



TOURIST



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**TOURISM LEARNING AND TEACHING SUPPORT MATERIALS**

**CAREERS IN THE TOURISM INDUSTRY**

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# Introduction

This teaching guide has been sponsored by the National Business Initiative (NBI). It will provide you, the educator, with information and tools to support and enhance your teaching methods. This Learning and Teaching resource will assist you to teach your learners about career opportunities in the tourism sector.

Learner activities and case studies are included as part of this resource to help learners better understand the industry. Learners can do these activities individually or in groups or pairs.

This resource is an introduction to the curriculum topics regarding careers and employment throughout the three years of the NCS Tourism Curriculum.

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# 1

## Employment In The Tourism Sector

The tourism industry is divided into a number of sub sectors. These sectors are quite different in their operations, and the skills that they need to deliver their products and services. It is important to understand each of these sub sectors especially with regard to the career opportunities and the relative capacity that each of these sectors has to employ people.

### 1.1 Tourism Industry Sector Profile

The South African tourism industry has grown considerably since the country's first democratic elections in 1994. The number of foreign arrivals increased from just more than three million in 1993 to nearly ten million in 2009.

The tourism sector is a multi-faceted industry that contributes to a variety of economic sectors, while also being a labour-intensive industry with the capacity to create jobs. The tourism sector is seen as a critical component of economic growth in South Africa, as a key job generator and as an earner of foreign exchange.

The tourism sector as a whole can be divided into distinct sub-sectors which include the 'pure' tourism sub-sector consisting of tour operations, car hire, attractions, tourist guiding and so on, and the Hospitality sub-sector including providers of accommodation, food and beverages to tourists as well as the general public in South Africa.

#### Profile of the Tourism Sub-sectors

The tourism sector:

- includes car hire, travel agencies, tour operators – both inbound and outbound, attraction, tourist guiding, airlines
- Is a highly skilled sector with 75 percent employees having NQF level 5 or higher.

#### Profile of the Hospitality Sub-sectors

Businesses in the Hospitality sub-sectors in all areas of SA, both rural and urban, range across:

- Accommodation: hotels, lodges, B&Bs, hostels, camp and caravan sites, etc
- Food and Beverage (F&B): restaurants, fast food, highway rest stops, bars and pubs, etc
- Catering: mines, factories, office blocks, hospitals, hostels, events

Skills are required at all levels, from basic to advanced.

Most towns in SA have at least a hospital, fast food outlet, café or restaurant, hotel or B&B so employment opportunities are widely distributed at local level. Not all of these provide tourism



services – examples being hospitals, hostels or prison food services, so this sub-sector goes beyond the tourism sector itself, and serve other people as well as tourists. Think of Kentucky Fried Chicken – it mainly serves the local population first, and tourists second.

### 1.1.1 Employment Profile of the Tourism Sector

Just how many people are employed in the tourism sector? Determining the size of the tourism industry and the various sub-sectors is difficult due to the lack of accurate information in the sector. There is currently no database in South Africa of all entities operating in the sector. The issue is made even more difficult as the sector is dominated by Small and Medium Enterprises (SMEs) who operate 'below the radar' and thus are not included in any official national database such as the South African Revenue Service. The numbers listed below exclude the many SMEs operating in the sector. According to the Theta Sector Skills Plan (2007), the estimated number of employers and employees directly engaged in the sector is roughly as follows:

Sub-Sector	Estimated No. of Employers	Estimated No. of Direct Employees
Hospitality	28 000	28 000
Travel & Tourism	6 200	10 000
Gaming & Lotteries	740	20 000
Sport, Recreation & Fitness	3 300	30 000
Conservation & Tourist Guiding	3 500	41 740
<b>Total</b>	<b>290 000</b>	<b>378 000</b>

#### Estimate of Employers and Employees Directly Engaged in the Tourism Sector

Source: Theta Sector Skills Plan 2007: researched by Prodigy & Grant Thornton, 2007

Employment figures released by Statistics South Africa at the end of 2009 Labour Force Survey (LFS) presents the following figures for the hospitality sector (SIC 64):

Standard Category	SIC Code	Number
Restaurants, Camping Sites and other provision of short stay accommodation	641	145 000
Restaurants, Bars & Canteens	642	296 000
Shebeens	643	35 000
<b>Total</b>	<b>476 000</b>	<b>476 000</b>

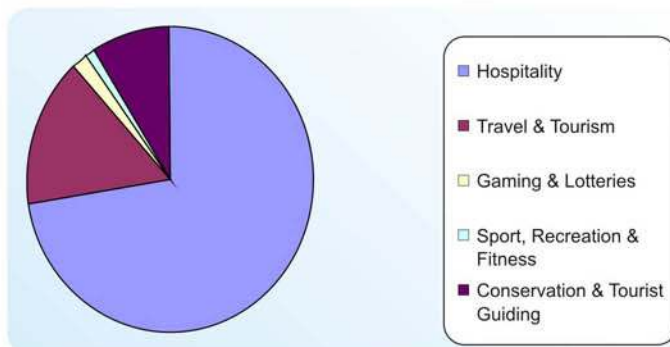
#### Employment in the Hospitality Industry, Quarter 4 2009

Source: Statistics South Africa, Quarterly Labour Force Survey

The LFS therefore estimates a far greater number of employees in the Hospitality industry than the latest Theta Sector Skills plan, with an additional estimated 186 000 employees in the industry.

The industry profile can be graphically presented as follows:

#### No of Employers in the Sector



#### No of Employees in the Sector:



From the above data it is clear that Hospitality is by far the largest sub-sector, constituting around 67 percent of the employers and 77 percent of the employees in the total sector known as tourism. It is over ten times bigger than the tourism sub-sector.

This means, that in terms of employment, this is the sector where the most jobs in the tourism industry lie. Learners would be well advised to enter this sector where the chances of being employed are far greater than the much, much smaller tourism sub-sector.



Picture courtesy of City Lodge Hotels Group



### 1.1.2 Skills Profile of the Sector

The skills profile of the sector has been researched and presented in the Theta Scarce Skills and Career Guide (Theta, 2008). This guide presents the following information with regards to the skills needs of the various subsectors within the sector.

#### Tourism sub-sector: scarce and critical skills:

##### Hard to fill positions:

- Travel consultants
- Managers
- Tour drivers
- Tour operators
- Tour manager

#### Hospitality sub-sector: scarce and critical skills:

##### Hard to fill positions:

- Management
- Waiters
- Chefs
- Cooks
- Cashiers

#### Hospitality, occupations & specialisations:

- Fast food assistant
- Fast food server
- Restaurant hostesses/supervisors
- Accommodation supervisors
- Hotel service supervisors
- Chef de Partie

Hospitality skills are very operational in nature, and many of these skills fit into the Further Education sector, not Higher Education.

### 1.1.3 Skills Supply to Tourism and Hospitality Sector

The Tourism Skills Audit (2007) report discusses employer findings for the Hospitality sector based on interviews with 948 employers in the sector. Amongst others, the employers were requested to estimate their future employment requirements for the following three years (to 2010). This assisted to create a picture of labour market demand when applied for the rest of the industry. The skills demand requirements per year that are presented below were calculated from this research. Issues driving the skills demand include a range of growth factors as well as retirement, mortality, emigration and the impact of HIV/Aids.

Sector					Requirements per annum	Shortfall or Excess
	2007	2008	2009	2010		
Hospitality	27 000	26 000	37 000	29 000	37 000	shortfall
Travel & Tourism	2 567	2 540	3 321	3 539	3 000	excess

#### Supply of Learners to the Tourism and Hospitality Sector 2007 - 2010

Source: Theta Sector Skills Plan 2007: researched by Prodigy & Grant Thornton, 2007

This table clearly illustrates where skills are needed, and therefore where learners are most likely to get jobs in the future.

## 2 Careers in Tourism & Travel Services

There is a broad range of jobs available in the sub-sector of tourism and travel services.

### 2.1 Tourism and publicity associations

The function of staff in these centres is to provide information to the public about a particular destination, district or town. Offices are located throughout South Africa. These are often called 'Visitor Information Centres' and can be recognised by the green 'i' symbol.



Picture courtesy of City Lodge Hotels Group



## 2.2 General Tourism Career Opportunities

A generalist qualification – National Diploma or Degree in Tourism development will equip graduates with a variety of skills for a range of occupations within the tourism industry. These include:

- **Tourism Information Officers:**  
Working in tourism information offices and providing information to tourists.
- **Tourism Marketing:**  
Working with any of the provincial, regional or municipal tourism agencies to promote and market the tourism facilities and attractions of that area
- **Tourism Policy:**  
Working with any of the government departments in the area of developing policies and good practices for sustainable tourism.
- **Tourism Development:**  
Working with product owners or communities to develop tourism products such as attractions, cultural villages, markets, tourism routes, etc.

## 2.3 Retail Travel Agent

Retail travel agents make travel arrangements for individuals and corporates. They develop a relationship of trust with a client and advise him or her of all aspects of the intended journey, helping them to plan an itinerary and making all the necessary reservations, including air, rail, hotel, game park, car hire, cruise, coach and sea travel. The travel agent also advises clients on passports, visas and health considerations.

**The person:** you need Grade 12, preferably with geography and maths or accountancy. Excellent English communication skills are essential and computer competence is an advantage.

## 2.4 Wholesale Travel Agent (tour operator)

These individuals are involved in negotiating with hotels, airlines and car hire companies and packaging these elements into a tour. These tours are then supplied to the retail travel agent who sells them to clients, or in some cases, are marketed directly by the wholesaler.

There are four categories of tour operator:

- **outgoing tour operators**, who arrange tours from South Africa to foreign destinations;
- **incoming tour operators**, who make arrangements for foreign visitors to South Africa;
- **local tour operators**, who arrange tours within South Africa;
- **general sales agents**, who act on behalf of principals, such as overseas tour operators and hotels.

Examples of well known tour operator companies in South Africa include Sprinkbok Atlas, Thompson Tours, Welcome Tours, Sakubula and many others. Look out for their names on tour busses and coaches.

## 2.4 Tourist Guiding

This is a very specialised field that requires in depth study and knowledge of a particular area. In South Africa, guides are registered with provincial Departments of Tourism. The registration process and guiding standards are set and governed by the National Department of Tourism and the Tourism, Hospitality and Sport Education and Training Authority (Theta). These guides may operate only in the area in which they have been trained and for which they have been registered. This is to make sure that they don't work in areas that they don't have in-depth knowledge of, thereby ensuring that the tourists get the best quality information possible.



There are three main categories of guide:

- those who work at a particular site, called side guides
- those who work in a region, called provincial guides, and
- those who work nationally, called national guides.

It is quite difficult to be a national guide as these guides have to take exams on all nine provinces before they can be registered as a national guide.

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There are several areas of specialisation available to tourist guides in South Africa:

- nature;
- nature (dangerous game areas);
- cultural;
- adventure (various categories such as mountaineering, fly-fishing, pro-paddling, etc)

**The person:** to become a registered tourist guide, you must be at least 21 years of age. If you have an interest in general knowledge, a love of history and knowledge of fauna, flora and cultures, this may be the career for you. You must also have good English communication skills and an additional language would be an advantage. Patience and tolerance are key, as hours are long and you may be called on to deal with anything from a leaking tap to lost luggage.

## 2.6 Flight Attendants (cabin crew)



Flight attendants are concerned with the comfort and safety of airline passengers. In keeping with this, they must maintain regulations and standards, aircraft hygiene, sell duty free goods, coordinate food and bar services and handle passengers with special needs. Whilst most are employed by the major airlines, the SA Air Force and some charter operators also need attendants on a freelance basis. Flight attendants are ambassadors for the airline and country they represent.

With time and experience, flight attendants may be promoted from serving economy passengers on domestic flights to first-class passengers on international flights. A senior cabin controller is in charge of all attendants and, after the captain, is responsible for the safety and welfare of passengers.

**The person:** A friendly personality, attractive appearance, patience, and the ability to give sympathetic attention to passengers. The person must be efficient, willing to be away from home for long periods and to work irregular hours. They must also be aware of the tiring nature of the work.

## 2.7 Car Rental

Those who choose car rental as a career are responsible for preparing vehicles for customers, advising customers of local information, sell car rental products and services, whilst operating within the car rental system. Candidates must know and understand the links between various travel and tourism industries.

**The person:** A neat, presentable appearance and friendly attitude.

# 3 Careers in Hospitality

## 3.1 Hotel Manager

The job of hotel manager – sometimes known as General Manager (GM) – is one of the most prestigious in the hospitality industry. The manager essentially runs the hotel, but the work varies depending on the establishment. The manager of a 600-room international hotel is an executive, supervising a team of department managers. On the other hand, the manager of a small 20-room hotel or guest lodge is more hands-on and may even be expected to work on the reception desk or in the kitchen.

Whatever the facility, two of the main concerns of every hotel manager are customer care and hotel profitability.

**The person:** To become a hotel manager in a good quality hotel, you will need a qualification in hospitality management. This will allow entry to the industry and a foundation for further development in large hotel groups. Most of these groups will accept a matric pass, national qualifications or qualifications from a University of Technology hotel school.

Most hotel managers start as trainee, section, department or assistant managers and work their way up.

**The person:** hotel management is a tough, challenging job. Hotel managers must have management and financial skills, and be confident and able to deal well with people, both staff and guests. Knowledge of a foreign language is an asset, but not essential.



Picture courtesy of City Lodge Hotels Group



### 3.2 Food & Beverage Manager

This individual is responsible to the general manager for the profitable and productive operation of restaurants, bars and functions in a hotel or conference/event centre. He or she

- ensures that service meets customer expectations and that standards of hygiene and food preparation are high;
- promotes the hotel's restaurants and entertainment areas by organising special events; and
- is responsible for staff.

**The person:** sound organisational, managerial and financial management abilities. Good rapport with staff and customers.

### 3.3 Banqueting Manager

The banqueting manager is responsible for the organisation, coordination and success of all functions in a hotel or conference venue. The job involves liaison with the food and beverage manager, executive chef and, often, with the rooms division manager. A banqueting manager also deals with guests or banqueting clients.

**The person:** Ability to work under pressure and endure long hours.



#### Learner Activity 1: Skills, Knowledge and Aptitudes Needed for Employment



##### Teacher guidelines for Learner activity

- Copy the sheet provided for Learner Activity 1 and distribute it to the learners.
- Go through the instructions with them
- Allow the groups time in class to present their findings
- Discuss their findings



#### Learner Activity 1: Skills, Knowledge and Aptitudes Needed for Employment

1. Divide into small groups
2. Each group must choose one of the following clusters of jobs, and at least three of the jobs specified in each cluster:

##### Front line

- Hotel (Receptionist)
- Lodge (House Keeping Room Attendant)
- Restaurant (Waitron/Bartender)
- Attractions (Local Tour Guide) / (Camp Ground Attendant)

##### Operations

- Restaurant (Chef, Cook)
- Airline (Security officer)
- Hotel (Maintenance person)

##### Management

- Hotel (Food & Beverage Manager)
- Airline (Marketing Manager)
- Museum (Director)
- Tour Operator (Product Development Manager)

3. Research and compare the skills and knowledge you need to have if you work in this job. Are there any particular aptitudes necessary to be successful? Prepare your findings about three of the jobs of your chosen area and subgroups.
4. Interview someone working in the job and ask them to comment on your findings.
5. Present your findings in computer generated text and tables or typed text and graph tables.
6. Discuss what you think of this particular job opportunity.





## Learner Activity 1: Skills, Knowledge and Aptitudes Needed for Employment

### Job Research Interview Record Sheet

This activity involves interviewing people in industry to find out more about their jobs. You will need to ask the person you are interviewing to answer questions that will let you fill in the information below.

Name of person interviewed: \_\_\_\_\_

Job title: \_\_\_\_\_

**Circle** the answer below that best fits the question:

1. Number of years the interviewee has held this job:

1    2    3    4    5    between 6-10    more than 10

2. What education or training did the interviewee have after secondary school?

A technical/vocational course    university degree    graduate degree such as MBA

3. How long did the training take?

1-6 months    7-12 months    1 year    2 years    3 years    4 or more years

4. How much time is spent directly dealing with customers?

No time    10%    20%    30%    40%    50%    60%    70%    80%    90%    100%

5. How important is the ability to use a computer in doing this job?

Not important    somewhat important    very important    essential

6. Which of the following personality traits and characteristics are needed if you want to be a success in this job? (✓)

	Not Important	Not Important	Somewhat Important	Very Important
An outgoing personality				
Ability to work in a team				
Creativity				
Knowledge of the Travel & Tourism industry				
Ability to work under pressure				
Mathematical ability				
A memory for names and faces				
Another language in addition to your native language				
Physical fitness and stamina				
A sense of humor				
Writing skills				
Speaking ability				





### 3.4 Food & Beverage Manager

This person organises and supervises the activities of the hotel front office and housekeeping departments. Other duties include ensuring the highest possible levels of occupancy through marketing, guest satisfaction and efficient systems; ensuring a high standard of cleanliness and presentation; the profitability of his or her department; managing the budget, and training and motivating staff.

### 3.5 Executive Housekeeper/Accommodation Services Manager

The executive housekeeper is key to the efficient running of a hotel. He or she is responsible for organising and motivating the housekeeping staff to take a pride in the establishment and to clean, service and restock the rooms efficiently to ensure that guests always enjoy neat, pristine facilities. The bathrooms have to be spotless and any problems sorted out timeously.

The executive housekeeper is also in charge of purchasing, budgeting and control of linen, and liaison with reception and maintenance staff.

**The person:** Housekeepers should have an eye for detail, be able to maintain high standards and be good organisers. He or she must be able to handle staff with tact and diplomacy.

### 3.6 Receptionist

The receptionist is often the guest's first contact on arrival. As such the job is important and prestigious.

The work varies according to the size of the establishment. In a large hotel, where there may be a head receptionist and deputy receptionist, the work will mainly involve greeting guests and organising their check-in and check-out. In smaller hotels, the receptionist will also answer the phone, accept reservations, deal with queries and handle some of the office work. Receptionists also often have to have a sound knowledge on the local area, its attractions and facilities, in order to answer guest queries.

**The person:** Receptionists must have a helpful and outgoing personality, and pleasant expression. Most hotels expect candidates to have a sound general education and at least a matriculation certificate. They must be willing to work shifts, including nights and weekends.

### 3.7 Food Service Manager

The food service manager is responsible for the complete running of a food service operation, whether a commercial operation such as a restaurant or a non-commercial organisation such as a hospital kitchen, school catering facility, company restaurant or any operation run by a contract catering firm.

The main functions of the food service manager, who is often called a catering unit manager, are to coordinate all the activities of the food service operation, including the preparation and service of food. Like the hotel manager, this includes the employment and management of staff.

It also includes administration (accounting, stocktaking, calculating expenses and financing), and the control of all food purchases and issues. He or she ensures that the standard of hygiene and quality are maintained to ensure the health, safety and wellbeing of the personnel and guests. With the chef, the foodservice manager plans menus, coordinates functions and ensures the effective provision of meals daily.

Qualifications vary from employer to employer, but a Diploma in Food and Beverage Management (formerly known as Food Service Management) is usually a requirement. Other employers accept appropriate national qualifications as an entry level, or no formal qualifications if the candidate has good management potential.

**The person:** Potential managers must be very hard-working, ambitious and able to get on well with staff and customers.

### 3.8 Restaurant manager

The restaurant manager, whether in a hotel or stand-alone facility, is responsible for the smooth running of the establishment. Duties include supervising and training waitrons, liaising with head chef, monitoring the reservations system and ensuring that the service in the restaurant is professional and efficient. Some restaurant managers are involved with menu planning, marketing and ensuring profitability of the operation.

A restaurant manager often starts his or her career as a waitron, member of the kitchen staff, restaurant supervisor or assistant restaurant manager.

**The person:** Many restaurant managers have training or experience as chefs or waitrons. Most employers look for candidates with appropriate national qualifications.

### 3.9 Bartender

Bartending is becoming a desirable occupation, full of flair, excitement and interest. The bartender is responsible for making and serving drinks in a restaurant, bar or cocktail lounge. He or she must mix and serve drinks quickly, and has to set up the bar prior to opening, and handle and control liquor stocks.

**The person:** A neat appearance, outgoing personality and stamina, as this job entails many hours on one's feet. Physical dexterity and eye-hand co-ordination, and ability to work under pressure are also important.





### 3.10 Wine Steward

A wine steward serves wines and drinks to guests in hotel lounges, bars, restaurants and dining rooms. He should be able to recommend specific drinks to accompany food and has to serve all drinks, especially wine, correctly.

**The person:** A good knowledge of wine and drinks and a smart appearance and pleasant personality.

### 3.11 Waitron

Waitron work was traditionally seen as a casual job, but it is increasingly becoming recognised as a career.

So it should be, as the waitron plays a key role in any food serving establishments, working in direct and constant contact with guests. They are responsible for service of all foods and, in the absence of a wine steward, drinks. They set up dining areas, serve meals and clear away, working closely with the kitchen, bar and reception staff to ensure the customers' needs are met.

In some establishments, the waitron is expected to take orders, serve and clear in an efficient and friendly manner. In more exclusive restaurants the waitron is also expected to recommend dishes and wines to guests and have a good knowledge of the composition and preparation of menu items.

**The person:** Waitrons must be welcoming, friendly, polite and helpful, in fact, be totally service oriented. They must tolerate and be able to deal with difficult customers. A sense of urgency and an ability to work under pressure, and in a team, is essential. Physical fitness is crucial to endure hours of standing and walking during service times.

### 3.12 Professional Cookery

Professional cookery is becoming regarded as a glamour job due to the international recognition of celebrity chefs such as Jamie Oliver, Gordon Ramsay and Ainsley Harriott.

Chefs and cooks are key figures in the hospitality industry. They must ensure unity between the menu, and the type of operation being run, plan menus, and often do food costing, ordering and stock control. They are also in charge of all the people working in the kitchen (called the kitchen brigade). The caterer or chef has virtually limitless scope for creativity. Tasks may vary from the preparation of traditional French dishes to take-away food; from traditional cooking methods to the use of microwaves and freezing facilities in large-scale kitchens. Cookery is a growing profession in South Africa, and there is great scope for travel to foreign countries to gain further experience.

South African chefs are highly regarded by the international chefs' fraternity, and attend and win prizes regularly at international cookery competitions.

Food preparation is the main type of work in the catering industry. Other than this the work is very varied. Your work might involve working in an exclusive restaurant, or a simple cafe

or pub - doing anything from cooking the meal of the day to the most elaborate classical dish. Chefs in most establishments work according to a strict hierarchy where each type of chef has their own individual duties and responsibilities:

**Where can I work?** Possible employers in this field include any establishment with service and catering facilities, such as hotels, restaurants, lodges and contract caterers.



Pictures courtesy of SA Chef's Association

### 3.13 Executive Chef

The head chef runs the kitchen and liaises with the restaurant manager or the hotel manager, if the establishment is in a hotel. Duties include menu planning, staff supervision and training, purchasing, food costing and possibly also finance and budgeting, with only a limited amount of time available for cooking. Few head chefs have less than 10 years' experience and usually have much more before reaching this position.

**The person:** An executive chef needs a strong interest in food and an ability to cook, artistic flair, energy, leadership qualities and good organisational skills. A sense of urgency, and an ability to work under pressure and in a team, are essential. Physical stamina to cope with long hours in a hot kitchen, while standing, is also critical.

School-leavers need no minimum academic qualifications to become a trainee chef, but most employers like to see matric.



Picture courtesy of SA Chef's Association



If you want to train at a private chef school or University of Technology you will need to satisfy the entry requirements for that institution, which will depend on the individual course and its particular requirements. You should check with the institutions to find out what these are.

All new chefs start as a trainee or commis chef and work their way up the hierarchy.

**Tip – for more information on jobs in the professional cookery field, visit the SA Chefs Association website on [www.saca.co.za](http://www.saca.co.za)**



### Learner Activity 2: Case Study

Read the following case study and answer the questions that follow:

Busi has done a one year certificate course in Food and Beverage Services. She sees an advert in the local paper for a Food and Beverage Manager at the Table Bay Hotel in Cape Town. She decides to apply even though she has not had any industry experience because she has always wanted to live in Cape Town. Her other option is to study further and get a Diploma in Food and Beverage Management.

1. Would you have advised Busi to apply for this post?  
\_\_\_\_\_
2. Did Busi apply for this post for the right reasons?  
\_\_\_\_\_  
\_\_\_\_\_
3. What other options are available to Busi?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Do you think Busi will get short-listed for the post she applied for? Give reasons.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# 4 Where to Study, and What to Study

There are so many institutions, both private and public, that offer tourism and hospitality qualifications, that it is often difficult to find out which ones are the good ones.

Many schools claim to be registered or accredited with a number of bodies. If an education provider really is accredited, they would have undergone a rigorous accreditation process where their facilities, learning materials, courses and lecturers would have been evaluated on their ability to deliver appropriate training for this field. This accreditation process would have been conducted by an Education and Training Quality Assurance Body (ETQA), licensed by the South African Qualifications Authority, SAQA.

Accreditation bodies that have authority in the tourism and hospitality sectors are:

ETQA	NQF	AUTHORITY
HEQC: Higher Education Quality Committee	5-10	Operates under the Council on Higher Education (CHE) Accredits both public and private higher education institutions such as academic and technological universities. Qualifications range from certificates (minimum of a year) up to PhDs
Umalusi	2-4	Further Education and Training (FET) levels. Umalusi governs institutions such as schools and colleges that offer matric certificates and vocational qualifications
Theta - Tourism Hospitality and Sport Education and Training Authority	2-5	Governs mostly vocational training and qualifications offered in industry and by private trainers.



Picture courtesy of City Lodge Hotels Group



When selecting a full time study course, it is important to consider the following to ensure that you receive the type and quality of training you want.

- Is the training provider accredited by a national education and training quality assurance body such as THETA, HEQC, or Umalusi? Can they prove this?  
Phone THETA on 0860 100 221 to find out.
- Does the course give graduates a certificate from an ETQA licensed by SAQA, and is this qualification registered on the National Qualifications Framework? This means that it is a legitimate, recognised qualification that will ensure that learners will gain employable skills through the course.
- Does the training provider help you find a job when you finish the course?
- How many past students have found jobs?
- Who delivers the practical and theoretical components of the course and are they suitably qualified and experienced to deliver such training?
- Do the lecturers have industry experience and knowledge as well as a teaching background?
- Cross-check any information provided – ask for proof or confirm it yourself with the accreditation body.
- Speak to current or past students to get their feelings about the course or program.
- Ask managers of establishments what courses they recommend or approve, or what they look for when hiring somebody.
- What is the duration of the course? Comprehensive training cannot take place over a few weeks. An absolute minimum is at least a year to enquire any professional skills.
- Are the trainers affiliated with the professional associations such as the SA Chefs Association – this does provide evidence of their professionalism, and their contribution to and involvement with their industry.
- Check the facilities to ensure that there is enough working place for each student to learn practical skills. The ratio of trainer to student should not be more than 1:15 for practical classes as this type of training requires a lot of individual attention. What type of facilities is provided? For example, is there a fully equipped kitchen, restaurant, bar, etc to learn practical skills?

Ask to inspect these facilities yourself.

- Make sure that the kitchen equipment is similar to what is used in a professional industry setting, and not a domestic setting like a home kitchen.
- Ask how the course is structured, and how the percentage between practical and theory is divided. A good skills course should contain about 60% practical and 40% theory.
- Is the course full-time at the school or is the student sent out into the industry for work experience? If this is done, it should have a training program attached, and should be facilitated, monitored and assessed by the school.

**Fee Structures:** hospitality training in particular is expensive due to the cost of the facilities and the raw materials that are required and the need for the student to practice constantly. Check the cost and find out exactly what it covers. Hidden costs could include uniforms, knives and equipment, books, student parking, industry visits, and so on.

If you prefer to work and study at the same time, then an in-service training programme or learnership is what you want. To enrol you need to contact the training manager of an establishment, but first think of the following:

- Speak to other trainees to see what they think of the programme.
- Only apply to establishments that offer the services and facilities you need for training. Don't apply for chef training if they don't have a kitchen.
- Make sure that the establishment has a recognised course for you to follow. Ask to see the programme.

As an in-service trainee you must sign a contract with the employer. Read this carefully and make sure you understand everything.

When considering your choices it is advisable to speak to as many people as possible as the best advice is likely to come from those who have experienced the programme themselves.





# 5

## The Global Employee

This activity originates from the funders of the Global Travel and Tourism Partnership. These funders, known as global partners, are all large international corporations who employ thousands of employees worldwide. This questionnaire is based on what they are looking for in an ideal employee, whether they are in Brazil, South Africa, Russia, Jamaica, Hong Kong or any other country in the world.



### Learner Activity 3: Global Employee Questionnaire



#### Teacher guidelines for Learner activity

- Make photocopies of the questionnaire.
- Divide learners into groups of four.
- Ask learners to complete the activity.

The answers are provided on the GTTP SA website as they are updated all the time. Download these or contact us to fax them to you, and compare the answers given by global industry executives to what the learners have said. Explain to the learners that the answers provided by the Global executives are the characteristics that they are looking for when they employ people into their huge enterprises. These are the qualities that the tourism industry is looking for. [www.gttpsa.org](http://www.gttpsa.org).



### Learner Activity 3: Global Employee Questionnaire

The questionnaire below and overleaf lists attitudes and skills that might or might not be expected of entry-level employees in a global company.

Working in small groups, read the questions and think about whether you agree or disagree with the statements. Note that the first questionnaire asks you to think about employees who will be in direct contact with customers—for example, working at a hotel front desk or working as a travel agent.

The second part asks you to think about employees who do not come in direct contact with customers but who work in a technical area—for example, scheduling flights or coordinating reservations.

Please indicate if you agree or disagree with each statement by ticking the appropriate column. When you have finished your answers, you will be able to compare them with the answers that were given by senior executives in the Travel & Tourism industry.

#### Section 1: Front Line Global Employees Questionnaire

Please answer these questions (✓) in terms of what you think employers expect from "front line" employees who have direct contact with customers.	Strongly Agree	Agree	Am Neutral	Disagree	Strongly Disagree
1. FRONT LINE Global employees must:					
Be interested in learning about other cultures & people					





Please answer these questions (✓) in terms of what you think employers expect from "front line" employees who have direct contact with customers.	Strongly Agree	Agree	Am Neutral	Disagree	Strongly Disagree
Willing to work in other countries					
Learn to be aware of their own cultural attitudes					
Learn to identify and respect the unwritten rules and attitudes of other cultures					
Have an open mind about how people from other cultures conduct themselves					
<b>2. Attitude vs Skill</b>					
A positive employee attitude is more important than skills					
Good skills are more important than attitude					
<b>3. Communication/Learning Skills. New employees should:</b>					
Recognize that learning and acquiring new skills will be a life-long process					
Learn the importance of asking the right questions when dealing with customers and co-workers from other cultures					
If English is their native language, speak another language					
Speak another language effectively in addition to their native language					
Read and write effectively in their native language					
Read and write effectively in another language					
Develop the ability to listen carefully					
<b>4. Technical Skills. Employees need to know:</b>					
Word processing (Like MS Word)					
Presentation software like Power Point					
Spreadsheet software like Excel					
<b>5. Numeracy. Employees should know how to:</b>					
Make arithmetic calculations without a calculator					
Know how to use a calculator					
Be able to solve mathematical problems					
<b>6. Education</b>					
To advance in my company, a university degree is essential					
A high school graduate can advance in my company without going on to further education					
A graduate degree is necessary to advance to senior management levels in my company					

**Section 2: Back of House or Operational Global Employee Questionnaire**

Please answer the questions (✓) in terms of what you think employers expect from entry level employees who will be working in operations or back room jobs, not jobs in direct contact with customers	Strongly Agree	Agree	Am Neutral	Disagree	Strongly Disagree
<b>1. OPERATIONAL: Global employees must:</b>					
Be interested in learning about other cultures & people					
Willing to work in other countries					
Learn to be aware of their own cultural attitudes					
Learn to identify and respect the unwritten rules and attitudes of other cultures					
Have an open mind about how people from other cultures conduct themselves					
<b>2. Attitude vs Skill</b>					
A positive employee attitude is more important than skills					
Good skills are more important than attitude					





Please answer these questions in terms of what you think employers expect from "front line" employees who have direct contact with customers.	Strongly Agree	Agree	Am Neutral	Disagree	Strongly Disagree
<b>3. Communication/Learning Skills. New employees should:</b>					
Recognize that learning and acquiring new skills will be a life-long process					
Learn the importance of asking the right questions when dealing with customers and co-workers from other cultures					
If English is their native language, speak another language					
Speak another language effectively in addition to their native language					
Read and write effectively in their native language					
Read and write effectively in another language					
Develop the ability to listen carefully					
<b>4. Technical Skills. Employees need to know:</b>					
Word processing (Like MS Word)					
Presentation software like Power Point					
Spreadsheet software like Excel					
<b>5. Numeracy. Employees should know how to:</b>					
Make arithmetic calculations without a calculator					
Know how to use a calculator					
Be able to solve mathematical problems					
<b>6. Education</b>					
To advance in my company, a university degree is essential					
A secondary school graduate can advance in my company without going on to further education					
A graduate degree is necessary to advance to senior management levels in my company					

# 6 Activities & Assessments



## Teacher guidelines for Learner activity

### Learner Activity 4: Job Applications

This activity can be used as both a learning and assessment opportunity. Answers are provided for marking purposes.

**The time needed for the activity:** 15 minutes to introduce the activity, and, after students have worked at home on their letters, additional class time to discuss their work.

**Materials Required:** Handouts with job advertisement drawn from the local newspaper or off the Internet. The advertised jobs must be from the tourism and hospitality industries. You may also use the sheet of advertisements provided on page 15. Reviewing the ads is a good opportunity to discuss the range of jobs that are available in Travel & Tourism.

### Steps in the Activity:

1. Copy the page of job advertisements or the ones you have sourced locally and give these to your learners.
2. Discuss each of the advertisements with them, and explain terms such as Gross salary, Salary Negotiable, and other terms that they may not understand with them.
3. Ask questions regarding which sectors of the industry each job is for.
4. Ask learners to review the handout and pick a job that interests them.
5. Each student should prepare a letter to the potential employer stating why they want the job and his/her qualifications. Each student should prepare a resume (C.V.) to accompany the letter.





## Teacher guidelines for Learner activity

### Learner Activity 4: Job Applications

#### Follow Up Activity:

1. Students can exchange letters and resumes (CV.s) and offer suggestions to each other

#### Extension Activity for Assessment: ask learners to

- 1 Name the sub-sector in which this advertisement provides a career opportunity. (1)
- 2 Briefly explain the work environment of a person who works in this sub-sector. (2)
- 3 Discuss what opportunities exist for further development in this sub-sector. (3)
- 4 Compile a four-point code of conduct for the position advertised. (4)

#### Comments:

Many students have never prepared a resume (or curriculum vitae - C.V.) and this activity provides an opportunity to learn how to prepare a succinct summary of education and experience. If the student has had an opportunity to work as an intern, this experience should be included on the resume.

### Learner Activity 4: Answers for Letter and CVs

- **Personal data:** surname, name, postal address, contact no, date of birth etc ✓✓✓✓✓
- **Educational Qualifications:** these must reflect qualifications suitable for the job for which they are applying. ✓✓✓✓✓
- **Career History:** previous employers, type of job, type of experience acquired in that job, etc ✓✓✓✓✓
- **Achievements:** any academic, sporting or cultural awards, examinations passed, levels reached or positions occupied in industry, etc ✓✓✓✓✓

[20]

#### Extension Activity Answers:

1. The relevant sub-sector ✓
2. Any TWO of the following (or other suitable answer):  
Mostly shift work with long hours (✓). Mostly indoors (✓).  
Often need to wear uniform (✓).
3. With experience, can receive higher pay and greater job security (✓). May advance to management positions (✓). May transfer to other jobs in the industry (✓).
4.
  - Be exceptionally polite, friendly and efficient ✓
  - Be able to work under stress and remain calm and collected ✓
  - Important always to be neatly and professionally dressed ✓
  - Important to always be on time ✓

[10]



## Learner Activity 2: Job Applications

1. Read the following advertisements and take part in the class discussion about these jobs. Ask questions about any of the terms or jobs that you are not familiar with.
2. Choose one of these jobs, and make up a CV that would reflect the types of qualifications and experience that are needed in that job.

(20)

**General Manager - 5\* Hotel & Function Manager.**  
Full Time: Salary Negotiable

Exclusive Hotel and 5\* Function and Wedding Venue looking for a highly experienced & passionate General Manager to lead and empower a strong, self motivated team, to take establishment to new heights, and maintain high standards.

Minimum 5 years managerial experience in the hotel industry and an excellent track record is a must in applying for this challenging, yet exciting role.

Experience in project management and expansion of business in hospitality will be advantageous in your application.

Only candidates with relevant Hotel or Hospitality experience need to apply.

**Receptionist required**  
Receptionist required for tourism industry  
Start salary R6000 pm. Must be bilingual (Afr & Eng).  
Apply by sending an intro letter from yourself & any letters of reference in your possession, to fax: 0866573082

**Reservation Agent - Full Time: R5,000 - R20,000 per month**

We are looking for booking agents to take booking requests from clients much like that of a travel agent. 5 positions available. You will be required to take bookings for a specific property if available or find suitable alternatives within our stock on or holiday resort. The position requires someone who enjoys working with people. Previous hospitality experience is always a plus but not necessary.

**Requirements:**

1. Must be computer literate
2. Must read and write English well
3. Must understand how to use the internet
4. Must have previous sales experience
5. Must have a good phone presence
6. Must be presentable, tidy and able to work when your schedule requires.
7. Must have own transport

Basic: R1500 + Comm with a guarantee of R5000 per month  
Earning Potential R5000 to R20 000 per month.

Please email us your cv and contact details to: cv@vworld.co.za  
Contact Person: Brinn  
Classified Number: 364405

**RESTAURANT GENERAL MANAGER - MIDRAND**  
FULL TIME: R13,000 - R15,000 PER MONTH  
GENERAL MANAGEMENT POSITION WITH RESTAURANT IN MIDRAND. CANDIDATES MUST HAVE STRONG ALL ROUND MANAGEMENT SKILLS AND MANAGEMENT AND CRISIS MANAGEMENT SKILLS A MUST. GOOD STAFF FRONT AND BACK OF HOUSE VERY IMPORTANT. 6+ YEARS EXPERIENCE REQUIRED. APPLICANTS MUST BE ABLE TO WORK A 70 HOUR WEEK.  
**SERIOUS POSITION FOR SERIOUS MANAGERS ONLY.**  
CONTACT TJ 0848459057 OR 0848459057 / FAX 0866907540 / EMAIL CRS@POLKA.CO.ZA. QUOTE REFERENCE No. 12345

**CAR RENTAL AGENT**  
Full Time Car Rental Agent.  
Durban. Matric required  
Previous work exp. essential.  
Will work shifts.  
Med. pen. 13th.  
Basic R8-10000 pm  
SEND FULL CV WITH SUPPORTING DOCS TO  
FAX: 0866523668

**Head Chef**  
Full Time: R15,000 - R28,000 per month  
4\* Hotel. Must have previous 3 yrs exp in a big hotel operation. Able to coordinate staff, control stock and improve standards.  
Contact Person: Liz Erasmus Work: 011 802 3286 011 892 3286; Fax: 086 609 1512.  
CLASSIFIED NUMBER: 362719





### Learner Activity 5: Case Study

1. Name the sub-sector in which Mary-Ann Ketello and Latetia Schalk are tourism entrepreneurs. (1)

2. Name THREE examples of job opportunities the Seemeeu Restaurant provided to the local community of Paternoster. (3)

3. Briefly explain what the work environment would be for someone who works in the Seemeeu Restaurant. Give FOUR points. (4)

4. Name FOUR skills that you must be equipped with if you want to run your own business effectively and efficiently. (4)

5. If these entrepreneurs wanted to expand their business, what other opportunities could they look at? (3)

[12]



### Learner Activity 5: Case Study

Read the following passage carefully and then answer the questions on the right.

#### ***Tourism entrepreneurs in Paternoster source their own capital to fulfil their dream***

Two black entrepreneurs were waitrons at the Voorstrand Restaurant in Paternoster. They worked for a boss and dreamt of having their own restaurant and working for themselves. The difficulty was where would they get the finance and support to do so?

Mary-Ann Ketello and Latetia Schalk worked for two years as waitrons and during their last six months they saved an amount of R2 000 each from tips earned. The development of the Paternoster fish market helped them to fulfill their dream. They started the Seemeeu Restaurant in 2002 at the Paternoster fish market on the beach. In November 2005 they will be celebrating their third year of success.

The entrepreneurs took part in the Western Cape Department of Economic Development & Tourism's Intermediate Training Programme, which comprised of sessions in marketing, finance, human resources and business management. These programmes equip them with the skills to run their business effectively and efficiently.

The Seemeeu Restaurant won the Women in Tourism Award at the Cape Tourism Showcase Awards held on 20 August 2005. "Provincial Government's Tourism Business Support System added value to our business and enabled us to draw up our own business plan, helped our business grow and gave us the opportunity to exhibit at the Cape Tourism Showcase. Since the Cape Tourism Showcase we've had tour buses coming in every day to stop at our restaurant, we have between seven and ten buses per day," said Latetia Schalk.

SOURCE: *Business Development (May 2010) - Department of Economic Development and Tourism, Provincial Government of the Western Cape.*





## Teacher guidelines for Learner activity

Make copies of the case study and give these to the learners. They must answer the questions on their own for assessment purposes. The answers are as follows:

### Learner Activity 5: Case Study Answers

1. The hospitality sub-sector ✓ (1)
2. Any three suitable answers such as:  
Chef and kitchen hands, waiter, dishwasher, drinks waiter, barman ✓✓✓ (3)
3. Any four suitable points such as:  
Mostly shift work with long hours ✓  
Mostly indoors ✓  
Those working with food may need to wear uniform ✓  
Kitchen staff may need to wear hairnets and plastic gloves for preparing food ✓  
Many slow periods but very busy periods around mealtimes ✓  
Working under a lot of pressure during busy times ✓ (4)
4. Any two suitable skills such as:  
Marketing, Finance, Human Resources, Business Management skills, etc ✓✓✓✓ (4)
5. They could expand to the following businesses:  
Curios and gifts ✓  
Accommodation ✓  
Local tours ✓ (15)

## Theta – The Tourism, Hospitality and Sport Education and Training Authority

Theta is the Sector Education and Training Authority (SETA) established under the Skills Development Act (No 97 of 1998) for the Tourism, Hospitality and Sport Economic Sector.

Theta works within the tourism, hospitality and sport economic sector which comprises the following sub-sectors:

- Tourism and Travel Services
- Hospitality
- Gambling and Lotteries
- Conservation and Guiding
- Sport, Recreation and Fitness



According to the Act, a SETA must:

- Develop and implement a sector skills plan
- Develop and administer learnerships
- Support the implementation of the National Qualifications Framework
- Undertake quality assurance (accreditation of training providers)
- Disburse levies collected from employers in their sector
- Report to the Minister and to the South African Qualifications Authority (SAQA).

# 7 Resources

## Useful websites:

Theta website for careers information, Sector Skills Plan and Scarce Skills and Career Guide: [www.theta.org.za](http://www.theta.org.za)  
 GTTPSA website for resources and special section on tourism careers: [www.gttpsa.org](http://www.gttpsa.org)  
[www.saca.co.za](http://www.saca.co.za)  
[www.starwoodcareers.com](http://www.starwoodcareers.com)

A SETA's main function is to contribute to the raising of skills in their sector. They have to do this by ensuring that people learn skills that are needed by industry. They therefore have to:

- identify what the current skills demand in their sector is – according to the growth or shrinkage of a sector, new advances in technology or operations, etc. (e.g. the tourism industry is growing, and we need more qualified chefs. This must be specified as a particular number per year.)
- identify the supply of skills into the sector by calculating the number of graduates at all levels from all training and education programmes including training done in industry (how many chefs are currently being produced per year by all the chef schools together)
- identify the gaps or shortfalls between the demand for skills and the supply of skills, and identify scarce and critical skills needs in its industry (what is the difference between the number of chefs we need per year and the number being produced by the chef schools; are there any specific types of chefs that are very scarce – like pastry chefs)
- help to close that gap by informing the training providers which new courses they should offer, how many students to take on to fill the demand (how to increase the output of trained chefs – incentivise this type of training, promote the establishment of more chef schools, pay industry higher incentives to train chefs in-house, etc)
- check the quality of training delivered in the sector by accrediting all training providers against a set of quality standards

In terms of its constitution, Theta aims to:

- develop the skills of workers in the sector;
- increase the levels of investment in education and training in the tourism and hospitality sector;
- encourage employers in the sector to train their employees, provide opportunities for work experience and employ new staff;
- encourage workers to participate in learnership and other training programmes;
- improve the employment prospects of disadvantaged people;
- ensure the quality of education and training in and for the sector workplaces;
- assist work seekers to find work and employers to find qualified employees;
- encourage providers to deliver education and training in and for the sector workplaces;
- cooperate with the South African Qualifications Authority.

Seta's are funded by the industry that they serve. A portion of the monthly salary bill is paid to the Seta's through monthly taxes collected by SARS. Seta's use a portion of this for their own operating expenses, then give the rest back to industry if industry delivers training to their staff. Industry has to plan for this training and submit an annual Workplace Skills Plan to Theta, and an Annual Training Report of the training that they have competed against the WSP.





# 8 Ideas Box

## Teaching the Concepts

### 1. Job Advertisements

Collect copies of the job advertisement supplements or pages from local or national newspapers. Divide your learners into groups and hand a few of these to each group. They must identify the positions advertised in the tourism and hospitality industries, and group them according to the subsectors and types of places where they could work.



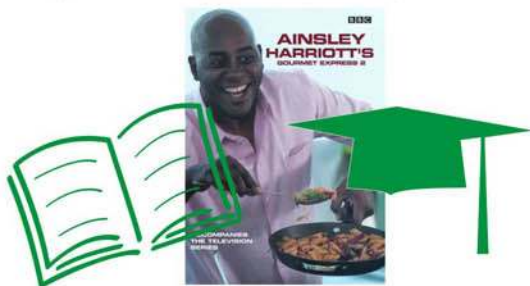
### 2. Guest Speaker

Invite a member of the local industry to come and talk to the class about how they started their careers, what they studied and other jobs available at the place where they work. The types of people to invite include tour operators, tourist guides, hotel managers, government officials from tourism authorities and so on.



### 3. Research

Divide learners into groups and allocate a particular career to each group. These groups must research the best and closest options to study to enter that particular career. They must list private and public institutions (and its accreditation status), the course details, costs, duration and further study opportunities. Careers should include at least Tourism Management, Hospitality/Hotel Management and Professional Cookery.



### 4. Design a Leaflet or a Poster

Students must work on their own or in small groups to design a poster or leaflet to promote a particular career.



### 5. Bumper Stickers

Everyone likes to read bumper stickers, but what types of bumper stickers would promote careers? Have the learners put their ideas on paper cut to the size of typical bumper stickers. After the exercise, display the bumper stickers around the classroom.







TOURIST

Picture courtesy of City Lodge Hotels Group



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