curriculum. [Web:] <http://www.travelnow.co.za/99/99ag.13k> [Date of access: 14 Oct. 1999].

- COOPER, C., FLETCHER, J., GILBERT, D. & WONHILL, S. 1993. *Tourism principles & practice*. London : Pitman.
- CROUKAMP, J. 1996. Tourism: major growth ahead. *Human resource management*, 12(4):14-15, May.
- DE BRUYN, H.E.C. 1986. Organisasiesistelsels. (In Kroon, J., ed. *Algemene bestuur*. Pretoria : Colographic. p. 297-330.)
- EADE, V.H. & EADE, R.H. 1997. *Introduction to the casino entertainment industry*. Englewood Cliffs : Prentice Hall.
- ECCLES, G. & COSTA, J. 1996. The IJCHM millennium issue. *International Journal of Contemporary Hospitality Management*. [Web:] <http://www.meb.co.uk/htgf/current/retro/introduction>. [Date of access: 2 Dec. 1998].
- ELKIN, R.D. & ROBERTS, R.S. 1994. Evaluating the human resources (employment) requirements and impacts of tourism development. (In Ritchie, J.R. & Goeldner, C.R. eds. *Travel, tourism and hospitality research: a handbook for managers and researchers*. 2<sup>nd</sup> ed. New York : Wiley.)
- ERASMUS, B. 1997. Transforming HRD: keystone to success in organisations. *Human resources*, 13(8):20-30, Aug.
- ERASMUS, G.J. 1988. *Mannekrag en opleiding in die toerisme-bedryf*. Stellenbosch : Universiteit van Stellenbosch Bestuurskool.
- FAYOS-SOLÁ, E. 1996. Tourism policy: a midsummer night's dream? *Tourism management*. 17(6):405-412.
- FAYOS-SOLÁ, E. 1998. Unleashing tourism's job potential. [Web:] <http://www.world-tourism.org/pressrel/TOURJOE> [Date of access: 3 Dec. 1998].

- FAYOS-SOLÁ, E. 1999. FITUR and challenges of globalisation. [Web:] [http://www.world-tourism.org/pressrel/18\\_01\\_99](http://www.world-tourism.org/pressrel/18_01_99) [Date of access: 22 Mar. 1999].
- FOSTER, D. 1985. *Travel and tourism management*. London : Macmillan.
- FOURIE, J.H. & ZSADANYI, T. 1995. Managing the tourist industry. (In Bennett, J.A., ed, *Managing tourism services*. Pretoria : Van Schaik. p. 135-165.)
- FRANGIALLI, F. 1999. Technology a boom for small companies. [Web:] <http://www.world-tourism.org/newslett/decjan99/oecd-korea> [Date of access: 22 Jan. 1999].
- FRASER, J. 1999. Tourism is worth R80, 6bn to SA. *The Star, Business Report*:6, Aug. 17.
- GEE, C.Y., MAKENS, J.C. & CHOY, D.J.L. 1989. *The travel industry*. 2<sup>nd</sup> ed. New York : Van Nostrand Reinhold.
- GERBER, P.D., NEL, P.S. & VAN DYK, P.S. 1990. *Mannekragbestuur*. Pretoria : Southern Boekuitgewers
- GO, F.M. 1990. Tourism and hospitality management education: new horizons. *Journal of European industrial training*, 14(3):2-48.
- 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.)
- GO, F.M. 1996. Globalisation and corporate organisations. (In Keller, P., ed. *Globalisation in tourism: reports of the 46th Aiest congress*, Rotorua, New Zealand. Suisse : St-Gall. p. 261-301.)
- GOVERNMENT GAZETTE see South Africa.

GREEN PAPER ON FURTHER EDUCATION AND TRAINING see South Africa.  
Department of education.

GRULKE, W.E. 1995. South Africa's business paradigm: catch-up or leap-frog? An address at the opening of the South African computer faire and bexa. [Web:] <http://www.futureworld.co.za/talkbexa.html> [Date of access: 20 Jul. 1998].

GUNN, C.A. 1988. Tourism planning. Washington : Taylor & Francis.

HEATH, E.T. 1995. An integrated approach to marketing South Africa (part one). (In Bennett, J.A., ed. Managing tourism services. Pretoria : Van Schaik. p. 347-374.)

HICKS, R. 1996/1997. Tactics for tourism. *Your own businesses*, 3(9):7 Dec./Jan.

HOWELL, R.L. 1982. Tourism and recreation. *Parks and recreation*, 17(11):34-37, Nov.

JARVIS, P. 1990. An international dictionary of adult and continuing education. London : Routledge.

JONES, P.A. 1990. A profile for management development and training. (In Teare, R. ed. and others. Management development in hospitality and tourism. *Journal of European industrial training*, 14(3):2-48.)

KATZ, M. 1997. Do we really train? *People dynamics*, 15(1):35, Jan.

KELLER, P. 1996. Globalisation and tourism: a fascinating topic for research. (In Keller, P., ed. Globalisation in tourism: reports of the 46th Aiest Congress, Rotorua, New Zealand. Suisse : St-Gall. p. 9-19.)

KERZNER, S. 1995. Foreword. (In Bennett, J.A., ed. Managing tourism services. Pretoria : Van Schaik.)

KRIPPENDORF, J. 1987. See VANHOVE, N. 1996.

- KRIPPENDORF, J. 1994. The holiday makers: understanding the impact of leisure and travel. Oxford : Butterworth-Heinemann.
- KROTZ, L. 1996. Tourists: how our fastest growing industry is changing the world. Boston : Faber & Faber.
- LAMBERT, T. 1997. Global competitiveness: advantage comes with people development. *Human resources management*, 12(10):24-25, Yearbook.
- LETTIERI, A. 1996. The social dimensions of globalisation. [Web:] <http://epn.org/iess/lett.html> [Date of access: 20 Jul. 1998].
- LICKORISH, L.J. & JENKINS, C.L. 1997. An introduction to tourism. London : Butterworth-Heinemann.
- LONG, K. 1997. Tourism – a panacea for South Africa. *Management today*, 73(3):40-41, Apr.
- MARAIS, P. 1995. Nog baie slaggate vir toerisme. *Finansies en tegniek*, 47(26):24, Jun.
- MCDONALD, M. 1997. Training key constraint for growth. *Productivity SA*, 23(4):10-11, Jul.-Aug.
- McINTOSH, R.W., GOELDNER, C.R., RITCHIE, J.R. 1995. Tourism: principles, practices, philosophies. 7<sup>th</sup> ed. New York : John Wiley & Sons, Inc.
- MIDDLETON, V.T.C. 1988. Marketing in travel and tourism. Oxford : Butterworth-Heinemann.
- MIDDLETON, V.T.C. 1994. Marketing in travel and tourism. 2<sup>nd</sup> ed. Oxford : Butterworth-Heinemann.
- MIDDLETON, V.T.C. 1995. Trends in tourism to the year 2000 and beyond. (*In* Bennett, J.A., ed. *Managing tourism services*. Pretoria : Van Schaik. p. 403-420.)

- MILL, R.C. & MORRISON, A.M. 1985. The tourism system: an introductory text. Engelwood Cliffs : Prentice Hall.
- MSIMANG, M. 1995. New vistas for tourism industry. *R.S.A. review*, 8(4):20-29, May
- MULLER, J. 1997. Toerisme: kan SA 'n wêreldspeler word? *Finansies & tegniek*, 49(20):10-11, Mei 30.
- MULLINS, L.J. 1996. Hospitality management: a human resources approach. 2<sup>nd</sup> ed. London : Pitman.
- NQF (NATIONAL QUALIFICATIONS FRAMEWORK). 1999. N.Q.F. information page. [Web:] <http://www.eee.co.za/iad/nqf/nqf> [Date of access: 16 Feb. 1999].
- NICKERSON, N.P. 1996. Foundations of tourism. Englewood Cliffs : Prentice Hall.
- NORTH WEST TOURISM COUNCIL. 1995. North West the platinum province. Pretoria : Promedia.
- PEARCE, D. 1995. Tourism today: a geographical analysis. 2<sup>nd</sup> ed. Harlow : Longman
- SAAYMAN, M. 1996. Oppad met toerisme. Potchefstroom : Leisure Consultants and Publications.
- SAAYMAN, M. 1998. The impact of globalisation on tourism in Africa. (Paper presented at the WLRA conference at São Paulo on 26-30 Oct. 1998.) São Paulo. (Unpublished.)
- SAAYMAN, M. 1999 (a). Tourism in a globalised society. Potchefstroom : Institute for Tourism and Leisure Studies.
- SAAYMAN, M. 1999 (b). Entrepreneurs. (Paper delivered at Saesba conference at Caesars Palace on 31 Jul. 1999.) Johannesburg. (Unpublished.)

SAAYMAN, M. & SCANLEN, M. 1996. Die ekonomiese impak van buitelandse toerisme op die Suid-Afrikaanse ekonomie. Potchefstroom : Leisure Consultants and Publications.

SATOUR. 1996. South Africa – land of unlimited tourism potential. Pretoria.

SATOUR. 1999. National training education system. ASA Consultants.

SCHULMAN, S. A. & GREENBERG, J.A. 1994. A Review of the literature on tourism education and institutional linkages. *Community college review*, 21(4):57-67, Spring.

SHAW, S. & WILLIAMS, A.M. 1994. Critical issues in tourism: a geographical perspective. Oxford : Blackwell.

SMERAL, E. 1996. Globalisation and changes in the competitiveness of tourism destinations. (In Keller, P., ed. Globalisation in tourism: reports of the 46 th Aiest Congress, Rotorua, New Zealand. Suisse : St-Gall. p. 392-415.)

SOUTH AFRICA. Department of Education. 1997. Education white paper 3: a programme for the transformation of higher education (WPJ-1997). *Government Gazette*, 18207:386, Aug. 15.

SOUTH AFRICA. Department of Education. 1998. South Africa's Green Paper on Further Education and Training: preparing for the 21<sup>st</sup> century through education, training and work. Pretoria : Government Press.

SOUTH AFRICA. Department of Environmental Affairs and Tourism. 1996. White paper on the development and promotion of tourism in South Africa. Pretoria : Government Press. (WPB-1996.)

STATSSA (STATISTICS SOUTH AFRICA), 1996. Demography. [Web:] <http://www.statssa.gov.za/SABrief/table> [Date of access: 9 Jun. 1998].

STEPHEN, F.W. & MOUTINHO, L. 1989. Tourism marketing and management handbook: education and training in tourism. New York : Prentice Hall.

STRYDOM, A. 1995. Toerisme kan miljarde verdien. *Finansies & tegniek*, 47(20):19, Mei 19.

SUTHERLAND, P. 1998. Expand the debate on globalisation. *Time*. [Web:] [http://www.pathfinder.com/time/magazine/1...nt/980202/special\\_report.expand\\_th25.htm](http://www.pathfinder.com/time/magazine/1...nt/980202/special_report.expand_th25.htm) [Date of access: 17 Jun.1998].

SWARBROOKE, J. 1995. The development and 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.)

SWART, S., RHODES, J.A. & SAAYMAN, M. 1998. Statistical analysis of the database of the North West Province. Potchefstroom : Institute for Tourism and Leisure Studies.

TAYLOR, R. 1999. South Africa rockets to 25<sup>th</sup> in the world's top 40 tourism destinations as WTO rates Africa as the fastest growing tourism region. [Web:] <http://www.cmc.gov.za/Press/Lou%20Anderson%20Press%20Releas> [Date of access: 1 Nov. 1999].

TEARE, R. & BROTHERTON, B. 1990. Assessing human resources needs and priorities. *Journal of European industrial training*, 14(3):5-6, Dec.

TCOD (The Concise Oxford Dictionary of current English.) 1976. Oxford : Oxford University Press.

THEOBALD, W. F. 1994. The context, meaning and scope of tourism. (*In* Theobald, W. F., *ed.* Global tourism: the next decade. Oxford : Butterworth Heinemann. p. 3-26.)

TOURISM TRAINING INSTITUTE. 1998. Home page. [Web:] <http://207.102.149.109/index> [Date of access: 8 Apr. 1998].

- TRABOLD, H. 1997. Globalisation: source of woe or source of wealth? [Web:] [http://www.diw-berlin.de/diwwbe/eb97-07/n97jul\\_1.htm#HEADING1-4](http://www.diw-berlin.de/diwwbe/eb97-07/n97jul_1.htm#HEADING1-4) [Date of access: 30 Jul. 1998].
- TRIBE, J. 1995. *The economics of leisure and tourism: environments, markets and impacts*. Oxford : Butterworth-Heinemann.
- TRIBE, J. 1997. The indiscipline of tourism. *Annals of tourism research*, (24)3:638-657.
- VAN HARSEL, J. 1994. *Tourism and exploration*. 3<sup>rd</sup> ed. Englewood Cliffs : Prentice Hall.
- VAN HEERDE, G.L. 1995. Physical features of the North West Province. (*In* Tourist guide training. Potchefstroom : Institute for Tourism and Leisure Studies.)
- VANHOVE, N. 1996. Globalisation of tourism demand: the underlying factors and the impact on marketing strategy. (*In* Keller, P., *ed.* Globalisation in tourism: reports of the 46th Aiest Congress, Rotorua, New Zealand. Suisse : St-Gall. p. 47-113.)
- VELLAS, F. & BÉCHEREL, L. 1995. *International tourism: an economic perspective*. Houndmills : Macmillan.
- WACKEMAGEL, M. 1997. Taking stock: globalisation means action, not words. [Web:] [http://www.africanews.org/business/stories/19971121\\_feat16.html](http://www.africanews.org/business/stories/19971121_feat16.html)AfricaNews on line [Date of access: 20 Jul. 1998].
- WANHILL, S. 1995. Tourism manpower planning: the case of Nepal. (*In* Johnson, P & Thomas, B., *ed.* Perspectives on tourism policy. London : Mansell. p. 87-104.)
- WEIERMAIR, K. 1996. Impact for tourism manpower, employment and systems of training/schooling. (*In* Keller, P. *ed.* Globalisation in tourism: reports of the 46 th Aiest Congress, Rotorua, New Zealand. Suisse : St-Gall. p. 245-257.)
- WHITE PAPER ON TOURISM see South Africa. Department of environmental affairs and tourism.

WILLIAMS, A.M. & SHAW, G. 1991. *Tourism and economic development: Western European experiences*. 2<sup>nd</sup> ed. New York : Belhaven Press.

WOLMARANS, I.S. & EKSTEEN, J.J. 1987. *Behoeftebepaling: besin voor jy begin*. Pretoria : Gutenberg Boekdrukkers.

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

WORLD BANK. 1998. World Bank GROUP and World Tourism Organisation examine role of tourism in development. [Web:] <http://www.world-tourism.org/pressrel/WBWTO> [Date of access: 3 Dec. 1998].

WTO (WORLD TOURISM ORGANISATION). 1998. Results prove strength of tourism. [Web:] [http://www.world-tourism.org/newslett/febmar\\_99/1998results](http://www.world-tourism.org/newslett/febmar_99/1998results) [Date of access: 19 Mar. 1999].

WTO (a) (WORLD TOURISM ORGANISATION). 1999. Global tourism slows due to Asian financial crisis. [Web:] <http://www.world-tourism.org/pressrel/1997res> [Date of access: 22 Mar. 1999].

WTO (b) (WORLD TOURISM ORGANISATION). 1999. Come and join us, HRD tells educators. [Web:] <http://www.world-tourism.org/newslett/febmar99/educationFITUR> [Date of access: 22 Mar. 1999].

ZOREDA, J.L. 1999. Using technology to boost public-private co-operations. [Web:] <http://www.world-tourism.org/newslett/febmar99/wtobctopic99> [Date of access: 22 Mar. 1999].