



**TOURISM TRAINING NEEDS &
INDUSTRY ENGAGEMENT ASSESSMENT**

Final Report

Prepared for:

Hospitality Newfoundland and Labrador

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INTRODUCTION

BACKGROUND AND CONTEXT

As the Newfoundland and Labrador tourism industry continues on its journey and evolution of strategies to realize its vision as articulated in Uncommon Potential A Vision for Newfoundland and Labrador Tourism, it goes without saying how important the development of human resources are to achieving this vision.

In fact one of the seven strategic directions of the provincial tourism plan to 2020 is to develop our workforce and grow our people for a dynamic industry. This study contributes to the learning to shape specific actions that are needed by the industry and its stakeholders to meet goal 7.2, and 7.2.2 in particular, as noted below.

THE WAY FORWARD: Priorities & Actions to Attract, Retain & Develop Our Workforce

(Excerpts from Uncommon Potential, Pages 41-43)

To attract, train, and develop a skilled, sizable tourism workforce, the following priorities and actions have been identified:

7.1 Instill a sense of pride, encourage a spirit of hospitality, and foster a positive relationship between our industry and the communities who will help us achieve Vision 2020.

Actions:

1. Develop a marketing campaign that demonstrates the economic and social value of tourism, and instills pride in our people.
2. Leverage existing communication channels and publicity to highlight the good news stories and successes of our industry.

7.2 Focus efforts on attracting and retaining a skilled tourism workforce

Actions:

1. Promote tourism as an exciting and dynamic industry, and a viable career opportunity with flexible working hours, part-time options, and regional employment opportunities.
2. Encourage tourism operators to increase focus on education, training, and development to ensure our people have the technical skills, customer-service skills, storytelling, and interpretation skills to deliver on our 'creativity' brand experience.
3. Continue to actively work with, and demand excellence from, the tourism education and training sector; seek out flexible training solutions between businesses, educational institutions, and other industry training organizations. (Page 43)

Throughout the years, Hospitality Newfoundland and Labrador has been a champion of and advocate for high standards among workers in the tourism sector through the delivery of such customer service programs as SuperHost as well as emerit certification programs. Educational institutions have developed general tourism diploma and degree programs and various organizations have also developed programming and courses to train for specific tourism occupations (e.g. cooks, outfitters, travel agents) and for specific skills which have also been required by tourism employees, especially at the supervisory and management levels (e.g. dealing with difficult people; time management; human resource (HR) tool kits such as performance assessments, how to recruit and retain workers, cultural sensitivity and English as a second language training). Employers, especially in the accommodations sector have developed substantial in-house training programs. Many organizations, private and public, are regularly developing programs, workshops and seminars.

However, despite the various courses and training opportunities available, many employers in the tourism sector in the province are slow to embrace or participate in training. Indeed, this is a national issue and has been identified as an impediment to Canadian productivity and competitiveness by the Conference Board of Canada. There are many reasons for the lack of engagement by many employers in the sector, many of which are structural to the industry. Many employers in the tourism industry are quite small, having only one to five employees in addition to the owner. Owners are often active operators, managing all aspects of their business, and given labour shortages, often multi-task, doing any number of the jobs required to keep the business running. The tourism season is also quite short (primarily July and August) so many businesses do not operate year-round and those that do, are dependent on residents for their business success.

It must also be remembered that many employers who play a pivotal role in the delivery of our “authentic tourism destination experience” do not even see themselves as part of the tourism industry as less than half of their revenue may be derived from out-of-province visitors or even out-of-area visitors. It is often difficult for them to even identify whether a “customer” is from within the province or not. This is especially the case for many in the restaurant and lounge business as well as for many accommodations operators. This has implications for “tourism” training.

Unfortunately, given the nature of the industry (highly seasonal, short season, low profit margins, and few staff) most tourism employers do not have the luxury of in-house human resource professionals. Furthermore, the majority of occupations and businesses are found in the food and beverage and the accommodations sectors. While the accommodations sector has historically been more training-oriented, in Newfoundland and Labrador, there are only a few large operators. Many smaller accommodation operators, for example Bed & Breakfast operators as well as restaurants find themselves struggling to get staff, let alone provide training options.

However, the industry structure and challenges of businesses and organizations in the tourism industry are not new and indeed are not just issues within Newfoundland and Labrador but are the same across Canada. Labour force challenges are forecasted to continue and worsen over the period of the tourism vision. Therefore, it is imperative to find creative and innovative approaches to training and development as well as ways and means to engage business operators as well as other service providers in such development.

This study therefore, aimed to:

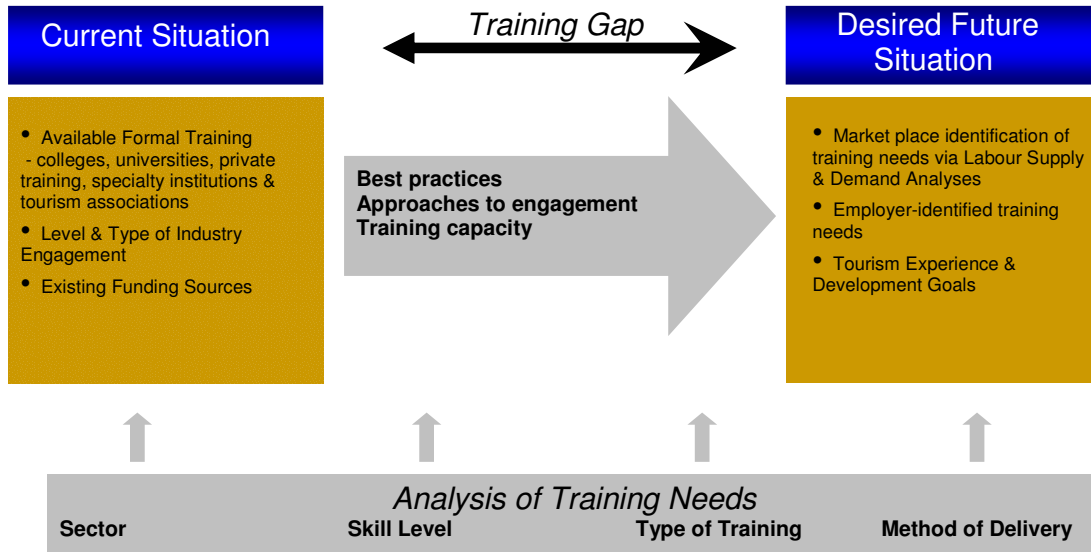
1. identify the current and anticipated training needs of businesses operating in the tourism sector; and
2. identify ways and means to increase participation and engagement of businesses in training and development.

Secondary objectives also included:

- development of a tourism training inventory; and
- identification of current incentives available to employers for training.

METHODOLOGY & APPROACH

As seen in the following diagram, the study approach, in its simple form, involved identifying what training and professional development opportunities are currently available to employees and employers in the Province and comparing that to the skills and occupations that were felt to be needed or anticipated to be needed in the short and long term. The current and future requirements were compiled with a view to determining the sector of the tourism industry, the skill levels required, the type of training as well as the method of delivering the training.



In order to meet the study objectives Bristol Omnifacts' approach leveraged existing secondary research and complemented it with qualitative research using personal interviews and focus groups with key individuals. A total of 62 individuals were consulted through personal interviews (conducted in-person or by telephone); focus groups or through an online survey or email. In addition, two presentations were given – one to present preliminary findings to the Professional Development Committee, chaired by HNL following which discussion and feedback were sought; the second to conference delegates attending the Lookout! Tourism Summit 2010, held by HNL in Gander. Fifteen of the delegates attending the presentation in Gander completed a short survey related to methods of engaging tourism businesses and organizations in training development. In all, close to 100 individuals involved in the tourism industry contributed to this study. These individuals represented a cross-section of business, government departments, agencies and organizations that support the tourism industry in various capacities. Interview and discussion guides were modified according to the type of organization. Copies are presented in Appendix B.

In addition to the interviews and information gathered from tourism stakeholders, secondary research was undertaken to i) develop the inventory of current programs; ii) identify current incentive programs available to tourism businesses and organizations for training and professional development; and iii) identify best practices in engaging business owners in training.

CURRENT TOURISM TRAINING PROGRAMS

The development of the inventory of training programs was limited to those programs directly related to tourism that are available within Newfoundland and Labrador and which are offered on a regular or on-going basis. One-off training programs or seminars as well as online or e-learning programs and general business or management programs were excluded.

It should be noted that there are various adhoc training opportunities that are delivered in a variety of formats by a wide variety of organizations within the Province.

Below is an overview of tourism training programs currently being delivered by training organizations in Newfoundland and Labrador. More detail is provided in Appendix C. This list can be downloaded in pdf or excel formats from the HNL website: www.hnl.ca. It should be noted that by their nature inventories and databases are constantly changing and therefore should be regularly updated. The programs in this study were in effect as of December 31st, 2009. Tourism programs are listed below in alphabetic order by the training organization delivering the programs. It should be noted that no assessments were made of the quality or content of these programs.

Academy Canada

Program Title	Overview
Hospitality and Resorts Operations	The program provides exposure to all aspects of the industry including world cultures, wines and cuisines, restaurant and food service management, special events planning, etc .
Travel, Tourism and Hospitality	Prepares students to work in various sectors of the travel, tourism and hospitality industry. Students prepare to become professional travel counselors while being exposed to tourist activities and opportunities in the tourism and hospitality industry.
Faculty of Culinary Arts: Baker	The program consists of lectures and demonstrations combined with practical experience in an operational kitchen.
Faculty of Culinary Arts: Cook	The Cook program is a provincial apprenticeship training program that will put students on the right path to becoming a Journeyperson.

Bonavista Institute for Cultural Tourism (in partnership with College of the North Atlantic)

Program Title	Overview
Building Place	Designed to help tourism businesses and operators make their destinations become creative cultural destinations.
Profitable Partnerships	Program designed to assist business operators to identify partners and build successful and profitable partnerships.
Culinary Tourism and the Arts	Explores the latest trends in culinary tourism, combining local foods, wine, history, storytelling, language and the arts to create magical experiences.

College of the North Atlantic, Various Locations

Program Title	Overview
Adventure Tourism - Outdoor Recreation	A comprehensive training program designed to prepare individuals for challenging careers in the fastest growing sector of the tourism industry
Hospitality Tourism Management	This program prepares students for careers in tourism by focusing on the skills, competencies, and attitudes necessary to meet the needs of this industry.
Hunter/Fisher Guide Training	Students in the program will learn survival skills, camp operations, hunting skills, and fishing skills. They will learn to apply these skills as a guide for outfitters.
Nutrition and Food Service Management	Theoretical and practical training in food preparation, nutrition, foodservice operations, supervision, accounting, purchasing procedures as well as first aid and sanitation.
Baker	Provides practical training with supporting theory to enable the successful students to find and maintain employment as a baker's helper or to become bakers
Cook	This program is designed to qualify persons for employment as Junior cooks in the Food Industry.

Corona College, Grand-Falls Windsor

Program Title	Overview
Hospitality, Tourism and Travel Services	Graduates will be trained with the necessary skills to provide high quality service, promote and coordinate the various types of travel, cuisine, accommodations, itineraries, information and other aspects of tours.
Guide Training	Students will study the Basic Skills of guiding for professionalism, including environment and legal aspects of the industry, communication skills and client relations.

Gros Morne Institute for Sustainable Tourism

Program Title	Overview
Edge of the Wedge Experiential Travel	This program is jam packed with leading edge tools to help you learn new ways to market and expand your tourism business with partnerships and niche market experiences.
Beacons of Effective Sustainable Tourism	Program will guide tourism business owners and managers through a series of checklists and resources as they build their own sustainability action plan.

Hospitality Newfoundland and Labrador, Various Locations

Program Title	Overview
SuperHost Atlantic	Customer Service and Tourism Awareness Training Program
Sales Powered by Service	Seminar designed to teach people how to be an effective salesperson
It's Good Business	The goal is to plan and implement ways of reducing alcohol-related risks while maintaining or enhancing profits
Food and Beverage Server Workshop	Provides an overview of the knowledge and skills required by food and beverage servers
Train the Workplace Trainer	This two-day workshop will develop training skills and knowledge of on-the-job skills training and leave you feeling confident about training your staff
Occupational Specific Workshops	These workshops provide an overview of the knowledge, skills and attitudes required by people working in the tourism industry and are job specific

Hospitality Newfoundland and Labrador, Various Locations (Continued)

Program Title	Overview
On-line Training Tools	emerit online training courses available for a wide range of occupations including: Bartender, Event Coordinator, Event Manager, Food and Beverage Manager, Food and Beverage Server, Front Desk Agent, Heritage Interpreter, Housekeeping Room Attendant, Reservation Sales Agent, Sales Manager, Supervisor, Tourism Essentials, Tourism/Visitor Information Counselor
Workbooks	emerit workbooks are available for a wide range of courses including (but not limited to) those for which online training courses are offered
Professional Certification	Hospitality Newfoundland and Labrador is the official supplier of emerit products and services.
Ready-to-Work	National skills development program designed to assist people with transitions in the workforce.
emerit HR Tool-kit	The HR Tool Kit is a comprehensive resource for businesses daily and strategic HR needs
emerit Business Builders	Includes practical, straightforward tourism business management information, tools, resources and templates
Return on Training Investment Tool	Designed to measure the return on investment tourism employers receive from training employees

Keyin Technical College

Program Title	Overview
Travel and Tourism Program	Trains students in the many facets of the industry The program provides exposure to many aspects of the industry including travel counseling, airlines, reservations, hotels, sales, and marketing.
Hospitality Management	Provides students with the leadership skills necessary to eventually become a manager, supervisor or successful entrepreneur in the dynamic industry of hospitality and tourism.
Sales and Service Associate	Provides "First Class" Customer Service Training not only to meet but also exceed the ever-changing demands of industry and ultimately satisfying the needs of the customer.

Sir Wilfred Grenfell College, Corner Brook

Program Title	Overview
Bachelor of Arts (Tourism Studies)	Graduates will understand the global issues related to tourism and possess the skills and knowledge needed to help shape the local tourism industry.
Advanced Diploma in Tourism Studies	Designed for individuals already possessing a post-secondary diploma or degree in any relevant field who wish to acquire the knowledge and skills required to work in today's tourism industries.

As can be seen above, there are a wide variety of programs available. Most of these programs are delivered through traditional delivery mechanisms – classroom, seminars and workshops – with many targeted toward front-line/entry level workers in specific occupations or managers/owners. HNL also offers self-paced national certification programs and online courses for a wide range of occupations.

Many programs are delivered in St. John's or Corner Brook, but there are programs offered on the west coast of the island - St. Anthony, Rocky Harbour, Bay St. Georges; in central areas - Gander and Grand Falls-Windsor; as well as in eastern areas of the province – Marystown, Burin, Bonavista and Trinity, as well as in Seal Cove on the Avalon Peninsula. Many of the programs delivered in rural parts of the province avail of the College of North Atlantic campuses in the area. Other than periodic seminars and HNL self-directed or online programs, there are no tourism-specific programs delivered in Labrador.

Programs offered through mainstream training organizations are either very specific to an occupation (baker, cook, hunting/fishing guide) or very general in nature, providing broad learning (travel and tourism, hospitality management, tourism studies). Programs offered through Hospitality Newfoundland and Labrador are very specific to an occupation or very specific to challenges in the industry (e.g. customer service, human resource management).

It should be noted that a number of comments were made by business owners interviewed about existing programs. Several indicated the current program offerings are too general in nature, have limited practical training, and assume that “one size fits all”. These comments relate to two on-going themes that emerged during the study:

1. the need for training to be perceived to be relevant, fulfilling a need; and
2. the need for customization – in content as well as delivery.

Some stakeholders involved in developing programs spoke to the cost of developing and delivering programs with some indicating that people in general are oblivious to the required cost of developing and delivering training programs. Several mentioned they experienced difficulty finding businesses to participate in programs offered by various organizations, even if the programs were subsidized, or in some instances, even free. Thus perceived value of the training is an issue. It was also evident from interviews that there is a general lack of awareness of available training programs.

TRAINING NEEDS IDENTIFIED

As noted in the methodology section of this report, the approach to identifying needs of the sector included a review of current labour and traveler trends as well as depth interviews and focus groups with various tourism stakeholders.

CURRENT TRENDS AND IMPLICATIONS ON TRAINING

A number of macro-trends will affect what training is required of businesses and their employees. Each trend will be discussed below with the impact on training needs also identified.

- **Trend #1: Labour shortages in key industries and occupations will require strategies to attract and retain workers as well as adapt training to new labour pools that may have not traditionally participated in tourism occupations.**

As seen below, extensive work conducted for the Canadian Tourism Human Resource Council (CTHRC), by the Conference Board of Canada's indicates that Newfoundland and Labrador is expected to experience a shortfall of 9% to 10% of available workers in the tourism sector by 2015, amounting to just over 2,000 workers and climbing to 12% by 2020. Furthermore, approximately half of this shortage is expected to be experienced in St. John's.

Excerpts from Labour Supply and Demand Study 2009, Conference Board of Canada.

Table 7A: Potential Labour Shortage in the Tourism Sector by Province and Sub-provincial Region
(jobs)

	2006	2010	2015	2020	2025
Newfoundland and Labrador	454	343	2,138	2,761	3,189
St. John's	144	162	1,048	1,359	1,600

Source: p. 16 The Future Of Canada's Tourism Sector: Labour Shortages To Re-Emerge As Economy Recovers, March 2009: Labour Supply and Demand Study – 2009 Update, Conference Board of Canada

Table 7B: Potential Labour Shortage in the Tourism Sector by Province and Sub-provincial Region
(jobs, per cent short of potential labour demand)

	2006	2010	2015	2020	2025
Newfoundland and Labrador	2.0%	1.5%	8.9%	11.8%	14.1%
St. John's	1.5%	1.5%	9.5%	12.5%	15.2%

(page 17) The Future Of Canada's Tourism Sector: Labour Shortages To Re-Emerge As Economy Recovers, March 2009: Labour Supply and Demand Study – 2009 Update, Conference Board of Canada

As noted in the table below, in Newfoundland and Labrador, the most affected industry will be food and beverage services, the industry that employs the greatest number of workers. The pattern of shortages expected to occur in Newfoundland and Labrador is very similar across Canada.

Newfoundland and Labrador

Food and Beverage Services	2010	2015	2020	2025
Potential Labour Demand	11,415	11,844	11,646	11,465
Potential Labour Supply	11,307	10,658	9,967	9,384
Shortages	108	1,185	1,678	2,081
Accommodation	2010	2015	2020	2025
Potential Labour Demand	4,510	4,593	4,375	4,153
Potential Labour Supply	4,433	4,278	4,057	3,833
Shortages	76	315	318	320
Transportation	2010	2015	2020	2025
Potential Labour Demand	3,835	3,925	3,777	3,583
Potential Labour Supply	3,692	3,601	3,450	3,272
Shortages	144	325	327	311
Recreation and Entertainment	2010	2015	2020	2025
Potential Labour Demand	3,277	3,340	3,229	3,068
Potential Labour Supply	3,261	3,043	2,792	2,567
Shortages	17	297	438	500
Travel Services	2010	2015	2020	2025
Potential Labour Demand	438	455	430	393
Potential Labour Supply	439	439	430	416
Shortages	-1	16	0	-23
Total Shortages	344	2,138	2,761	3,189

Source: HNL, Detailed tables used in the Conference Board of Canada 2009 Report

In terms of occupations, at the national level, five are expected to witness the largest labour shortages:

Table 8: Potential Labour Shortage in Canada's Tourism Sector by Occupation

(five occupations expected to witness the largest labour shortages, jobs)

	2006	2010	2015	2020	2025
1. Food-counter attendants and kitchen helpers*	2,568	931	18,688	39,039	55,256
2. Food and beverage servers*	2,054	635	17,406	35,257	51,855
3. Cooks*	1,422	503	6,513	13,101	18,964
4. Bartenders*	458	210	3,650	7,235	10,880
5. Program Leaders and Instructors in Recreation and Sport	579	144	3,336	6,806	8,635

*Note: The Figures For These Occupations Include The Combined Labour Shortages From The Food And Beverage Services

SOURCE: PAGE 18. The Future Of Canada's Tourism Sector: Labour Shortages To Re-Emerge As Economy Recovers, March 2009: Labour Supply and Demand Study – 2009 Update, Conference Board of Canada

These findings were validated with businesses and tourism stakeholders within Newfoundland and Labrador as part of the Conference Board of Canada's study process. These results also reinforce the Skills Task Force Report of the Department of Education.

Implications

Clearly, the restaurant and lounge businesses in the province will be under great constraints over the next 10 years. In order to combat these challenges, it will be important to explore alternate labour pools which could include but not be limited to high school students, tourism program students, foreign students, new immigrants, mature workers and individuals having difficulty transitioning into the workforce. Thus the learning styles, education level, English language proficiency as well as physical and psychological limitations will require altering the delivery methods of training as well as adapting content to the learner.

Based on interviews conducted, it was felt that foreign workers and new immigrants would likely only be a viable, albeit limited, labour pool in St. John's. The more likely labour pool for Newfoundland and Labrador businesses was felt to be mature workers. Several business operators noted that they currently employ more mature workers. Given this reality there will likely be a need for enhanced and heightened focus on skills related to working in a more physically-friendly way, including health and safety practices; as well as interpersonal and communications training to deal with multi-generational differences and interactions in the workplace.

- **Trend # 2: Use of technology by visitors and tourists for trip planning and booking is high and thus Newfoundland and Labrador businesses are competing with each other and other destinations**

Travel decision making and planning processes will constantly evolve; however the growth in destination website visits and increased use of online travel reviews and booking are affecting how potential customers or visitors seek out and plan their trip as it relates to accommodations and what to do and see in the places they visit. The use of social media and GPS applications on mobile phones also point to an evolving traveler. The increase in e-commerce use for such things as booking travel and accommodations, purchasing event and sporting tickets all mean that business owners must become knowledgeable about how to incorporate technology and online strategies into their operations as well as their marketing efforts.

Implications

Technology can be intimidating for many businesses and there are varying levels of understanding among many in the tourism sector as to how to effectively use it. Over the next 5-10 years, the trends in technology use by travelers will dictate what businesses need to be competitive. However, the degree of technology adoption by many businesses and organizations in the sector appears to be limited. The degree and speed with which the trend continues among the target markets will dictate the rate of adoption that will be needed by Newfoundland and Labrador businesses.

- **Trend # 3: Growth in experience travel is being driven by a deep emotional motivation to experience new people, cultures and places. Thus there is growing demand for unique, high-quality experiences, as well as cultural and nature-based activities.**

Creating an experience for a visitor means that those in the sector must understand their role in the delivery of the experience. The type of experiences sought will be varied and will require all those in the sector to understand how they impact the experience and what role they can play in influencing the experience. Articulating and developing these types of experiences will require a broader, holistic view of operators and organizations, which will be difficult given the realities of operating a tourism-related business.

Implications

Given businesses' and organizations' pre-occupation with day-to-day activities, it will be imperative to have local and regional champions who can foster partnerships and bring together individuals that impact a "total visitor experience". This will require mentoring and on-going communication as well as skill development in ways to define an experience and how to deliver the experience.

STAKEHOLDER IDENTIFIED NEEDS

The training needs of the tourism industry were also assessed through depth interviews with various stakeholder groups. The key stakeholder groups were:

- Government
- Supporting Agencies - Trainers, Industry Associations & Destination Marketing Organizations; and
- Business operators in a range of industries (accommodations, food and beverage, travel, recreation/entertainment and transportation)

Business operators interviewed represented both urban and rural businesses, as well as businesses in which the owner and/or employees have and have not participated in training from an outside organization.

There was great consistency among the various groups regarding the current training needs of the sector. Interestingly, though, business operators who have tended not to send employees on training programs or skill development also did not participate in training themselves. This reinforces that the value of training must be shared by the business owner. Many individuals in supporting agencies felt that there was a need to focus on training for owners for this reason. Also, given issues of staff turnover, focus on the owner ensures that the value of the training remains in the business.

Front-line Workers

The needs identified for front-line workers across all industries and stakeholders related primarily to aspects of customer service, knowledge of the culture and heritage of the province, knowledge of things to see and do, with some mention of job-specific skills.

Industry	Front-line Workers - Training Needs Identified
Accommodations	Customer Service - basics of serving Customer Service - how to deal with customers Knowledge of the culture and heritage of the province, the region, the local area Knowledge of the island - geography/things to see and do Basic understanding of the trade – food server/bartender
Food & Beverage	Customer Service - how to deal with customers Communication and interpersonal skills Responsible Alcohol service Basics of serving Marketing - Basics of selling/cross-selling Cooking skills Knowledge of wine and food Creativity and critical thinking skills

Industry	Front-line Workers - Training Needs Identified
Recreation/Entertainment	Customer Service - how to enhance the customer experience Customer Service - how to take care of the customer; knowing appropriate behaviours
Transportation	Knowledge of the island
Travel	Technology skills - how to use various systems Knowledge of the destination(s) Marketing - how to close the sale

Supervisory Workers

The needs identified for supervisory workers related to interpersonal skills (handling sensitive issues and conflict, issues management), communication skills (written and verbal) as well as skills such as coaching, motivating, creative thinking and cross-marketing. Also, it was mentioned that supervisors, many who start work in the front-line position or occupation for which they become a supervisor, need to be taught how to make the transition from a front-line worker to a supervisor.

Owners

The needs or topics of most interest to owners were marketing (particularly online and use of social media), technology, followed by human resource skills. Again, this was consistent across all those interviewed.

Industry	Owners - Training Needs/Topics of Interest Identified
Accommodations	Marketing: Media planning/mix Use of online technology for marketing - websites, e-commerce, social networking sites Human Resource Skills - training supervisors
Food & Beverage	Use of loyalty programs Marketing - using social networking Aspects of food service - selection/menu planning/adaptability
Recreation/Entertainment	Marketing Best Practices in service Human Resource skills - motivating employees/team building
Transportation	Marketing Management skills
Travel	Technology skills - how to use various systems Knowledge of the destination(s) Marketing - how to close the sale

Many business owners identified very general skill needs and thus there is a need to assess requirements at an individual business level. There are many needs assessment tools available, just as there are training programs, seminars and workshops on many of the topics identified to be of interest. Part of the issue is apathy and attitudes toward training among many in the sector. Awareness of what is available and communication between businesses and various supporting agencies was felt to be limited; however, there was little indication that businesses that have not availed of programs actively sought information.

The Gaps

Without doing a curriculum review of all the training programs noted in the inventory compiled for this project, it would appear that many of the identified skills and knowledge content already exist or have been offered at one time or another. One gap appears to be that **businesses perceive that what is offered is not relevant** to them. This was a common comment among those who had not taken training from outside organizations. For owners who perceive value in training, some felt that they needed “the next level” of training in a particular topic such as the use of technology for marketing purposes. Here there appears to be a perceived gap in content and thus relevance to them.

There is also a gap in the **perceived role or lack of attachment of certain businesses to the tourism sector**. Many businesses in the food and beverage industry (e.g. restaurants and lounges) do not see themselves as being in the “tourism” business as the majority of their revenues are generated by customers within their local geographic area. This contributes to a missing link as these services are an integral component of delivery of the visitor experience. Yet, employers feel they don’t need “tourism” training. It should also be noted that many cultural and heritage organizations are run by volunteers who also don’t necessarily understand their role in the delivery of the tourism experience. Thus the manner in which skill development is marketed is very important.

Interpersonal skills and customer service skills are used in many occupations and not simply those in the tourism sector; indeed they may even be defined as life skills. Given the pervasive requirement for these skills there are many suppliers of these types of training and no one entity with exclusive rights to it. It may therefore, be necessary for a cross-sector approach to partner with other employers (in the private and public sector) that provide service to customers to come together in certain geographic clusters to develop these competencies, regardless of the sector. All involved in providing service influence the visitor experience. As many sectors are involved, leadership is needed. Given the tourism sector’s extensive work on developing national standards for specific occupations, which are revised on a 2-4 year cycle using employers from across Canada, there are tools available that could be easily harnessed. Some employers are sufficiently large and/or engaged that they will undertake training without needing encouragement or convincing. Others, however, will require more innovative delivery mechanisms and approaches as well as encouragement.

FUNDING SOURCES FOR WORKPLACE TRAINING

CURRENT SOURCES

The provincial government offers funding to employers in Newfoundland and Labrador for workplace training specific to tourism, through three departments:

- Department of Human Resources Labour and Employment;
- Department of Innovation Trade and Rural Development; and
- Department of Tourism, Culture and Recreation

Funding available has been summarized below. It should be noted that government programs evolve and change over time and those identified below are in effect as of March 1, 2010.

Program Title	Funding Source	Target Population	Parameters / Qualifying Criteria	Contact
Labour Market Partnerships	Department of Human Resources Labour and Employment	Businesses, organizations, municipalities, band/tribal councils, public health and educational institutions	Proposed activities must focus on an identified labour market issue and be assessed as likely to have a positive impact on the labour market. All activities must involve partnership	http://www.hrle.gov.nl.ca/hrle/lmda/default.htm or call: 1-800-563-6600
Wage Subsidy	Department of Human Resources Labour and Employment	Businesses, organizations, municipalities, band/tribal councils, public health and educational institutions	Assist certain unemployed individuals to obtain employment by providing employers with financial assistance towards their wages. Program may also be used as a subsidy for apprentice training if employer has a journey person on staff who is certified in the trade and will supervise.	http://www.hrle.gov.nl.ca/hrle/lmda/default.htm or call: 1-800-563-6600
Community Partnership	Department of Human Resources Labour and Employment	A community agency that is incorporated within the province of Newfoundland and Labrador; working with groups such as: youth, women, persons with disabilities or older workers; and providing enhanced employment, career and workplace services to support labour force participation	Community agencies can avail of funding to design and deliver programs and services that: address the needs of individuals; respond to identified labour market needs within the mandate of HRLE; address gaps in current services, and demonstrate a cost-effective approach The intended outcome of the Community Partnerships Program is to increase self-reliance for individuals, through successful attachment to employment, education or training.	http://www.hrle.gov.nl.ca/hrle/forcommunitypartners/default.html or call Regional HRLE offices or Labour Market and Career Information Hotline Department of Human Resources, Labour and Employment Toll-free: 1-800-563-6600

Program Title	Funding Source	Target Population	Parameters / Qualifying Criteria	Contact
Small Enterprise Co-op Placement Assistance Program (SECPAP) – paid employment	Department of Human Resources Labour and Employment	Students of co-operative programs at Memorial University of Newfoundland (MUN) and College of the North Atlantic (CNA) and Private sector employers	Small Businesses are exposed to the value of co-operative education; provided an opportunity to build their future workforce; and a 50% wage subsidy towards the student's salary up to a maximum of \$6.00	http://www.hrle.gov.nl.ca/hrle/students/secpap.html Memorial University Telephone: 1-709-737-2419 Fax: 1-709-737-2437 College of the North Atlantic Telephone: 1-709-758-7717 Fax: 1-709-758-712
Market Readiness Program*	Department of Tourism, Culture and Recreation	Private sector operators, who own, manage or are senior personal (front-line staff excluded) as well as not-for-profit senior operating staff	Ability to demonstrate the benefit of the project for their product and the Tourism Industry. Eligible costs include: Professional services, meeting expenses, travel expenses and registration fees (Max: 25% covered - \$2500 - total government contribution cannot exceed 75%). Current eligible programs include: Tourism Atlantic Best Practices Missions or Equivalents; GMIST Programs	Department of Tourism, Culture and Recreation Tourism Product Development Division "Market Readiness Subsidy Program" P.O. Box 8700 St. John's, NL A1B 4J6 Tel (709) 729-7613 Fax (709) 729-0474
Cultural Economic Development Program - Heritage - Professional Development Component	Department of Tourism, Culture and Recreation	This program is aimed at community heritage organizations such as museums, archives, and historical societies.	Operational support funding and Heritage Projects Grants. Designed for: Promotion of best practices in the sector; Enhancement of the preservation and quality of heritage resources; Encouraging professional research and interpretation; and Increasing the social and economic impact of heritage organizations	CEDP Department of Tourism, Culture and Recreation P.O. Box 8700 St. John's, NL A1B 4J6 Fax (709) 729-0870
Workplace Skills Enhancement Program	Department of Industry Trade and Rural Development	SMEs in strategic sectors as defined by provincial, industry or regional economic development strategies. It also includes co-operatives, business networks or not-for-profit organizations on behalf of SMEs.	Either: a non-repayable contribution for skills development of existing relatively low-skilled employees up to 75% of eligible costs to an average of \$10,000 per employer; or a wage subsidy for new employees of up to 50% of gross wages to a maximum subside of \$20,000 for up to 52 weeks.	www.gov.nl.ca/intrd or call 1-800-563-2299
Regional/Sectoral Diversification Fund	Department of Industry Trade and Rural Development	non-commercial, not-for-profit organizations, including regional economic development boards, municipalities, industry/sector groups, educational institutions and any other community-based organization involved in economic development.	assistance of up to 25 per cent of total eligible project costs. Applicants should consider all potential funding sources. The availability of alternative sources of financing will be a factor in the assessment of applications.	www.gov.nl.ca/intrd or call 1-800-563-2299

* Additional funding reimbursement is available for registration and travel through the Gros Morne Institute for Sustainable Tourism and the Bonavista Institute for Cultural Tourism

Awareness and Accessibility

During interviews with business owners throughout the study process, it was evident that only a small number of employers were aware of available funding or subsidies for training or skill and knowledge development. Many appeared passive in their approach to funding, indicating, “if they knew of some funding that would help them, they’d avail of it.” Several individuals within supporting agencies indicated that perceptions of excessive “paper burden” or time-consuming application processes would be a turn-off to employers. It was also noted, that over the years some training programs and seminars or workshops have been offered free or been heavily subsidized and it was still difficult to get employers to attend or send their employees. This reinforces some of the issues and constraints that affect tourism employers’ engagement in training.

As with program content, there are funding options available to businesses and organizations. However, linkages between the providers or suppliers and the potential users appear to be missing.

INDUSTRY ENGAGEMENT

Historically, it has been a struggle for governments and supporting agencies to motivate tourism employers to invest in training, either for themselves or for their employees. Thus, an online review was undertaken to identify ideas for engaging employers in tourism training that could inform strategies relevant in Newfoundland and Labrador. This serves as a preliminary review of engagement methods. Given the findings from interviews with businesses in the tourism sector, both those who have taken training from external sources and those who have not, it was evident that time constraints and demonstrated alignment with the business goals needed to be addressed. Also, worthy of note is that those businesses that have not typically engaged in training with or from external organizations all do on-the-job or now, commonly referred to as workplace training. Therefore, the primary focus of the review was on workplace learning and identifying approaches that could be delivered on-site.

Based on the results of the review and interviews with business owners, a number of possible approaches to engagement were identified and presented to attendees of a conference session about the study at the Lookout! Tourism Summit 2010 Conference, hosted by HNL. Through a short questionnaire attendees were asked to identify how useful some of the possible engagement mechanisms would be and which they would be most likely to use should it be available. Feedback on these ideas are presented later in this section of the report. A copy of the questionnaire distributed is provided in Appendix E.

Clearly, the structure of the industry and the realities of the current labour market do pose challenges to employers. However, the existing and anticipated labour shortages are a new phenomenon in Newfoundland and Labrador, and many employers are so busy managing their businesses and trying to keep them operating they have little time or energy to explore training or improve skill development.

ONLINE REVIEW

For the most part, employer engagement is a global issue and many countries have used different models to support training by employers. Success has been varied and evidence is limited to assess the success of such programs. Additional investigation of promising approaches will be required. A bibliography of relevant articles and studies identified during review is presented in Appendix D and copies of these articles are also available in pdf format on the HNL website www.hnl.ca.

Some of the methods of engagement identified include:

- Mentoring
 - Peer Mentoring
 - Group Mentoring
- Skills brokerage services
- Recognition programs for businesses
- Training levies

Key findings from the review are presented below.

Skills Brokering & Other Employer Engagement Services

United Kingdom: Train to Gain Program, Learning Skills Council

This government program, instituted for the period November 2007 to 2011, is basically a skills brokerage service that was put in place with the goal of helping the workforce up-skill. The program was originally targeting to have 51% of its serviced businesses from small to medium sized enterprises (SMEs) or businesses, i.e. those having fewer than 50 employees. In fact, after year 1, it was found that 80% of the 52,000 employers availing of the program were SMEs; and focus was altered to larger firms. The program is jointly funded by government and employers.

The program also instituted “The Skills Pledge” and worked with employer organizations such as the Chamber of Commerce to promote it. Below is program description.

Excerpt: Train To Gain: A Plan For Growth November 2007 – July 2011, Page 3.

Train to Gain is a national skills service to support employers of all sizes and in all sectors to improve the skills of their employees as a route to improving their business performance. It is a commitment to jointly invest in training, by employers and Government. In return for that commitment, employers can expect that Train to Gain will give them access to:

- *Quality assured advice in identifying skills needs at all levels, from skills brokers and training providers with expertise in their area of business;*
- *Help to identify and source high quality training and qualifications to meet those skills needs;*
- *An expert who will pull together a skills solution package which may include government training subsidies, alongside the employer’s own financial contribution;*
- *For those making the Skills Pledge, follow up advice and support that is fully integrated within the Train to Gain Service;*
- *Access to advice on wider business needs, which will be enhanced from April 2009 with the transfer of skills brokerage to Business Link.*

Recognition Programs

Workplace Learning Case Studies

The Conference Board of Canada published a study in March 2009 which was conducted on behalf of the Canadian Council on Learning. This study, “*Highlights of Effective Workplace Learning Practices in Small and Medium-Sized Enterprises*”, presents one-page overviews of 65 workplace learning cases studies from around the world, including:

- England and Northern Ireland
- Australia
- Ireland
- Norway
- Scotland
- United States

A number of key take-aways from the study are relevant in the Newfoundland and Labrador context –

- workplace learning offered, regardless of the size and scope must be meaningful and relevant;
- it must be linked to business goals; and
- it must be results-oriented, focused on increasing performance and not the “amount” of training.

Many of the case studies point to the use of programs that recognize employers for their commitment to training. This is certainly not a new concept and there are numerous recognition programs that have been used over the years for various achievements – The CTHRC Employer of Choice Award, Best Places to Work programs sponsored by Atlantic Progress, emerit certification awards presentations to students recognizing their place of work. Recognizing businesses for their commitment to training is a marketing tool that can be used to both raise the profile of workplace training and identify leaders among business peers.

Mentoring

A number of articles and studies reviewed described business mentoring activities, offering definitions and some interesting uses of this method to enhance workplace learning.

Formal mentoring was defined as being usually sanctioned, supported and arranged by organizational supports, matching assisted process, educational preparation and methods to ensure success. This type of mentoring often has set parameters for the purpose of the exchange and how frequently and over what period of time the relationship lasts.¹ The Niagara Training and Adjustment Board have a check list, a self-assessment for mentors that could be useful in developing criteria for inclusion of mentors in any formal program.

Peer mentoring was defined as taking place between people who are more or less at the same level and has many features of self-help.

Group mentoring was described as involving groups of mentors and mentees who meet regularly.

Traditional mentoring was noted to involve face-to-face meetings, telephone calls and email in any combination. While **tele-mentoring** was described as using electronic delivery mechanisms – email, websites, electronic bulletin boards and/or chat rooms.

The Research Study on Business Mentoring Activities conducted in 2006, noted that mentors have two primary functions – i) to deliver information; and ii) to enhance career development. It was also noted by the authors that mentoring relationships are most successful when the two individuals select each other. Formal mentoring programs require coordinators who are generally responsible for:

- i) promoting the program to businesses and recruiting mentors from the corporate sector
- ii) screening mentors and mentees, training, matching, supporting and monitoring relationships;²

Corinne Wayschack noted in her article, *A Business Case for Formal Mentoring*, that formal mentoring was needed to open-up the entrepreneur to the process of seeking advice and help freely. This could represent an

¹ P. 14. An Employer Guide to Mentoring; Niagara Training and Adjustment Board.

² Pp 94-95. Research Study on Business Mentoring Activities – Phase 1: Literature Review and Inventory of Business Mentoring Activities; Affiliation of Multi-cultural Societies and Service Agencies of British Columbia (2006).

underlying impediment to employers engaging in skill development and heightens the importance of the matching process between mentor and mentee when dealing with business entrepreneurs.

In *Employer Investment in Workplace Learning in Canada*, Mark Goldenberg of Canadian Policy Research Networks noted two federal government-funded projects that were established under the 2004 Workplace Skills Initiative Projects of HRSDC

- i) **Steps for Success** – a project of the Newfoundland and Labrador Division of the Canadian Exporters Association. This is a mentoring program to build human resource capacity and essential skill development on human resource management capacity of SMEs in the manufacturing sector; and
- ii) **Workplace Skills Counselling Service**, developed by the Niagara Workforce Innovations Network of the Niagara College of Applied Arts and Technology. This service is aimed at improving productivity and quality and enhancing the skills and employability of the workforce.

It is worth noting here that HNL indicated that packaging and market readiness training projects that involved one-on-one mentoring and onsite visits were relatively more successful engaging businesses in training. One comment made about the program, though was that employers felt somewhat lost and “cut-off” at the end of the program. This points to the current need for on-going support to nurture and support the new learning and its implementation.

Training Levies

The paper, *The Role of Employers in Sectoral Skills Development: International Approaches* reviews four sectoral approaches to engagement from the UK, New Zealand, South Africa, Hong Kong, Singapore, the Netherlands and the USA. These include:

- Employer-involved (either through voluntary participation via consultation or statutory participation in financing and consultation;
- Employer-modeled – using best practice models of skill development as a means to shape training practice within the sector;
- Employer-owned – where employers fund initiatives that are tied to skills and needs identified by employers’ association and representative groups; and
- Employer-driven – either using public vocational educational training system determined by employer-demand or private partnerships bringing employers together in order to identify and invest in training (p.6)

Statutory levies, as used in South Africa basically require employers to pay a monthly tax, 70% of which can be reclaimed by employers through engagement in certain required skills development activities. Andrew Smith and Stephen Billett’s paper, *Enhancing Employer Expenditure in Training*, also speaks to the use of compelled contributions or levies as a means to engage employers in training in Australia. They state that efforts to compel enterprises to make contributions to the costs and provision of training have largely been unsuccessful and appear to erode existing enterprise commitment to and sponsorship of vocational education. (p1)

STAKEHOLDER REACTION TO POSSIBLE METHODS OF ENGAGEMENT

During the interviews, the idea of access to an inventory of industry experts was presented and received much interest from business owners, even those who had not done any external training or sent employees on any type of training. This and a number of other ideas were presented at the Lookout! Tourism Summit 2010. These included:

- On-site mentoring of employees by industry trainers
- Access to industry experts (via telephone or online) to answer questions or to consult on issues of interest
- Having industry experts visit your business to provide suggestions for improvement and/or skill development
- “Mystery customer” visits followed by an evaluation of the customer service provided
- Access to national standards for occupations for which you hire employees
- One-stop-shop (either physical or electronic) to access information on tourism-related research, training, advice, and funding sources

Not unexpected, all business attendees felt that all of the services would be useful. Those deemed most useful and services they would actually be likely to use included:

- access to industry experts,
- having experts visit their business;
- having mystery customer visits; and
- having one place to access tourism information.

Attendees from other non-business organizations that are involved in some aspect of service delivery to the tourism sector, agreed with this, except for the mystery customer visits, which for many was not relevant given the nature of their organization.

There was also support for the idea of developing and recognizing tourism business leaders in the province.

It should be noted that attendees to this conference are likely part of the segment of business owners and organization management that already see value in training. Their interest in such approaches is a positive indicator of demand for these types of services. Also, the interest of business owners who had not used outside organizations as trainers, relying solely on on-the-job or workplace training is an encouraging sign that access to such services would help businesses advance skill and knowledge development. However, simply developing or offering such services will not in and of themselves engage employers. Awareness and promotion of services will be needed as well.

CONCLUSIONS

- **Challenges to engaging tourism business owners and their employees in training will remain, but in order to move forward with skill development in the sector, they must be addressed and considered when developing go-forward strategies and actions. Challenges which must not be discounted include:**
 - Many don't feel they are in the tourism business or see the role they play in the delivery of visitor experiences;
 - Many don't feel there is a need for training as the jobs are "basic", and at the entry-level;
 - Some business operators are happy with the status quo and growing their business and their people are not priorities;
 - The degree of technology use, operationally and as a means of marketing, is limited and this also limits the potential effectiveness of solutions and actions that are dependent upon technology;
 - Many businesses do not perceive any value in training, failing to see any financial benefit, especially for occupations with high rates of turn-over.

- **There is a need to develop more positive attitudes toward training and skill development among businesses in the tourism sector. This is currently one of the greatest impediments to the skill development of those in the sector. Increased communication & awareness building are needed.**
 - Awareness of programs available to both develop skills and to subsidize activities is very limited among businesses in the tourism sector.
 - There is an appetite for training or skill development among a group of businesses. There are 3 main categories of which the first two should be targets for skill and knowledge development initiatives, these include:
 - Businesses owners who value training and have taken training in the past
 - Business owners who value training, but are either unaware of what is available or perceive what is available to be irrelevant to their needs, offering no value to their businesses; and
 - Business owners who have little interest in training and are satisfied with the status quo.
 - Given employee shortages and high turnover rates, training efforts should be focused on employers or owner/managers
 - Terminology used to communicate with employers should be examined. The concept of formal training and professionalism pose a disconnect with many employers in the sector. Many businesses, especially in the hospitality sector, see the occupations as entry-level, requiring minimal, very basic skills and therefore limited training. Some fear that offering training will mean a need to increase wages in a low-margin, business and thus do not want to set up the expectation. The fact of the matter is, employers do train, but it is generally on-the-job over a period as short as 1-2 days to periods of several weeks depending upon the position. For many employers the training is done by themselves or a supervisor.

- Nuances in language are extremely important for communications messaging:
 - Cost versus investment
 - Training versus skill development
 - Enhancement versus improvement versus continuous improvement
 - Visitor versus tourist

- **Great work has been done within the province and nationally to develop content to develop many of the skills required. There are many programs, seminars and courses that address the skills requirements identified, with perhaps one exception – the awareness of the culture and heritage of a community, a local area, a region and the province.**

- Content of programs must:
 - Be adaptable and flexible to a specific business and not simply to an industry such as accommodations as there are great operational differences between small accommodation operators and mid-sized and larger motels/hotels.
 - Be offered at progressive levels of skill and knowledge development – basic or introductory; intermediate and advanced.

- The diversity of backgrounds among tourism industry business operators and their employees necessitates customizing the content to the adult learner and appropriate learning styles
 - different levels of education & literacy
 - amount of travel outside the province (exposure to other methods and levels of service,

- Training must be deemed relevant to the individual considering the training and individuals must be aware of its availability.

- There is great diversity among businesses owners and managers in terms of comfort and desire for “training”. For many, small steps are needed in skill development. Extra focus is needed on identifying and delivery of the basics of the key skill areas identified in this study - marketing, customer service and interpersonal skills.

- **Delivery of skill and knowledge development should be a focus of training providers.**

- Delivery methods need to be:
 - Creative and innovative
 - Customized to the individual operator
 - Relevant – aligned with specific needs
 - Personal and supportive

- Mentoring and on-site workplace learning will be necessary to engage those employers who recognize they need to do training, but who are unable or unwilling to provide more than the basics.

- Technology or e-learning as the primary vehicle for delivery of skill development should be considered a longer-term solution. There must be a short to medium term plan for skill development to address the delivery of our tourism promise over the next 10-15 years as available broadband infrastructure and technology up-take among many business operators is limited.

➤ **The need for innovation crosses all stakeholder groups.**

- Mandates of various organizations and programs limit organizations' flexibility for "thinking outside the box" and finding creative ways to develop the skills and knowledge of workers. Solutions may cross the mandate of multiple organizations effectively limiting actions that can be taken.
- There is a need for leadership in developing partnerships at local and regional levels, not just among business operators, but among all those who directly contribute to the visitor experience in an area (e.g. museums; parks and rest stops; gift shops, restaurants, camp grounds, B&Bs etc.)
- There is a need to more clearly define the key elements of the visitor experience that will enable the industry to deliver on its brand promise. Once this is better articulated, the role of all tourism stakeholders in its deliver should be communicated.

Many of the building blocks are in place, the building simply has to be renovated, updated. However without a strong emphasis on communication, raising the prestige of training, motivating employers to consider their role in the visitor/customer experience there will be limited change in behaviour – the committed will remain committed and the remainder will continue with the status quo. Training needs to be "talked" up and not just by medium to larger organizations as the small operator will not see the relevance and will discount it. Aligning the results with business goals to demonstrate benefits in a concrete way to businesses attitude change toward training will take even longer.

RECOMMENDATIONS:

How can we attack the barriers and make skill development progress?

Based on the findings from this study there are several broad areas of recommendations:

- **A focus on delivery methods that are based on-the-job site**
- **Customizing content to be more relevant and adaptable to real business situations**
- **A need for leadership among all stakeholders; and**
- **A need for improved and increased communication and image building**

Specific items are noted below. Given that some of the recommendations relate to multiple categories, recommendations are presented here as a list.

1. Leadership from businesses who currently adopt a skill-development culture is needed. These businesses can demonstrate training relevance to business and how it affects business (revenues; margins; turnover rates etc). This would add credibility to messaging.
2. The concept of a one-stop-shop has merit. The concept will require further refinement, but the primary role of this “shop” (electronic or otherwise) will be to take a leadership role among those in the tourism sector. The primary purpose of the “shop” should be one of facilitation and enabler, fostering relationships and providing direction to appropriate businesses and organizations or other stakeholders to enable skill and knowledge development among businesses and organizations contributing to the visitor experience. Some components that should be considered include:
 - a. Development of an experts inventory
 - b. Use of and access to on-site mentors
 - c. Use of mystery shopping/visits
 - d. Development and fostering of on-going mentoring relationships
 - e. Coordinating and communicating information on programs or training or tools available to incentives and possible contacts, to identifying possible partners for various initiatives.The focus of this group must be the enhancement and further development of the workforce in the tourism sector. Given HNL’s current mandate, this would seem to be a natural fit for this organization.
3. Trainers must become more innovative in the way skills and knowledge are developed and in how to better integrate students in programs with employers (businesses and organizations).
 - a. in school curriculum
 - b. work/coop partnerships
 - c. Increase degree of customization (at the business level, not just sector level)
 - d. develop more on-site delivery of skill development for owners/supervisors/specific employees
 - e. mentoring by experts
4. Dedicated effort is needed to build upon coordination and partnerships among industry support agencies (governments, HNL, training institutions and trainers, DMOs, various industry associations – B&B Association, Outfitters Association, Restaurant Association etc; historians, museum associations, Newfoundland and Labrador Liquour Corporation.

5. Business owner networks (online and in-person) should be created to foster communications and enable the sharing of customer service, marketing and human resource experiences.
6. All tourism stakeholders – trainers, government, employers and employees must become more proactive, take initiative, communicate and motivate. Champions and cheerleader must be assisted and encouraged to get the message out.
7. The primary focus of efforts and resources should be devoted to developing innovative, non-traditional and hybrid methods of training delivery and customizing content for on-site delivery.
8. Trainers should revisit content of existing programs for relevance to those to be trained.
9. Skill development should occur to the greatest extent possible at the work-site; on-the-job
10. Priority should be given to the largest employing sectors – those in the food and beverage and accommodations industries, with emphasis on small operators in the accommodations industry.
11. Any skill and/or knowledge development should be measured against established key criteria to maximize the degree of employer engagement.
12. Create a staff position, within an existing organization whose primary responsibility is to foster regional and cross-organization partnerships.
13. Change the way we talk about and communicate training...business improvement or employee development or lifelong learning for example and distinguish between terms such as visitor and tourist. Tourists imply out-of-province individuals who have come to the province for leisure purposes, yet for many using tourists in communication causes employers to discount it as they do not perceive themselves to be “in tourism”; they fail to see their role in the visitor experience.
14. Develop a set of metrics to measure performance in advancing skill development. Set benchmarks and conduct on-going evaluation to assess outcomes and to determine elements which can be controlled and improved. Some examples include:
 - a. # of business operators participating in various learning activities
 - b. # of businesses that undertake learning activities
 - c. # of first time participants in learning activities
 - d. # of partnerships developed to deliver or develop skills/knowledge programs, initiatives
15. The Professional Development Committee should have a brainstorming session to
 - a. identify potential new ways of delivery;
 - b. identify partnerships that make sense from a learning perspective, using the needed skill areas identified and incorporating all those in a community that contribute to the visitor experience.
 - c. explore opportunities to incorporate more student internships and work-term placements as part of training programs.

16. As part of awareness building and opening dialogue, a communication campaign targeted at the food and beverage industry, in cooperation with the restaurant association and other service providers, informing business owners and employers about the national occupational standards for various occupations should be considered. This could include an initiative to send the standards to businesses or organizations and/or provide the online address to download a form (online or mail back) if they are interested in receiving the standards. Also, a communications piece could be developed to highlight the need for customer service training as identified through this study which would also serve to educate operators about available customer service related programs.
17. Partner with trainers/curriculum developers, TCR, municipalities, regional DMOs to compile a source list or a workshop on “being a tourist in your town” that employees and owners could use to discover “what there is to do in the region”/province for various visitor types. As this will constantly change, it may be important to have a point of information access that consolidates relevant information in a user-friendly way that can be easily accessed and updated quickly and regularly.
18. There is a need for increased communication with private and public stakeholders that play a role in the delivery of the visitor experience.

To grow and adapt to changing markets and trends tourism stakeholders need to evolve the skill sets of employers and employees. To remain relevant to visitors the tourism product must be delivered in the “best” manner possible. While there are debates about what defines best the challenge is for all stakeholders to take action, to explore how do better deliver the visitor experience in our businesses, museums, towns and regions. However, realities of business and organizational operations must be considered as strategies are developed. Demand for skill development must be created while suppliers of training push more customized content using more supportive and one-on-one delivery methods. Leadership is needed.

APPENDIX A: LIST OF TOURISM STAKEHOLDERS CONSULTED

1.0 HNL Board of Directors – Focus Group December 3rd

- Bruce Sparkes – Clayton Inns
- John Dicks – Steele Hotels
- Derrick Aylward – Restaurant Association of Newfoundland & Labrador/*The Guv'nor Inn*
- Danny Benoit, Bed & Breakfast Association of Newfoundland and Labrador/*Banberry House Bed & Breakfast*
- Todd Wight – Hotel/Motel Association of Newfoundland and Labrador/*Ocean View Hotel*
- Jill Curran – Lighthouse Picnics
- Kory Turpin – The Beachhouse and the Atlantica
- Darlene Thomas – Seaside Suites
- Rex Avery - *Albatross Hotel*

2.0. HNL Staff – Focus Group December 15th

- Carol-Ann Gilliard - CEO
- Juanita Ford – Manager of Programs & Projects
- Staff: Lynn Taylor, Karen So, Minerva King, Catherine Walsh, Megan Peckford, Lisa McDonald

3.0 Interviews to Identify Training Needs and Employer Engagement

3.1 Sector-specific Individuals

Recreation & Entertainment

- Kathy Hicks, Spirit of Newfoundland and Labrador
- Stan Cook Jr., Stan Cook Sea Kayaking

Food & Beverage

- Cathy Lomond, Hotel Port-aux-Basques
- Wade Gravelle, Westside Charlies
- Brian Abbott –Instructor -Chefs and Cooks, College of the North Atlantic

Accommodations

- John Dicks – Steele Hotels*
- John Fisher – Fisher's Loft

* *HNL Board Member*

Transportation/Travel

- Scott Parsons - Parsons & Sons
- Pam Vokey - Carlson Wagonlit
- Maria Matthews – Vision Atlantic

3.2.Destination Marketing Organizations

- Shannon Pinsent – Executive Director - Central DMO /Adventure Central
- Corey Foster - Board member – Central DMO/Adventure Central
- Keith Healy – CEO - Destination St. John's

3.3 Professional Development Committee Members

Businesses

- Darlene Thomas – Seaside Suites*
- Helena Lawlor – Hillview Terrace Suites

* *HNL Board Member*

Training Organizations

- Dr. Edward Addo – Grenfell College-Memorial University of Newfoundland**
- Brent Howell – College of the North Atlantic**

** *Professional Development Committee Members*

Government

- Juanita Keel-Ryan – Government of Newfoundland & Labrador: Department Tourism, Culture & Recreation (Product Development)
- Linette Moores – Government of Newfoundland & Labrador: Department Tourism, Culture & Recreation (Visitor Services Program Planner)
- Peter Bull, Todd Kent, Jackie Harnum, & Chris Tuck - Regional Tourism Staff - Government of Newfoundland & Labrador: Department Tourism, Culture & Recreation
- Gerard Dominic – Government of Newfoundland & Labrador: Department of Human Resources Labour & Employment

3.4 Other Tourism Stakeholders

- Jonathan Foster – Gros Morne Institute for Sustainable Tourism**
- Michele Brown – Random North Development Association**
- Jason Higgins – INTRD (referral from Gerard Dominic)

*** Professional Development Committee Members*

Canadian Tourism Human Resources Council (CTHRC)

- Jennifer Hendry – Director of Research
- Eva Schausberger – Foreign Credentials Recognition
- Jennifer MacDonald – Director of Products and Services

Department of Tourism, Culture & Recreation (in addition to committee members)

- Carmela Murphy, Director of Marketing
- Andrea Peddle, Advertising Manager

4.0 Interviews with Businesses to Identify Factors Affecting Engagement

Seventeen interviews were conducted during January/February with individuals from a list of tourism businesses provided by HNL. Below is a summary of the individuals interviewed and their businesses.

1. John Anstey - Anchor Inn Motel
2. Cheryl Gardner - Bay of Islands Bistro
3. Brian Avery - Bights and Sounds Vacation Homes
4. Karen Mills - Comfort Inn
5. Cindy Holden - Compton House
6. Gerald Smith (past owner – retired) - Dildo Island Tours
7. Vivian Eddy - Funland Resort
8. Maxine Anstey - Jennifer's
9. Chris Sheppard - Kildare Creative Cuisine
10. Roger Jamieson - Kilmory Resort
11. Sandra Walsh - Lush's Cottage and B&B
12. Todd Wight - Ocean View Hotel
13. Paul Rose - Red Indian Adventures
14. Scott Parsons - Parson's and Sons Transportation
15. Ian White - Trinity Mercantile
16. Kay Hicks - Two Seasons Inn
17. Frederic Fenton - Labrador Inn

APPENDIX B: DISCUSSION AND INTERVIEW GUIDES

Emailed Questions

1. What kind/type of skills or knowledge, if any, are missing right now in the tourism industry? Please think about a) various sectors of the industry such as Food and Beverage, Recreation and Entertainment, Accommodations, Transportation and Travel; and b) different occupation levels such as front-line, supervisory, managers and owners.
2. What kind/type of skills or knowledge are going to be needed 10 years from now?
3. What training needs are resulting from developing trends in the tourism industry such as mature workers, foreign workers and technology?
4. **For Those Residing Outside St. John's only:** In your opinion, are the needs of your region different in any way from larger centers such as St. John's?
5. What is needed to help workers, managers and owners grow tourism in your area?
- 6a. How likely are operators and/or their staff to participate in the following:
 - i) Seminars
 - ii) Workshops
 - iii) One-on-One learning sessions
 - iv) E-learning (learning through the internet)
 - v) Mentoring in the workplace
- 6b. In your opinion, how useful are government incentives in getting employers involved in training (skill development/knowledge) for themselves or their employees? Why do you say that?



**Hospitality Newfoundland and Labrador
Interview Guide – Training Needs & Industry Engagement
- Provincial Government/Tourism Organizations -**

Scripted Preamble:

HNL has hired Bristol Omnifacts to conduct a training needs assessment and industry engagement review. As part of this process, we want to get the views of the Department of TCR, in terms of a) training, skill or professional development that is needed in the industry in order to meet the “Uncommon Potential” Vision; and b) to discuss past experiences and identify any best practices or innovations in getting businesses in the industry engaged in training or skill development.

1. Introduction – Overview of TCR strategy as it relates to HR development (~5 minutes)

- Based on the 2020 Vision, can you identify key activities that TCR is currently doing (as it relates to product development/marketing) that help advance the strategy?
- Are there others that are anticipated within the next 2-3 years?
- Are there any longer-term activities planned for the medium to long-term?

2. Needs Identification (~10 minutes)

- In your view, what is needed by
 - **front-line workers?**
 - **supervisors?**
 - **Owner/operators?**
 - What **about non-profit/government organizations/infrastructure providers** (VIC's; DMO's)
- Do any training needs exist given the **labour shortages**/current and projected?
 - for mature workers
 - for new Canadians
 - temporary foreign workers
- What about needs related to dealing with **global trends** (tourism-specific/environmental);
 - **Technology**
 - **Experience travel**
 - **Individualism**
 - **Environmentalism/sustainability**
- Are there certain sectors in the industry that are in more need than others? If so, which ones?
- What do you feel need to be the **short-term priorities (sectors/topics)**? Why do you say that?
- **Mid to longer-term?** Why do you say that?

3. Engagement – Experiences & Innovations (~10 minutes)

- What have been your experiences in getting industry to engage in activities/training/seminars etc?
- What has/does work well?
- What methods of delivery have been used? Did any meet with more success? To what do you attribute this?
- Have there been any interesting occurrences where you experienced success getting people engaged?
- What degree of engagement is expected?
 - Have people responded?
 - What has worked/not worked?

4. Government Programs/Incentives – Current and Proposed/in development (~10 minutes)

- What TCR or other government initiatives are underway related to training in the tourism industry – for
 - a) front-line
 - b) supervisory
 - c) owner/operator
- Are there any existing partnerships between HRLE; TCR; Educational Institutions to address the future labour needs of the industry?

5. Concerns and Issues (~5 minutes)

- What concerns do you have in terms of ability of the industry to develop in terms of HR training? At all levels – front-line/supervisory/owner/operator?
- Are there any impediments? If so, what are they?
- What are the opportunities? What will it take to make it happen?

6. General Comments (~5 minutes)

- Is there anything else you would like to add?

Thank participant.

**Hospitality Newfoundland and Labrador
Discussion Guide – Training Needs & Industry Engagement
Focus Group – Board of Directors**

1.0 Introduction (~5-10 minutes)

1. Provide a brief overview of the session. Including purpose, session length (about an hour to ninety minutes, cell phone use, etc.), and requirements of participants – i.e. feedback on:
 - a. training, skill or professional development that is needed in the industry in order to meet the Provincial “Uncommon Potential” Vision and future labour requirements; and
 - b. to discuss past experiences and identify any best practices or innovations to get businesses in the industry engaged in training or skill development.
2. Self-introductions by Board Members including length of time in business/current position, type and size of business, location. Encourage participants to relax and speak what is on his/her mind.
3. Present excerpts from the Uncommon Potential Vision Document

2. Needs Identification (~ 20-30 minutes)

- In your view, what is needed by
 - **front-line workers?**
 - **supervisors?**
 - **Owner/operators?**
- Are any levels or skill areas more of a training priority than others? IF SO, Why do you say that? What are you basing this on?
- Do any training needs currently exist or are any likely to exist given current and projected **labour shortages** and the move to looking for alternate labour pools?
 - for mature workers
 - for new Canadians
 - aboriginal persons
 - temporary foreign workers
- What about needs related to dealing with **global trends** (tourism-specific/environmental);
 - **Technology**
 - **Experience travel**
 - **Individualism**
 - **Environmentalism/sustainability**

- Are there certain **sectors** in the industry that are in more need than others? If so, which ones?
- What do you feel need to be the **short-term priorities (sectors/topics)**? Why do you say that?
- **Mid to longer-term**? Why do you say that?

3. Engagement – Experiences & Innovations (~15-20 minutes)

- Have any of you sent staff or undertaken any form of training yourself that has been delivered by someone or an organization outside of your businesses?
- IF YES, What have been your experiences? [PROBE ON..ease of doing, usefulness, any difficulties or challenges encountered – positives/negatives]
- What methods of delivery have been used? Did any meet with more success? To what do you attribute this?
- IF NO, Why haven't you availed of training?
- Have there been any interesting approaches to learning or programs that you have found useful, either for you as a business person, or for your staff?
- IF YES, What made them better than other methods/programs?
- If there are training needs identified, how can we get businesses and employees engaged and excited?

4. Methods of Encouraging Training - Incentives (~10 minutes)

- Are you aware of any incentive programs that are in place that target businesses to train staff or operators? What are they?
- Have any of you ever participated in such programs?
- IF YES, What has been your experience?
- How effective are incentives for businesses in getting training conducted? Why do you say that?
- What is needed to get businesses/industry organizations involved?
- What are the opportunities? What will it take to make it happen?

5. General Comments (~5 minutes)

- Is there anything else you would like to add in terms of training needs for the tourism industry or what can be done to get more businesses/operators involved?

Thank participants



**Hospitality Newfoundland and Labrador
Interview Guide – Training Needs & Industry Engagement
Tourism Businesses**

Scripted Preamble:

HNL has hired Bristol Omnifacts to conduct a training needs assessment and industry engagement review across the province. As part of this process, we want to get the views of business owners who operate in various sub-sectors within the industry such as Accommodations, Food and Beverage, Recreation and Entertainment, and Transportation and Travel. We would like to get your views on current and future training needs as they relate to your type of business.

Degree of Attachment to the Tourism Sector

- 1a. To what degree do you consider yourself in the tourism sector?
- 1b. What percentage of your revenue would you estimate comes from tourists from outside Newfoundland and Labrador?
- 1c. And what percentage would you estimate comes from Newfoundlanders and Labradorians who live outside your local area?

Needs Identification

- 2a. Do you foresee or currently see any skills or knowledge under-developed or missing by employees in the tourism industry?
- 2b. **IF YES:** At what level of employee should the focus be on? **Probe:** Is this for front-line workers or supervisors / managers?
- 2c. And what training is or will be needed by employees to help your sector grow?
- 2d. What skills / knowledge do you feel would help you, personally as a business owner in the tourism industry grow your business?

Training Experience

- 3a. Have you ever paid for, or sent employees for training?
- 3b. Why or why not?
- 3c. **If No to 3a:** What would it take for you to invest in some sort of training for your employees?

- 4a. Do you expect to have to provide more, less, or the same amount of training for your employees in the future?
- 4b. **If more or the same:** What is going to be required?
- 4c. How will you manage this?
- 5a. Have you personally ever attended seminars or workshops related to topics targeted towards owners?
- 5b. **If Yes:** What topics were covered?
- 5c. **If Yes:** Who sponsored them?
- 5d. Are there any topics related to tourism that would be of interest to you?
- 5e. **If Yes:** What would they be?

Training Incentives

- 6a. Are you aware of any programs that you could avail of to assist in training requirements for your business?
- 6b. What are they?
- 6c. Would you avail of government programs to train your employees? Why or why not?

Forms of Training

- 7. If you were to enroll some of your employees in training, what type of format, times of day or methods of delivery would be most appropriate for you in your type of business?

APPENDIX C: INVENTORY OF TRAINING PROGRAMS



Training Inventory Database

Organization	Location	Program Title	Overview	Duration	Skill Level	Type	Delivery Method
Hospitality Newfoundland and Labrador	St. John's	SuperHost Atlantic	Customer Service and Tourism Awareness Training Program	1 day	Cross skill level	Upgrading/refresher courses	Seminar/workshop
Hospitality Newfoundland and Labrador	St. John's	Sales Powered by Service	Seminar designed to teach people how to be an effective salesperson	1 day	Front Line/Entry Level	Tourism knowledge specialty courses	Seminar/workshop
Hospitality Newfoundland and Labrador	St. John's	It's Good Business	The goal is to plan and implement ways of reducing alcohol-related risks while maintaining or enhancing profits	Varied	Cross skill level	Tourism knowledge specialty courses	Cross delivery methods
Hospitality Newfoundland and Labrador	St. John's	Food and Beverage Server Workshop	Provides an overview of the knowledge and skills required by food and beverage servers	Half day	Cross skill level	Tourism knowledge specialty courses	Seminar/workshop
Hospitality Newfoundland and Labrador	St. John's	Train the Workplace Trainer	This two-day workshop will develop training skills and knowledge of on-the-job skills training and leave you feeling confident about training your staff	2 days	Cross skill level	Tourism knowledge specialty courses	Seminar/workshop
Hospitality Newfoundland and Labrador	St. John's	Occupational Specific Workshops	These workshops provide an overview of the knowledge, skills and attitudes required by people working in the tourism industry and are job specific	Varied	Cross skill level	Tourism knowledge specialty courses	Seminar/workshop

Hospitality Newfoundland and Labrador	St. John's	On-line Training Tools	emerit online training courses available for a wide range of occupations including: Bartender, Event Co-coordinator, Event Manager, Food and Beverage Manager, Food and Beverage Server, Front Desk Agent, Heritage Interpreter, Housekeeping Room Attendant, Reservation Sales Agent, Sales Manager, Supervisor, Tourism Essentials, Tourism/Visitor Information Counselor	Varied	Cross skill level	Tourism knowledge specialty courses	E-learning
Hospitality Newfoundland and Labrador	St. John's	Workbooks	emerit workbooks are available for a wide range of courses including (but not limited to) those for which online training courses are offered	N/A	Cross skill level	Tourism knowledge specialty courses	Individual
Hospitality Newfoundland and Labrador	St. John's	Professional Certification	Hospitality Newfoundland and Labrador is the official supplier of emerit products and services.	Varied	Cross skill level	Tourism knowledge specialty courses	Individual
Hospitality Newfoundland and Labrador	St. John's	Ready-to-Work	National skills development program designed to assist people with transitions in the workforce.	Varied	Cross skill level	Tourism knowledge specialty courses	Cross delivery methods
Hospitality Newfoundland and Labrador	St. John's	emerit HR Tool-kit	The HR Tool Kit is a comprehensive resource for businesses daily and strategic HR needs	N/A	Owner/Operator Level	Business management	Individual
Hospitality Newfoundland and Labrador	St. John's	emerit Business Builders	Includes practical, straightforward tourism business management information, tools, resources and templates	N/A	Owner/Operator Level	Business management	Individual
Hospitality Newfoundland and Labrador	St. John's	Return on Training Investment Tool	Designed to measure the return on investment tourism employers receive from training employees	N/A	Owner/Operator Level	Business management	Individual
College of the North Atlantic	Corner Brook	Adventure Tourism - Outdoor Recreation	A comprehensive training program designed to prepare individuals for challenging careers in the fastest growing sector of the tourism industry	2 years - Diploma	Cross skill level	Tourism knowledge specialty courses	Classroom

College of the North Atlantic	Bay St George/St. John's	Hospitality Tourism Management	This program prepares students for careers in tourism by focusing on the skills, competencies, and attitudes necessary to meet the needs of this industry.	2 years - Diploma	Cross skill level	Tourism knowledge specialty courses	Classroom
College of the North Atlantic	St. Anthony	Hunter/Fisher Guide Training	Students in the program will learn survival skills, camp operations, hunting skills, and fishing skills. They will learn to apply these skills as a guide for outfitters.	20 weeks	Cross skill level	Tourism knowledge specialty courses	Cross delivery methods
College of the North Atlantic	St. John's	Nutrition and Food Service Management	Theoretical and practical training in food preparation, nutrition, foodservice operations, supervision, accounting, purchasing procedures as well as first aid and sanitation.	2 years - Diploma	Cross skill level	Tourism knowledge specialty courses	Cross delivery methods
College of the North Atlantic	Bay St. Georges	Baker	Provides practical training with supporting theory to enable the successful students to find and maintain employment as a baker's helper or to become bakers	1 year - Certificate	Front Line/Entry Level	Tourism knowledge specialty courses	Classroom
College of the North Atlantic	Burin, Seal Cove/Bay St. Georges, St. John's, Burin, Seal Cove	Cook	This program is designed to qualify persons for employment as Junior cooks in the Food Industry.	1 year - Certificate	Front Line/Entry Level	Tourism knowledge specialty courses	Classroom
Bonavista Institute for Cultural Tourism (College of the North Atlantic)	Bonavista	Building Place	Designed to help tourism businesses and operators make their destinations become creative cultural destinations.	3 days	Cross skill level	Business management	Seminar/workshop
Bonavista Institute for Cultural Tourism (College of the North Atlantic)	Trinity Bight	Profitable Partnerships	Program designed to assist business operators to identify partners and build successful and profitable partnerships.	3 days	Owner/Operator Level	Business management	Classroom
Bonavista Institute for Cultural Tourism (College of the North Atlantic)	Bonavista	Culinary Tourism and the Arts	Explores the latest trends in culinary tourism, combining local foods, wine, history, storytelling, language and the arts to create magical experiences.	3 days	Cross skill level	Business management	Classroom

Keyin Technical College	St. John's	Travel and Tourism Program	Trains students in the many facets of the industry The program provides exposure to many aspects of the industry including travel counseling, airlines, reservations, hotels, sales, and marketing.	4 months	Cross skill level	Vocational	Classroom
Keyin Technical College	Gander	Hospitality Management	Provides students with the leadership skills necessary to eventually become a manager, supervisor or successful entrepreneur in the dynamic industry of hospitality and tourism.	88 weeks	Management Level	Vocational	Classroom
Keyin Technical College	Marystown	Sales and Service Associate	Provides "First Class" Customer Service Training not only to meet but also exceed the ever-changing demands of industry and ultimately satisfying the needs of the customer.	8 weeks	Front Line/Entry Level	Vocational	Classroom
Academy Canada	St. John's / Corner Brook	Hospitality and Resorts Operations	The program provides exposure to all aspects of the industry including world cultures, wines and cuisines, restaurant and food service management, special events planning, etc .	4 Semesters plus 4 week work-term	Cross skill level	Vocational	Classroom
Academy Canada	St. John's / Corner Brook	Travel, Tourism and Hospitality	Prepares students to work in various sectors of the travel, tourism and hospitality industry. Students prepare to become professional travel counselors while being exposed to tourist activities and opportunities in the tourism and hospitality industry.	5 Semesters plus 4 week work term	Cross skill level	Vocational	Classroom
Academy Canada	St. John's / Corner Brook	Faculty of Culinary Arts: Baker	The program consists of lectures and demonstrations combined with practical experience in an operational kitchen.	35 weeks plus 2 week work term	Front Line/Entry Level	Apprenticeship programs	Classroom

Academy Canada	St. John's / Corner Brook	Faculty of Culinary Arts: Cook	The Cook program is a provincial apprenticeship training program that will put students on the right path to becoming a Journey person.	35 weeks plus 2 week work term	Front Line/Entry Level	Apprenticeship programs	Classroom
Gros Morne Institute for Sustainable Tourism	Rocky Harbour	Edge of the Wedge Experiential Travel	This program is jam packed with leading edge tools to help you learn new ways to market and expand your tourism business with partnerships and niche market experiences.	3 days	Owner/Operator Level	Business management	Seminar/workshop
Gros Morne Institute for Sustainable Tourism	Rocky Harbour	Beacons of Effective Sustainable Tourism	Program will guide tourism business owners and managers through a series of checklists and resources as they build their own sustainability action plan.	2 days	Owner/Operator Level	Business management	Seminar/workshop
Corona College	Grand Falls Windsor	Hospitality, Tourism and Travel Services	Graduates will be trained with the necessary skills to provide high quality service, promote and coordinate the various types of travel, cuisine, accommodations, itineraries, information and other aspects of tours.	66 weeks	Cross skill level	Vocational	Classroom
Corona College	Grand Falls Windsor	Guide Training	Students will study the Basic Skills of guiding for professionalism, including environment and legal aspects of the industry, communication skills and client relations.	14 weeks plus 6 Weeks Practicum	Front Line/Entry Level	Vocational	Classroom
Sir Wilfred Grenfell College	Corner Brook	Bachelor of Arts (Tourism Studies)	Graduates will understand the global issues related to tourism and possess the skills and knowledge needed to help shape the local tourism industry.	4 year degree	Cross skill level	Vocational	Classroom
Sir Wilfred Grenfell College	Corner Brook	Advanced Diploma in Tourism Studies	Designed for individuals already possessing a post-secondary diploma or degree in any relevant field who wish to acquire the knowledge and skills required to work in today's tourism industries.	45 credit hours	Cross skill level	Vocational	Classroom

APPENDIX D: BIBLIOGRAPHY OF ARTICLES

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APPENDIX E: CONFERENCE DELEGATE QUESTIONNAIRE



2010 Lookout! Tourism Summit

First Name _____
 Type of Business _____
 Location of Business _____



Q1. Please indicate how useful each of the following would be to you in your business.

	Very useful	Somewhat useful	Not at all useful
a. On-site mentoring of employees by industry trainers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Access to industry experts (via telephone or online) to answer questions or to consult on issues of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Having industry experts visit your business to provide suggestions for improvement and/or skill development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. "Mystery customer" visits followed by an evaluation of the customer service provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Access to national standards for occupations for which you hire employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. One-stop-shop (either physical or electronic) to access information on tourism-related research, training, advice, and funding sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q2. Which, if any, of the above services would you be likely to use?

a. b. c. d. e. f. all none

Q3. What would encourage you to take advantage of or to access the services noted in Q1?

Q4. To what degree would you support a program for developing and recognizing tourism business leaders in the province?

Strongly support Somewhat oppose Neither support nor oppose
 Somewhat support Strongly oppose Don't Know

Does your business have...?

	Yes	No
Fax number	<input type="checkbox"/>	<input type="checkbox"/>
Toll-free reservation line	<input type="checkbox"/>	<input type="checkbox"/>
Listing in the Department of Tourism printed Travel Guide	<input type="checkbox"/>	<input type="checkbox"/>
Printed brochures	<input type="checkbox"/>	<input type="checkbox"/>
Website	<input type="checkbox"/>	<input type="checkbox"/>
Internet Access (at business)	<input type="checkbox"/>	<input type="checkbox"/>
Internet Access (owner, at home)	<input type="checkbox"/>	<input type="checkbox"/>
Twitter address	<input type="checkbox"/>	<input type="checkbox"/>
Facebook page	<input type="checkbox"/>	<input type="checkbox"/>
Electronic or digital brochures	<input type="checkbox"/>	<input type="checkbox"/>
Listing on the Department of Tourism Website	<input type="checkbox"/>	<input type="checkbox"/>