

UNIT 5: CAREERS IN TRAVEL & TOURISM

PASSPORT TO THE WORLD

Instructor Guide



OUTCOMES:

- Students will know about the variety of careers available in Travel & Tourism
- Students will be able to recognize their own career path preferences in terms of direct customer contact versus the operational side of the industry and in terms of working for a global business versus a small business

- ✦ Range of Jobs in Travel & Tourism [AW]
- ✦ Employment Opportunities [AW]
- ✦ Museum visit (8 activities) [AW]
- ✦ GTP Internship Manual [Available at www.gttp.org]

Because there are so many sectors and so many companies involved in the Travel & Tourism industry, there are a wide variety of

Number of Sessions: 3- 4

Activity Worksheets [AW] & Resources Guide [RG] Material for Unit 5:

- ✦ Travel & Tourism Positions Available [AW]
- ✦ Global Employee Questionnaire [AW]
- ✦ Summary of Global Employer Responses [AW]
- ✦ Entrepreneurial Questionnaire [AW]
- ✦ Job Research Interview Record Sheet [AW]
- ✦ Starwood Human Resources [AW]



career opportunities. The jobs range from simple to highly complex, and require differing abilities and qualifications.



Courtesy Lufthansa

The industry is labor intensive in sectors like accommodation and food, but is technology intensive in areas like providing information and making reservations.

The GTTP's business partners have provided their views on the kinds of attitudes and skills that are necessary for a successful entry into this industry. These have been summarized from the answers that senior executives and human resources administrators in multinational companies gave on the questionnaire entitled **Global Employee Questionnaire**. These companies represent the best global firms in the industry.

The students first need to understand the difference between a job where there is direct customer contact, and a job where there is not. Once this distinction is clearly understood, ask the class to individually fill in the **Global Employee Questionnaire**. You can then distribute the results of the questionnaires completed by business executives. This will give you as well as your students a sense of how their views compare to those of people actually employed in the industry and responsible for hiring employees.

The second questionnaire, **Entrepreneurial Questionnaire**, is designed to help students see whether they might prefer a career starting or working in a small business rather than in a global company. Even in a small business, a distinction can be made between jobs where customer contact is key and jobs where technical skills are key. This questionnaire oversimplifies the characteristics of a successful entrepreneur, but does so to help students think about whether they really are suited for such a career, or if they would prefer to work in a larger organization.

Neither questionnaire, in fact, is intended to be definitive; both are intended to stimulate students' thinking about the kind of person they are, whether they would fit in a global company or a small firm, and whether they would enjoy working more with external customers or with technology and internal "customers" (employees who need their services).

The third questionnaire—**Job Research Interview Record Sheet**—can be used by students when they interview people who actually work in the industry. Again the purpose is to facilitate students meeting people in



the industry and learning more about possible careers. Conducting the interviews will also help students develop poise in public situations.

When the students have completed their job research, their findings can be compiled and archived as a resource for other students interested in finding out more about careers in this field. Additionally, students can find job descriptions at the Canadian website, <http://cattcanada.ca/en/students/careers.aspx>. The Canadian site has information on what it is like to work in the industry.



Session 1: Jobs in Travel & Tourism

Before this session begins, assign homework for the students to be completed prior to the first session in Unit 5. Ask the students to review the advertisements shown on the handout, **Travel & Tourism Positions Available**. Each student should select one ad and write a letter of application applying for the job as if they had the necessary qualifications. To accompany the letter, the students should create a resume that they think would be appropriate for a person qualified to do the job in question. That is, students will create a resume of experience and education that would fit the “applicant.”

Suggested Questions for the Instructor:

At the start of the session divide the class into groups of 4 or 5 students and ask them to read each other’s letters of application and resumes.

As they read, they should note down key phrases and the kinds of education and experience they thought were necessary for the position. One student from each group can write down the group’s list on the board; the next group can add to this list.



At the end, there will be an outline of what the class thinks are important qualifications for various jobs.

Then ask the students to answer the questions on the **GTTP Global Employee Questionnaire**. This will likely take until the end of class and students should bring their completed questionnaires to the next session. While the students are doing this, record their list for use in the next session.



Session 2: Jobs in Travel & Tourism continued

At the start of this session, pass out the summary of responses that were made by executives in the industry so that students can compare

their answers to those of people actually employed and responsible for hiring entry level employees.

Suggested Questions for the Instructor:

- 1. WERE YOU SURPRISED** by the answers that the industry professionals made?
- 2. WHAT DO YOU THINK** are the differences between the attitudes and skills needed for a job involving customer contact and a job that focuses more on technology or operations? What are the similarities?



Next, students should review the **Job Research Interview Record Sheet** and see if there are questions that they want to ask in addition to the ones listed. They will need to find people to interview, and they will need to plan how to ask for an appointment, either by telephone or by letter.

OUTSIDE RESEARCH:

Hand out the **Starwood Human Resources Activity** material and divide the students into small groups. Ask each group to read the material at home, visit the Starwood website, and be prepared to discuss Starwood philosophy. Students should address the questions on the handout. Note that Starwood has very low turnover of its employees, reflecting the success of its human resources policies. The groups can meet during Session 3 to discuss their understanding of how Starwood operates.

In the "Global partner" section of the GTTP web site there is a video where a senior executive of Starwood Hotels and Resorts discusses working at Starwood. <http://www.gttp.org/listings/global-partners/starwood-hotels-resorts-worldwide-inc/>

Pass out the **Job Research Interview Record Sheets**. Students should interview people working in the Travel & Tourism Industry.



Sessions 3-4: Travel & Tourism Industry Careers

During these classes, students should present their interview findings.

Divide the class into the small groups you assigned for Starwood and ask them to prepare a list of the five most important things they think make employees satisfied working at one of the Starwood brands, starting with the number one element. A spokesperson for each group should present their findings and you can record the list on the board. Discuss any

similarities and differences in the lists and why these exist. The students should note factors aimed at helping employees develop their talents and a career (this is accomplished by joining evaluation with support in those areas where improvement is needed), excellent salaries, the ability to think and act creatively, access to training, a wide range of benefits (from health insurance to employee discounts) – all aspects that can make working in a large

global company very attractive. Some students may feel, though, that they would prefer to work in a much smaller, entrepreneurial environment, or to stay in their home country. They should note, however, that it is possible, at Starwood, to stay in one locale. Moving is not mandatory. An important point for students to discuss is Mr. Leprou's statement that he "hires for attitude and trains for skills."

This discussion can lead into a discussion of what the students learned in their interviews with Travel & Tourism professionals. Again, divide the students into groups and ask them to share their interview findings with each other. Then a group spokesperson can report the similarities and differences they found in the different kinds of jobs.

Again, the purpose of these exercises is to help students begin to think through the different ways in which they can have a career in this industry, and to begin to see how their own skills and interests might fit a particular area of the industry. By considering the factors that lead to employer and employee satisfaction, students will be in a better position to think what is important to them as

individuals. Subsequent study and/or work experiences will help them make a decision that is appropriate for them.

Role playing exercises can help students see whether they enjoy the kinds of challenges they might face working in this industry. By the end of this Introduction, students should have a better feel for which kinds of career paths are of most interest to them.

Internships/ Work Study

At this point in time, students who are interested in the industry should have an opportunity to spend some time at a local company. If possible, arrange for internships for your students. The GTTP Internship Manual will help you set up and manage internships.

GTTP International Certificate of Achievement:

Students who are interested in pursuing a career in Travel & Tourism, or who think they could become interested, are encouraged to work for GTTP Certification with respect to their general understanding of this global industry.

The GTTP Portfolio Assessment

This approach is carried out throughout the course of study of *Passport to the World: An Introduction to Travel & Tourism*. A successful portfolio demonstrates that a student understands the concepts and has developed the attitudes and skills that are part of the PASSPORT curriculum. Students who complete a successful portfolio are awarded the GTTP International Certificate of Achievement, which is endorsed by the World Travel & Tourism Council (WTTC) and the International Institute of Tourism (ITT) in the United Kingdom. If you are interested in having your students work towards this certificate, please contact the GTTP Director in your country for further information on how to establish portfolio style evaluations, and how to participate in the certification program.

