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TOURISM EDUCATION: ITS DEVELOPMENT AND  
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TOURISM EDUCATION: ITS DEVELOPMENT AND CURRENT  
STATUS WITH SPECIAL REFERENCE TO SELECTED  
SEGMENTS OF TOURISM-RELATED INDUSTRIES  
IN MICHIGAN

By

Robert Christie-Mill

A DISSERTATION

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Michigan State University  
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Department of Administration and Higher Education

1978

## ABSTRACT

### TOURISM EDUCATION: ITS DEVELOPMENT AND CURRENT STATUS WITH SPECIAL REFERENCE TO SELECTED SEGMENTS OF TOURISM-RELATED INDUSTRIES IN MICHIGAN

By

Robert Christie-Mill

This study was prompted by the lack of information on travel careers. In order to provide more information on potential careers to prospective employees and to incorporate an industry viewpoint into the programs of educational institutions, the study had two dimensions. First, the development of tourism education, with particular emphasis on the extent to which educational establishments were providing the type of employee sought by tourism-related industries, was determined by a complete review of the status of tourism education in the United States and Europe. Secondly, industry input was sought on job specifications to provide information for individuals interested in certain tourism-related careers.

For the second part of the study, data were obtained from mailed questionnaires sent to all of the convention and visitor bureaus, tour operators, tour

wholesalers, airline sales offices, foreign, state and regional tourist offices and a sample of retail travel agents in the state of Michigan.

A total of 110 responses were received from forty-eight different companies and organizations. Information was received on (1) the classification of job titles, (2) the incidence and nature of problems in finding qualified employees, (3) educational preferences by job category, (4) job experience by job category, (5) desired employee skills or attributes by job category and (6) job opportunities and salary by job category.

The major findings of the study were as follows:

1. Little agreement exists concerning the meaning of "tourism education."
2. Graduates from formal tourism programs often have difficulty in finding suitable employment.
3. The tourism programs in both the United States and Europe seemed uncoordinated and in many cases were not meeting the needs of tourism-related industries.
4. There were differences in the proportion of male to female employees by type of business.
5. There was general agreement that the major problems in finding qualified employees were the

lack of experience and lack of knowledge. However, the incidence of problems varied by type of business.

6. Most respondents indicated a four-year degree as an educational preference for both managers and employees.
7. All respondents considered personal selling an important academic subject for managers and employees.
8. While virtually all respondents preferred their personnel to have had prior job experience, airline respondents were the only group to require this of all managers.
9. Two to five years' prior job experience was preferred by respondents.
10. There was a difference by type of business in terms of promoting from inside compared to hiring from outside the company.
11. Employees came from a variety of jobs which were connected with their present business.
12. There was no common agreement concerning the skills and attributes considered important for personnel.

13. The availability of job openings varied by type of business.
14. Average salaries varied by type of business.

This dissertation is dedicated to my family  
on both sides of the Atlantic who helped  
make this dream a reality.



## ACKNOWLEDGMENTS

The writer is grateful to those many people who helped see this project through to fruition.

Thanks should go to the committee without whose work this study would have been seriously delayed. My chairman, Dr. T. Harry McKinney, asked probing questions in the formative stages of the study correctly forcing the author to re-think ideas until they were properly formed and justifiable. Dr. Walter Johnson brought his vast experience to bear to skillfully guide the research safely to completion. Dr. Francis Domoy and Professor Harold Lane gave considerable assistance, encouragement and immediate feedback while refusing to allow these tasks to ruin existing friendships.

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The researcher is thankful to Dr. Robert Blomstrom, chairman of the Department of Hotel, Restaurant and

Institutional Management, for the opportunity to support himself by teaching within the department while completing this degree.

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Editor and typist Marty North endured a surplus of commas and snow in the preparation of this study. Her magnificent work and patience were a source of comfort.

Special thanks should go to wife, Caryl, and children, David and Kimberley, who endured a seemingly endless number of lonely evenings. They make it all worthwhile.

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## CHAPTER I

### THE PROBLEM

#### Introduction

An individual seeking to enter a tourism-related industry is faced with the problem of knowing the job opportunities in and job specifications for that industry. What type of educational background is recommended? Is practical experience required or desired? If so, what kind of experience is applicable? What kind of skills should be developed in order to obtain a position? Unfortunately, few answers are available.

Karen Dicke of the Travel Reference Center at the University of Colorado (the most comprehensive bibliographic source for information on tourism in the United States) writes that a large number of requests for information on careers is received, yet such information is "sadly lacking."<sup>1</sup> Laurence Stevens, author of Your Career in Travel and Tourism, writes that his attempts to research the need for travel and tourism graduates in the industry have been abandoned for lack of cooperation and/or interest on the part of the travel field in general.<sup>2</sup>

In a similar vein, the educational establishment has not adequately defined education for tourism or for a tourism-related industry. A variety of programs exists in a variety of areas of concentration yet all have some bearing, either directly or indirectly, on tourism.

The diverse nature of tourism education reflects the diverse nature of tourism itself. The National Tourism Resources Review Commission reported that at the federal level there were eighty-nine programs in ten executive departments and forty-seven programs in thirty-six independent agencies that have some bearing on the development of travel, tourism and recreation.<sup>3</sup>

Yet, as Metelka states in his study of academic programs related to tourism: ". . . we cannot afford the luxury of creating a field of academic exercise unrelated to employment possibilities."<sup>4</sup> Therefore, individuals interested in tourism-related employment need to know what positions are available and how they can prepare for these positions both academically and through practical experience. Educational establishments must determine the need for academic programs related to tourism by obtaining industry input concerning the traits and skills graduates should have in order to be qualified for employment. This study is oriented to these overlapping needs.

### Statement of Objectives

This dissertation is an exploratory study of the "state of the art" of tourism education. The work has two dimensions. The first part of the study will explore the present state of tourism education in the United States and Europe. This will be a review of secondary information consisting of books, articles and previous studies. The objective of this part of the work is to determine the extent to which educational establishments are providing the type of employee sought by tourism-related industries.

The objective of the second part of the study is to provide information for individuals interested in tourism-related careers on employment opportunities available in certain tourism-related industries and on the educational background and practical experience the individual needs for acceptance to that industry. To achieve this objective, a survey instrument will be developed to determine, from certain tourism-related industries, the job specifications for positions within those industries. Thus, this study might serve to develop a model for future replicative studies in other states.

### General Background Information

A difference of opinion exists concerning the scope and definition of tourism. Andre Siegfried designated tourism as the "fourth dimension of the modern



economy."<sup>5</sup> Erik Cohen called tourism a "fuzzy concept"<sup>6</sup> in reference to the vague boundaries between tourist and nontourist roles.

While Robinson<sup>7</sup> refers to tourism not as an industry but as an activity which, in economic terms, creates a demand or provides a market for a number of quite separate and varied industries, the term "tourism industry" or "tourist industry" is used at length. Wahab<sup>8</sup> states that the classical definition of an industry has given way to a more modern approach, defining an industry as a group of firms producing identical goods. He argues that if a bond of product unity exists among various firms and organizations that characterizes their overall function and determines their place in the economic life, then they should be considered an industry. Thus, he defines tourism as an industry which also includes industries in the classical sense of the term such as handicraft and souvenir industries.

The scope of tourism varies in proportion to its definition. Lundberg<sup>9</sup> classifies "travel and tourism" as including the hospitality field of hotels, motels, restaurants, rental cars and camping. He also adds those businesses which serve travelers and vacationers--sporting goods, gasoline stations, vacation photography, suntan lotion, sun glasses and sports clothes. Travel modes, recreation, travel agencies, tour companies, government

agencies, destination development, second homes, market research and cost benefit analyses complete Lundberg's exhaustive listing of what he terms a "61+ billion dollar business."<sup>10</sup> A later definition synthesizes this to "the business of the transport, care, feeding and entertainment of the tourist."<sup>11</sup>

McIntosh, a recognized leader in tourism education, has used several definitions of tourism. In his text, Tourism: Principles, Practices and Philosophies, he stated that tourism is the ". . . entire world industry of travel, hotels transportation and all other components, including promotion, which serves the needs and wants of travelers."<sup>12</sup> And in an article for the British Hotel, Catering and Institutional Management Journal, tourism is defined as ". . . travel, accommodation, food service and auxilliary services connected with people vacationing and travelling domestically and abroad."<sup>13</sup> In an inter-departmental memo, this was reworded as follows: "Tourism is the art, science and business of attracting visitors, accommodating them and catering to their needs and wants."<sup>14</sup>

A different definition is attempted by the tourism organization representing governmental and official tourist interests--the World Tourism Organization (formerly called the International Union of Official Travel Organizations). The tourist industry is defined

by them as consisting of the hotel and restaurant trade and the tourist services sector. This latter includes the sale and distribution of tourist services (travel agents and tour wholesalers), information and assistance for tourists at destinations (guides) and public or semi-public tourist authorities.<sup>15</sup>

There are two major reasons for the loose boundaries around a definition of "tourism industry." First, tourism education is so young, relative to other subjects, that there is little agreement concerning not only what to teach but also for what "industry" graduates are being trained to enter. Secondly, there is no one Standard Industrial Classification number for "tourism." An attempt was made by Atlas Hotels to identify those industries "substantially dependent on tourism."<sup>16</sup> These were listed as hotels/motels, eating and drinking establishments, amusements and recreational services, car rentals, taxicabs, travel agents and certified air transport. Doug Frechtling of the U.S. Travel Data Center reported the findings of the National Tourism Resources Review Commission concerning the thirteen primary travel-serving businesses:

- Air transportation
- Taxicab companies
- Automotive dealers
- Gas service stations
- Water transportation
- Intercity highway transportation
- National Railroad Passenger Corporation (Amtrak)
- Hotels, motels, touristcourts

Camper, trailer parks  
 General residential contractors and operative  
 builders  
 Amusement and recreation services, including motion  
 pictures  
 General merchandise, retail stores  
 Eating and drinking places<sup>17</sup>

Agencies and researchers dealing with travel development and promotion tend to define the industry by means of a consumer rather than a supply approach.<sup>18</sup> The consumer approach is based upon a definition of what constitutes a tourist and an examination of those tourist activities which generate economic activity and the subsequent creation of employment opportunities.

A definitive study of tourism was conducted in 1971 when the United States Office of Education funded a project at the University of Kentucky to develop curriculum guidelines for the "recreation, hospitality and tourism" career families.<sup>19</sup> The R.H.T. grouping was redesignated as the leisure career family and was defined as follows: "The leisure career family encompasses those occupations pursued by persons engaged in performing the functions required to meet the needs of persons engaged in leisure time pursuits."<sup>20</sup>

An analysis of this field led to the identification of four major groups: (1) recreation services, (2) recreation resources, (3) amusement and recreation and (4) tourism. The main function of the recreation services group is to provide recreational activities.

This group creates and supervises programs, plans activities and provides recreation leadership and instruction. The recreation resources group includes jobs relating to the planning, development, maintenance and protection of resources (both natural and man made) used for leisure-time activities. Occupations in the amusement and entertainment group are primarily concerned with amusing, diverting or informing people. The tourism group includes jobs related to travel for pleasure (as distinct from travel for business or duty), to activities for tourists and to money spent at a location other than the one where it was earned. The five major components are:

1. Attracting a market for tourism experiences
2. Providing transportation to places of interest
3. Providing attractions for tourist participation
4. Housing, feeding, entertaining and serving tourists
5. Informing people about attractions, services, facilities and transportation and then making specific arrangements for them

Unfortunately, the Verhoven and Vinton study excludes business travellers while the official United Nations' definition states that a tourist is a temporary visitor staying at least twenty-four hours in a country and that the purpose of the journey can be classified

as leisure (recreation, holiday, health, study, religion and sport) or business, family and mission meetings.<sup>22</sup>

Figure 1.1 represents the major components of tourism as defined by Verhoven and Vinton.

Marketing organizations are located at and/or represent a particular destination. Their major purpose is to "attract a market for tourism experiences." Businesses in this category are convention bureaus representing a city, regional tourism organizations representing a region of a state, the state tourist commission representing the state itself and a national tourist office representing a country. These organizations market directly to the tourist in an attempt to induce the tourist to visit the particular destination being promoted.

Attractions are also located at the tourist destination. Stated simply, attractions may be either man-made or natural. While attractions may, and do, market directly to the tourist (not shown in the figure), they may also join a convention and visitors bureau in order to reach the market.

Businesses which "house, feed, entertain and serve the tourist" consist of such concerns as hotels, motels, restaurants, clubs, resorts and entertainment centers. Like attractions, they are located at a destination and

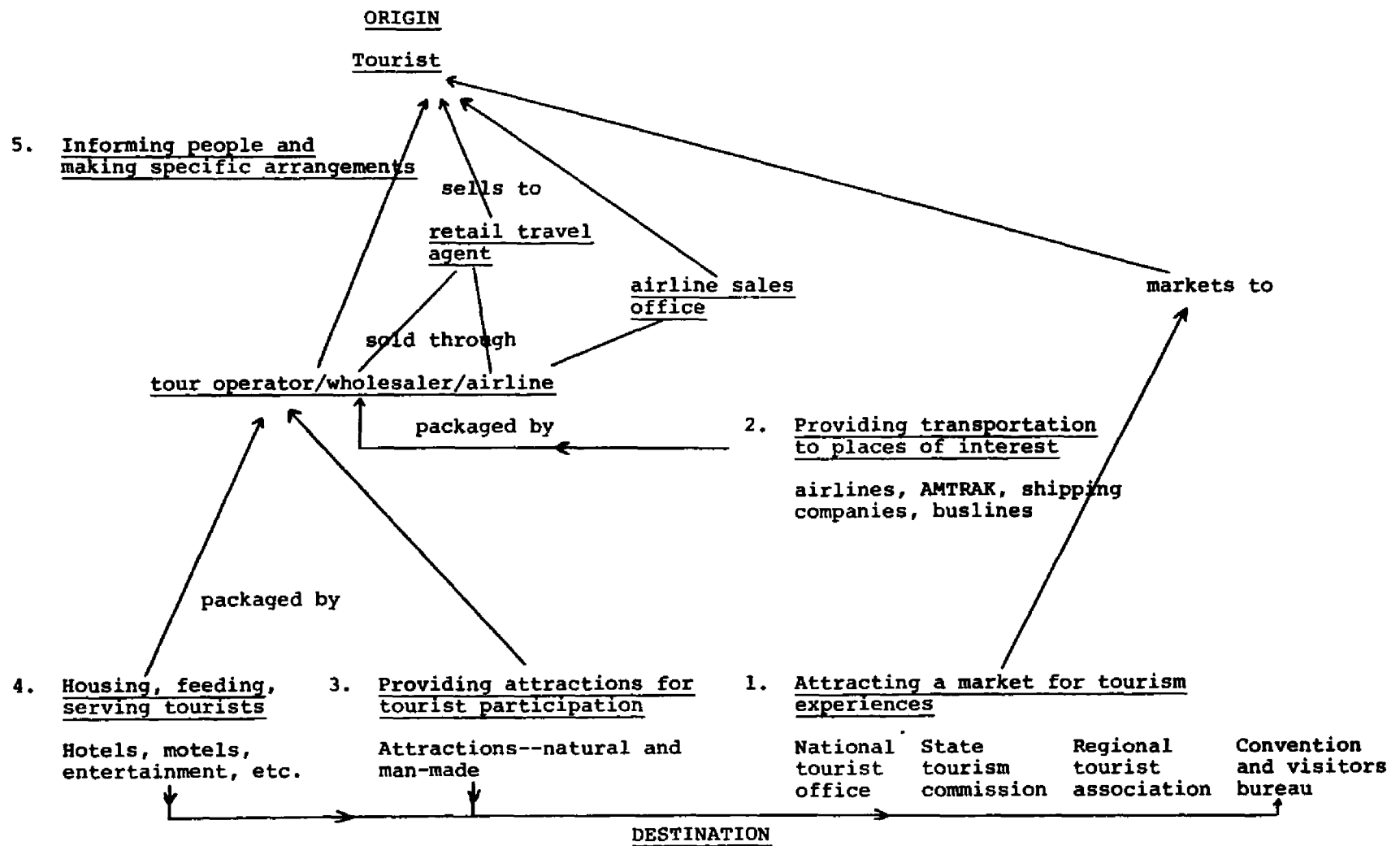


Fig. 1.1 Major components of tourism

market either directly to the tourist (not shown in the figure) or through membership in a convention and visitors bureau.

Another group of businesses "provide transportation to the tourist to places of interest"--from origin to destination. Of all the transportation modes, the airlines offer the most complete range of services to the tourist. Increasingly, airlines have moved into ownership of hotel companies; and when combined with the computer reservation capability of the airlines, an attractive package becomes readily available. Thus, airlines, to a far greater extent than other transportation modes, with tour operators and wholesalers, package lodging, entertainment, food, attractions and transportation for sale in package form to the tourist.

The final category of "informing people and making specific arrangements for them" consists of businesses in the channel of distribution. Tourist suppliers (hotels, attractions, etc.) sell their products either directly or indirectly to the customer. The indirect channel of distribution involves the packaging of these products by a tour operator, tour wholesaler or airline. The tour operator or wholesaler will usually sell the package to the tourist through a retail travel agent whereas the airline will sell its packages either through a retail travel agent and/or its own sales offices.



This description is, of necessity, a simplified picture. Contract Research Corporation indicated that the hospitality and recreation industry encompasses over fifty types of employers and over two hundred types of occupations.<sup>23</sup>

### Limitations of the Study

For the purpose of this study it was decided to limit the initial population to those businesses which seek to "attract a market for tourism experiences" and to those which "inform people about facilities and make specific arrangements for them." As was pointed out earlier, lodging and eating establishments are the dominant employers in tourism. Correspondingly, this has meant that education and research in this area are advanced relative to the rest of the tourism-related industries. Therefore, it was determined that the inclusion of destination-related businesses, rather than purely travel-related organizations, would dilute the impact of the study by covering a larger number of industries in less detail.

The other segment to be excluded, in addition to destination-related businesses, is that of "providing transportation to places of interest." This category was excluded on the grounds that it consists of the operational positions in transportation companies and would

be a group too far removed from the marketing orientation of the two remaining segments.

Also, it was decided to limit the geographic population to those businesses within the state of Michigan because, in the event of incompleting questionnaires, follow-up by telephone, correspondence or personal visit could be achieved at a considerable savings in time and expense compared to a national sample. It is not unreasonable, however, to think that the methodology employed in this state survey might be expanded to a national survey in the future.

#### Definition of Terms

The following terms are defined because of their specialized meaning or because of the operational definition which is used in this particular study.

Foreign tourist office.--an organization responsible for promoting trade and tourism to its respective country by distributing travel literature and conducting advertising campaigns.<sup>24</sup>

State tourist office.--an organization responsible for promoting tourism to its respective state.<sup>25</sup>

Regional tourist office.--an organization responsible for promoting tourism to its respective region of a state.

Convention and visitors bureau.--an organization charged with the responsibility of negotiating with convention officials for their conventions. The office marshalls the facilities, information and services of the city necessary for the successful handling of such conventions.<sup>26</sup>

Airline sales office.--an organization which markets to the public travel and travel packages, including airline travel, for its respective airline.

Retail travel agency.--a business which employs individuals who, acting as a broker and/or agent for suppliers of tourist services, advise clients of various services and facilities and make specific arrangements for them regarding these services and facilities.

Tour operator.--a business which organizes, sells and operates tours.

Tour wholesaler.--a business which plans, prepares, markets, makes reservations for and operates a tour consisting of some form of transportation with other ground services.

Job specifications.--a listing of the skills, physical requirements and personal attributes a worker needs to perform the job successfully.

Response.--the receipt of a questionnaire; indicates a specific job title in a business or organization.

### Organization of the Study

This study is presented in five chapters.

Chapter I is an introduction to the problem and includes a statement of objectives, general background information on tourism, a statement of the limitations of the study and definitions of terms used.

Chapter II is a review of the literature as it pertains to the basic concerns of this study. This involves a scrutiny of the status of tourism education both in the United States and in Europe in addition to a study of previous work on job specifications for those tourism-related industries chosen for this study.

Chapter III, Methodology, begins with an overview of the chapter and continues with a discussion of the population surveyed, a rationale for the development of the questionnaire and procedures for conducting the survey.

Chapter IV gives complete data analyses of the findings.

Chapter V contains a summary of the preceding chapters along with conclusions and recommendations derived from the study.

## CHAPTER I--NOTES

<sup>1</sup>Personal letter to author, September 24, 1976.

<sup>2</sup>Personal letter to author, September 22, 1976.

<sup>3</sup>Report of the National Tourism Resources Review Commission, Destination U.S.A. 4 (June 1973): 7.

<sup>4</sup>Charles Metelka, "A Study of Academic Programs and Course Offerings Related to Tourism: An Progress Report," The Travel Research Association, Sixth Annual Conference Proceedings, The Impact of Tourism (September 8-11, 1975), p. 64.

<sup>5</sup>Quoted by Dr. Paul Bernecker in Tourism--The Fourth Dimension, Readings Book, International Travel and Tourism, Institute of Certified Travel Agents (1967), p. 48.

<sup>6</sup>Erik Cohen, "Who Is a Tourist?: A Conceptual Classification," The Sociological Review 22 (November 1974): 527.

<sup>7</sup>H. Robinson, A Geography of Tourism (London: Macdonald and Evans, 1976), p. xxix.

<sup>8</sup>Galah Wahab, Wahab on Tourism Management (London: Tourism International Press, 1975), pp. 8-9.

<sup>9</sup>Donald Lundberg, The Tourist Business (Boston: Cahners Books International, Inc., 1976), p. 1.

<sup>10</sup>Ibid., p. 2.

<sup>11</sup>Ibid., p. 24.

<sup>12</sup>R. W. McIntosh, Tourism: Principles, Practices, Philosophies (Columbus, Ohio: Grid, Inc., 1977), p. 275.

<sup>13</sup>R. W. McIntosh, "Teaching Tourism," Hotel, Catering and Institutional Management Journal (London, undated): 11.

<sup>14</sup>R. W. McIntosh, Intra-department memo, July 25, 1975.

<sup>15</sup>I.U.O.T.O., "Compilation and Preliminary Analysis of Information on Education and Vocational Training Programmes in the Field of Tourism," 23rd General Assembly (October 1973), p. 6.

<sup>16</sup>Robert W. Gadbois, "Tourism Employment Research," The Travel Research Association, Sixth Annual Conference Proceedings, The Impact of Tourism (September 8-11, 1975), p. 41.

<sup>17</sup>Douglas Frechtling, "Measuring Travel Generated Employment," The Travel Research Association, Sixth Annual Conference Proceedings, The Impact of Tourism (September 8-11, 1975), p. 43.

<sup>18</sup>D. B. McCloy, "Employment Research in the Canadian Travel Industry," The Travel Research Association, Sixth Annual Conference Proceedings, The Impact of Tourism (September 8-11, 1975), p. 49.

<sup>19</sup>A widely used approach to aid youngsters in preparing for work is the Comprehensive Career Education Model which depicts the world of work as comprised of fifteen major areas often referred to as "occupational clusters" or "career families."

<sup>20</sup>Peter Verhoven and Dennis A. Vinton, Career Education for Leisure Occupations: Curriculum Guidelines for Recreation, Hospitality and Tourism (Washington, D.C.: Government Printing Office, 1972), p. 7.

<sup>21</sup>Ibid.

<sup>22</sup>Robinson, p. 54.

<sup>23</sup>Contract Research Corporation, Career Development in Hospitality and Recreation Occupations, in cooperation with the U.S. Office of Education (Washington, D.C.: Government Printing Office, 1976).

<sup>24</sup>Lawrence Stevens, Your Career in Travel and Tourism (Chicago: Merton House, 1977), p. 136.

<sup>25</sup>Ibid., p. 138.

<sup>26</sup>Convention Liaison Committee, Convention Liaison Manual, Successful Meetings (1972), p. 9.

## CHAPTER II

### TOURISM EDUCATION: DEVELOPMENT AND CURRENT STATUS

#### Introduction

Tourism education in the United States has developed in a piecemeal fashion. Lately, because of the growing interest in the economic benefits of tourism, attention has been focused on tourism as an employer. Newly created university programs incorporate the word "travel" and/or "tourism" into the titles of hotel and restaurant management programs, yet many are perplexed over what "travel" and/or "tourism" education actually is. This chapter focuses on tourism education as a formal activity; and, as such, it is more than a review of the literature. It is a review of the past development and present status of tourism education in both the United States and Europe, and it provides an examination of the extent to which educational establishments have succeeded in producing the type of employee desired by tourism-related industries.



This sets the stage for the second dimension of the study--a determination of job specifications for certain tourism-related industries. Consideration is given to the different approaches used to determine job competencies desired of potential employees. And the job title or job analysis approach is contrasted with the function approach.

The lack of specific information on tourism-related industries is shown by an examination of government statistics on manpower projections. Also, a variety of definitions of job specifications is briefly considered.

Relevant studies were reviewed for the types of businesses chosen for this study. Particular consideration was given to information relevant to defining the businesses and determining the job requirements of positions within these businesses.

Finally, studies relating to tourism-related industries within Michigan were examined.

#### Tourism Education

Tourism is a very large concern. The Travel Agent quotes a presidential estimate of tourism as a \$104 billion enterprise that supports 4 million jobs and accounts for 5 percent of the gross national product.<sup>1</sup> The increased awareness of the scope and importance of tourism has given

rise to support for the expansion and improvement of tourism education. However, there is little agreement concerning the meaning of "tourism education."

For several decades, universities in Europe have had programs of research and studies in tourism oriented toward the scientific and theoretical investigation of the subject rather than the training of personnel.<sup>2</sup> European programs were developed through institutes as distinct from departments. The "Institut fur Hotelbildungswesen," established in 1914, is the earliest example.<sup>3</sup> This was followed by institutes at Berlin in 1929 (Forschungsinstitut f. Fremdenverkehrswirtschaft), Vienna in 1934 (Institut f. Fremdenverkehr-Forschung), Bern in 1941 (Forschungsinstitut fur Fremdenverkehr), Saint-Gall in 1941 (Seminar f. Fremdenverkehr), Munich in 1949 (Deutsches Wirtschaftswissenschaftliches Institut fur Fremdenverkehr) and Frankfurt in 1952 (Institut fur Fremdenverkehrswissenschaft). Similar institutes were established at Barcelona, Madrid, Paris and Aix-en-Provence.<sup>4</sup>

In both the United States and Europe the study of tourism is so new that controversy exists over the direction such study should take.<sup>5</sup> In the United States, McIntosh has called for such study at the university level to turn out "managerial potential talent,"<sup>6</sup> while Jafari writes that an interdisciplinary study of tourism is

called for with a heavy emphasis in the social sciences. He is of the opinion that tourism needs a broader "framework of references and network of relationships" to "internalize what now seems external to the study of tourism."<sup>7</sup>

The Pan American Union has suggested that, in Europe, the study of tourism should take place in specialized schools where information on work methods and the management of tourism/travel businesses would be provided.<sup>8</sup> De Quiros has suggested that "official" schools should be governed by councils of representatives of the tourism industry, both public and private, who would appoint the director. Instruction given would be of a practical nature. An internship would be required and part of the entrance requirements would involve a direct translation, both written and oral, from two foreign languages as well as an oral examination in history, art and geography.<sup>9</sup> De Quiros, as Chairman of the Professional Training Committee of the Federation Internationale des Agences de Voyages, also suggested that tourism education should be incorporated into the general education curriculum at all levels.<sup>10</sup> Mariotti has called for tourism study to be "the true forge of scientific experts in tourism and the great leaders of touristic concerns whose high cultural training will find a profitable application in real life."<sup>11</sup>

In Europe, tourism education may be either technically oriented, business oriented or concept oriented.<sup>12</sup> A technically oriented program is devoted to the development of specific skills necessary for employment in some area of the tourism industry. A business orientation is aimed at developing managerial personnel for the industry. A concept orientation seeks to provide an "understanding of the nature of tourism, the economic implications, interactions and organizational techniques of marketing, developing, planning and controlling tourism."<sup>13</sup>

At the business and concept level, the approach taken may be multidisciplinary or interdisciplinary. In the former, a basic discipline is used as a starting point; some examples of courses taught are the economics of tourism and the geography of tourism. In the latter, tourism is studied as a subject in its own right; a body of knowledge is formulated and examined systematically within its own boundaries and relationships.<sup>14</sup>

This lack of agreement over the direction tourism education should take is reflected in comments concerning the study of tourism at the university level. Medlik has suggested that the disciplines involved in a study of tourism are economics, geography, psychology, sociology, politics, management, marketing and quantitative tools.<sup>15</sup> To this extensive list, McIntosh adds food technology, microbiology, physics, engineering, architecture,

accounting, law and transportation!<sup>16</sup> Looking at these lists, one can well understand the difficulties inherent in attempting to define tourism!

In Europe, tourism studies tend to locate in departments of economics, geography, sociology and institutes of tourism while in the United States and Great Britain, they find a home in departments of hotel and restaurant management.<sup>17</sup> This is, indeed, ironic for tourism is larger in scope than hotel and restaurant management. In any affiliation, a more logical arrangement would be a hotel and restaurant major in a department of tourism. Yet Medlik suggests that at the undergraduate level, the tourism option should provide an "appreciation of the significance and characteristics of the tourism phenomenon for the future hotel manager."<sup>18</sup> Only at the graduate level would the student's first degree be "converted to the needs of travel and tourism."<sup>19</sup>

At the university level in Europe, study may consist of degree courses with tourism studies as an elective, graduate degrees in tourism or short courses,<sup>20</sup> the latter being specifically oriented toward those already in the industry. A study of tourism education in Western Europe<sup>21</sup> found that degrees consisted either of pure research in tourism, tourism studies supplemented by tourism research or social science studies supplemented by tourism research.

Another conflict arises between the needs of the public versus the private sector. While some opinion exists that the needs of each sector are so varied that they cannot be included in one program of study, the International Union of Official Travel Organizations holds that both needs can be satisfied with a series of core courses or subjects with elective specialized studies.<sup>22</sup>

Finally, it would seem that the educational needs of the tourist-receiving countries would be different from those of the primarily tourist-originating countries. Yet despite this diversity (or perhaps because of it), problems in employee placement continue to surface. Medlik pointed out that tourism organizations have to recruit graduates in economics and other social sciences to meet management needs.<sup>23</sup> The International Union of Official Travel Organizations (now renamed the World Tourism Organization) noted at its 1963 General Assembly that because lodging and eating establishments are the dominant employers in tourism, education in this area is advanced relative to the rest of the industry.<sup>24</sup> Medlik even suggested that the highly developed nature of education for lodging and eating establishments may have retarded the study of tourism as a distinct field.<sup>25</sup> Certainly, tourism educational programs are smaller and, correspondingly, more difficult to operate on an economical basis.<sup>26</sup>

A study prepared by the Southern Travel Directors Council in association with the state of North Carolina addressed the question of tourism education.<sup>27</sup> Five hundred institutions (both public and private two- and four-year colleges and universities) were questioned concerning their present or planned tourism programs. Another questionnaire was sent to seventy-four selected firms in the tourism area including oil companies, airlines, car rental agencies, motels, hotels, credit agencies, publications, federal agencies and professional trade groups. Firms were asked questions regarding their support, both moral and financial, for such programs. The following conclusions were reached by the committee:

1. There is substantial widespread interest in and support for the expansion and improvement of "Tourism Education" expressed at both the educational and the tourism industry levels.
2. There is a definite need for short and longer range tourism education program planning to insure the availability of qualified manpower to meet the future manpower demands of the tourism industry.
3. There is an implied need for an integrated data system that will periodically provide a comparison of tourism manpower demand and manpower supply in specific geographical areas for use in educational program and industrial development planning.
4. There is an indicated need for a system that will periodically provide up-to-date occupational information related to tourism oriented jobs, such as: entry wage rates, description of duties, working conditions, educational requirements, employment opportunities and outlook, and so on.
5. There is a definite need for a degree of standardization in tourism education in terms of: definitions, program titles, occupational titles, course content, and occupational skill requirements.

6. The development of new programs in tourism education, when viewed nationally, appears to be an uncoordinated and fragmented effort.
7. There is ample evidence that the council may become involved in more actively encouraging increased tourism educational opportunities through one or more avenues, dependent upon the desires of the council.
8. Funding prospects for tourism programs of the future will largely depend upon federal program sources unless more effort is directed to developing private support.<sup>28</sup>

The problem manifests itself when graduates of specialized tourism education programs try to find employment.

McIntosh, who developed the four-year travel and tourism management major at Michigan State University, has admitted that graduates from a four-year program have a difficult time finding suitable employment, especially in the public sector and with carriers. He felt that this was due to a lack of knowledge on the part of employers concerning the availability of graduates and insufficient appreciation of the breadth of preparation that a four-year degree gives.<sup>29</sup>

However, this situation is not confined to the United States. A report on tourism education in Western Europe, published by Tourism International Quarterly, noted that national tourism organizations are reluctant to hire well-qualified graduates.<sup>30</sup> The reason may well be that businesses do not know what they need. The International Union of Official Travel Organizations emphasized that the tourist services sector of the tourism industry is still evolving and comprises a



large variety of tasks, functions and responsibilities with a general lack of adequate job descriptions throughout.<sup>31</sup> Along the same lines, the Society of Parks and Recreation Educators has pointed out the need for job analysis to identify job needs in the leisure industries.<sup>32</sup> And the report on tourism education in Western Europe, mentioned above, called for further research into the exact requirements of the tourism industry.<sup>33</sup> The International Union of Official Travel Organizations had earlier suggested that additional work had to be done in forecasting the future training requirements of the industry and that the range and type of skills required had to be determined.<sup>34</sup>

#### Education and Training in Tourism in Western Europe

In July 1975 Michael Lawson, under the auspices of Tourism International Press in cooperation with the British Travel Educational Trust and the British Tourist Authority, completed a landmark study entitled Teaching Tourism: Education and Training in Tourism in Western Europe: A Comparative Study.<sup>35</sup> A study of this scope on the teaching of tourism has not been completed in the United States. Thus, an examination of the parts of the Lawson report dealing with the interaction between the industry and educational institutions can provide insight

into the problems faced by an area of the world where tourism is more highly regarded. The report deals with courses under the following headings:

1. University courses
2. Business studies courses
3. Technician courses
4. Courses sponsored by the tourism industry
5. European tourism courses for students from developing countries
6. Tourism research centers

The first three sections have relevance for this study.

University courses in tourism. The classical university education has valued the development of an intellectual mind which equipped the graduate to apply, through scientific thinking, his/her knowledge and reasoning ability to business or administrative problems. Graduates were hired for their potential abilities rather than their rapidly obsolete knowledge of the industry. The tourist industry, Lawson notes,<sup>36</sup> has shown a preference for industrial techniques and skills which the individual has already acquired. Universities, to market their graduates, have had to develop in them a "thorough and practical understanding of the industry's fundamental requirements."<sup>37</sup>

Graduates of Swiss degree programs have experienced difficulty in finding tourism industry employment because of the lack of jobs in Swiss tourism which require a degree. Thus, Swiss graduates predominantly find careers with banks, resort directors and institutional aspects of tourism.<sup>38</sup>

Lawson's general conclusion on first degrees in tourism is that the case for a tourism degree in its own right has not yet been proven. Many institutions felt that tourist studies were not sufficiently "crystallized" to act as the core of a first degree course. More positive enthusiasm was expressed by educational institutions regarding a higher degree in tourism.

It was felt that tourism lends itself particularly well to the interdisciplinary approach frequently found in higher degrees, yet this is no guarantee of a job. Students from the M.S. program at Scotland's University of Strathclyde were seemingly assured positions with the National or Regional Tourist Boards; but, because of the tendency of the French Tourist Industry to shy away from taking people who are too specialized, holders of the Doctorate from Aix-en-Provence were likely to have to move outside France to achieve posts commensurate with their qualifications.

Business study courses. The programs studied in this section are predominantly business and management

studies oriented with a strong bias toward tourism studies. The academic qualification is of a slightly lower quality than a university degree. In four of the five programs examined, the course anticipated the needs of the industry rather than fulfilling them.<sup>39</sup> Thus, the onus was on the faculty of the college to generate interest among employers in recruiting graduates. A later report on Tourism Education in Western Europe by the Economist Intelligence Unit states that two-thirds of the graduates from business studies programs get jobs due to the efforts of the college faculty in persuading companies to hire them.<sup>40</sup> Further, the report states that these graduates are not entering the domestic tourism industry, which is unaware or unsure of graduates.<sup>41</sup> Again we see a discrepancy between acceptance of these graduates by various organizations connected with tourism. In Germany, for example, the larger tour operators have shown a willingness to hire graduates while the National Tourist Board has exhibited no interest in this regard. The Regional and Local Boards hire an occasional graduate. In Britain, transportation companies have shown an interest in hiring while Tourist Boards and local tourist officers tend to disregard these graduates.

Technician courses in tourism. These programs strive to develop technical and practical skills in tourism with the direct objective of a career in industry.

Graduates from the programs studied seemed to be well accepted in all businesses related to tourism; however, colleges admitted some initial reluctance to hire college-trained graduates because of an aversion to paying above minimum salaries. For example, in France, where both a "junior" and "senior" tourism course is offered at the same institutions, students from the junior college were often preferred to graduates from the higher level course since they were initially less expensive to employ.

Lawson concludes that in nearly all cases programs have been developed as a result of academic enterprise rather than industrial demand.<sup>42</sup> His opinion is that the European tourism-related industries have not identified the need for specialist training and are content to recruit senior personnel from more general backgrounds or to train "on the job." For this reason, notes Lawson,

. . . a two or three year course of studies which leads only to a specific tourism qualification must be critically evaluated when compared to the alternative. This alternative is usually direct entry into the industry which gives an immediate income. . . . In the interests of students, colleges and the industry, a closer working relationship to give successful students more opportunities to join management training courses would be an improvement.<sup>43</sup>

Noting the varying length of tourism programs and the different ages for student entry, Lawson excuses the industry for failing to differentiate between courses,

or even to recognize them, if the colleges cannot agree upon the type of course suited to the industry's requirements.

An overall analysis of the study reveals that certain segments of the tourism industry will readily accept a specific academic qualification while other segments will not. This observation, together with Lawson's conclusions, indicates a need to suggest specific types of educational programs in preparation for specific career choices.

#### Present Scope of Tourism Education and Training in the United States

An aspiring applicant for a tourism-related industry position has many options available to help prepare him/her for entry into the industry of his/her choice. A comprehensive study by Metelka, Feldman and Jafari of 2,700 colleges and universities in the United States produced 722 replies and noted 94 universities, 80 colleges, 21 junior colleges, 65 community colleges and 16 institutes--a total of 276 schools--offering career-oriented programs in tourism. Since some schools had more than one tourism-related program (by the author's definition of "tourism"), a total of 377 programs were discerned and broken down into the areas of concentration noted in Table 2.1.

TABLE 2.1.--Number of tourism-related programs by area of concentration

Area	Total
Recreation	80
Food Service	59
Recreation Leadership	46
Hotel-Restaurant Management	30
Recreation Park Management	27
Hotel-Motel Management	22
Travel Management	21
Hotel Management	19
Restaurant Management	14
Aviation Management	13
Outdoor Recreation	12
Tourism Management	12
Community Recreation	11
Hotel-Motel-Restaurant Management	11
	377

SOURCE: Charles Metelka, "A Study of Academic Programs and Course Offerings Related to Tourism: An Progress Report," The Travel Research Association, Sixth Annual Conference Proceedings, The Impact of Tourism (September 8-11, 1975), p. 63.

The authors concluded that recreation programs, backgrounded in departments of forestry, physical education and other areas, could, with relatively minor reorientation, become a major source of management talent for the tourism-related industries. They noted a high degree of duplication of programs and asked whether tourism-related programs in a single state are somehow coordinated into a system.<sup>44</sup> Also, the report noted that Michigan offered sixteen tourism-related programs ranging from a four-year B.A. degree with a major in travel and

tourism management from Michigan State University to a course of instruction at the private vocational American Travel Schools, Inc.

Home study courses. The North American School of Travel, offering a fifty-two-week home study lesson plan, is only one of several national private home study programs. An exacting program is offered by the Institute of Certified Travel Agents (the educational arm of the American Society of Travel Agents) to designate travel agents as "Certified Travel Counselors." The World Tourism Organization began offering a General Correspondence Course in 1963; and for five hundred Swiss Francs, the subscriber receives one chapter each month for nine months on aspects of tourism. Also, a twelve-chapter Tourism Marketing Course was established in 1971 for industry personnel and a further course on Promotion of Tourist Services began in 1973.

#### Methods for Determining Job Competencies

Basically, there are two approaches in determining the job competencies desired of prospective employees by industry personnel.

One method used is the job title or job analysis approach. It consists of choosing specific job titles and determining the requirements for entry into these positions. An initial list of competencies important to



a particular position may be determined from a literature review; interviews; observations; questionnaires; group discussions; a sampling of managers, supervisors and workers in the job being studied; and specialists or people with experience in the job under study.<sup>45</sup> Of these methods, Annis and Floyd<sup>46</sup> decided against a mail questionnaire since they felt the industry was too diversified. Instead, they used a stratified random sample of businesses and interviewed the manager or owner. Hampson and McCracken<sup>47</sup> sent task inventory questionnaires to a random sample of workers asking them to rate particular tasks as "essential," "useful" or "not important" for successful job performance. A similar approach was utilized by Holcomb,<sup>48</sup> Mesa Community College<sup>49</sup> and Manship<sup>50</sup> among others.

Another method of studying the problem is the function approach. As described by Gleason, the function approach consists of the following steps:

1. Determine the purposes of the industry as a basis for identifying the essential functions to be performed in fulfilling the purposes.
2. Identify the activities which must be performed to fulfill each function.
3. Identify the kinds of competencies required of persons who will perform the activities of a function.
4. Group the activities and competencies into appropriate areas to indicate the educational mix required and programs designed to prepare personnel for the industry.
5. Select a jury of experts to verify the appropriateness of the substantive content identified.<sup>51</sup>

Gleason concluded that the "functions of industry" approach is a valid means for identifying the farm machine industry and the body of knowledge necessary for an effective development of curricula for programs serving the industry. He also felt that this approach provided a more accurate description of the body of knowledge than either the job analysis or job description. Similar techniques were used by Christensen and Clark,<sup>52</sup> Berkey and Parsons<sup>53</sup> and Bryam and Lindstrom.<sup>54</sup>

There are two studies of job competencies of specific relevance to this work. Langman selected a jury of recreation educators and managers of recreation businesses to rate various competencies that they felt were needed by people working in recreation enterprises. The top ten rated competencies specific to the commercial recreation field were:

1. Ability to understand tourist trends and patterns.
2. Ability to understand the mobility patterns as they affect commercial recreation.
3. Ability to know hotel, motel, and food service problems as they relate to commercial recreation.
4. Understand the values and limitations (philosophy) of commercial recreation agencies.
5. Recognize and analyze potential problems in commercial recreation agency areas and facilities.
6. Ability to understand the liability laws concerning commercial recreation.
7. Ability to know that one must handle problems in light of the total situation and move so as to improve the overall position of the company.
8. Ability to evaluate money producing potential of commercial recreation programs, areas, and facilities.

9. Understand economic aspects of business as they pertain to commercial recreation such as supply and demand, trade and growth, and income and profit.
10. Understand working functions of contracts, insurance, franchise, leasing, advertising, promotion, and publicity.<sup>55</sup>

Verhoven and Vinton's earlier mentioned study<sup>56</sup> broke down jobs by job title, general description of the work involved and the appropriate employment requirements. Jobs were broken down by entry level, relative to the desired educational level. Level I jobs are those which do not require a high school diploma. Sample job titles included: hostess, ticket taker, tour guide aide and travel clerk aide. The general description of the work was given as:

Jobs at this level involve the performance of routine tasks and much face to face contact with people. Certain basic skills are necessary depending on the specific function. Little decision making is involved.<sup>57</sup>

The recommended requirements for jobs in this category stated that the individual should be at least sixteen years of age and should have had some high school education. The individual should also be able to settle into a routine, deal pleasantly with others, be honest in dealing with others' personal property, have the physical ability to perform the required tasks and the desire to work with people.

Level II jobs were comprised of those that have a minimum educational requirement of a high school

diploma or its equivalent. Tour guide, visitor guide, travel clerk and information clerk were examples of the jobs which fall into this category. These types of jobs required

. . . the coordination of predetermined schedules, rules and information in order to serve the individual needs of clients. Face to face contact with others is required and some responsibility for checking out complaints and following through on details.<sup>58</sup>

A high school education or its equivalent was required together with the ability to deal pleasantly with others; to coordinate information, schedules and rules; to communicate verbally with others; to use some written communication and to have the appropriate knowledge and skills in the area of specific responsibility.

Level III jobs were those that should have had as a minimum a two-year post-secondary degree from a junior or community college or an equivalent certification program. The job of travel agent fell into this category. Applicants should have the ability to communicate verbally and in writing, to coordinate and check data and schedules and to report on the efficient running of the unit. This type of work involved coordinating people and data that may or may not be predetermined and was also concerned with the coordination scheduling and supervision of previously assigned tasks.<sup>59</sup>

Applicants for level IV jobs should have had a four-year post-secondary degree as an educational

background. The director of a travel agency, a travel consultant or a tour time director were people who would fit into this category. Jobs at this level called for "overall planning, decision-making, scheduling, budgeting, coordination of units, understanding of total organization function, supervision of unit supervisors, and responsibility for public relations--all leading to the efficient operation of the facility or program."<sup>60</sup> Job holders should have had verbal and written skills, the ability to coordinate abstract data with people and decision-making ability.

#### Government Information

At both the federal and state level there is a lack of specific information on tourism-related careers. The Bureau of Labor Statistics publishes a booklet entitled Occupational Projections and Training Data, and under the category "occupations in transportation activities," the following jobs are listed:

1. Air transportation occupations
  - a. air traffic controllers
  - b. flight attendants
  - c. airplane pilots
  - d. airplane mechanics
  - e. reservation, ticket and passenger agents
2. Merchant marine occupations
  - a. merchant marine officers
  - b. merchant marine sailors
3. Railroad occupations
  - a. brake operators
  - b. conductors
  - c. locomotive engineers
  - d. shop trades
  - e. signal department workers<sup>61</sup>

The only job category of relevance to this study is "reservation, ticket and passenger agent." The listing stated that airlines require a high school education and usually prefer some college training. Nationally, there were 56,000 positions in 1974; and 76,000 jobs were projected for 1985, an average growth rate of 35.8 per year. On an annual basis there will be an average of 4,250 openings comprising 2,450 replacement positions and 1,800 growth positions.

At the state level, the Michigan Occupational Outlook for 1980 has no listing of information which is specific enough to contribute to this study. Categories which are of indirect interest are:

1. Recreation workers
2. Public relations specialists and publicity writers
3. Restaurant, cafeteria and bar managers
4. Sales managers, except retail
5. Ticket, station and express agents
6. Miscellaneous managers, officials and proprietors<sup>62</sup>

The outlook for Michigan was assessed within the framework provided by the U.S. Bureau of Labor Statistics national projections. This information was then integrated with information about the state's industrial and occupational employment mix to produce the state projections.

#### Job Specifications

The job specifications for a position consist of a listing of the skills, physical requirements and personal

attributes that a worker needs in order to do the job. There is an underlying assumption, according to French,<sup>63</sup> that if the qualities listed in a job specification are characteristic of the person selected, they will lead to not only success on the job but also to jobs higher in the organization. Job specifications, he argues, are valid to the extent that this is true.

Strauss and Sayles state that a job specification should contain the following headings: "(1) educational requirements, (2) experience requirements, (3) personality requirements."<sup>64</sup> Glueck similarly lists: "(1) experience and training, (2) education, (3) knowledge, skills and abilities."<sup>65</sup> Flippo rather simply and broadly defines job specifications as consisting of job identification and human requirements.<sup>66</sup>

Chruden has determined that a job specification should contain information in regard to skills (education and experience needed), effort (the mental and physical demands of the job), responsibility (the degree of responsibility in the job) and job conditions (the physical environment of the job).<sup>67</sup>

French expands this listing to include: "(1) education, (2) experience, (3) resourcefulness, (4) responsibility, (5) contacts, (6) supervision, (7) mental effort, (8) physical effort and (9) job conditions."<sup>68</sup> And Beach reports that the Department of Labor list of

worker trait requirements contains the following headings:  
"(1) training time, (2) aptitudes, (3) temperaments,  
(4) interests, (5) physical capacities and (6) working  
conditions."<sup>69</sup>

### Summary

While the terminology may differ according to the author involved, there is agreement that a job specification should include the following information:

1. The educational requirements
2. The experience requirements
3. The training requirements
4. The physical requirements
5. The mental requirements

### Tourism Training in New York State

In New York State an ad hoc Statewide Committee on Tourism completed a study asking tourism-related businesses various questions regarding the training and development of employees.<sup>70</sup> One hundred and thirty-nine tourism-related businesses were questioned. The sample consisted of fourteen airline companies, one airport, harbor and port facility, three automobile associations, six automobile rental organizations, four bus rental companies, five chambers of commerce, five convention and visitors bureaus, four credit card companies, sixteen hotels and hotels chains, seven major oil companies,



five railroads, two resorts, six steamship companies, twenty-one travel agencies and tour promoters, two departments of the state department of labor and twenty-one industries.

When asked if they felt if a graduate of a tourism curriculum could be of value to their company, responses were almost 100 percent in the affirmative. Only railroads and industry companies expressed doubts. Of the five railroads questioned, one felt it could use such a graduate, and four answered in the negative. Sixteen industries felt a tourism graduate could not be of value to them. Only five industries answered "yes" to this question.

There was an almost unanimous positive response by businesses when asked if there was a need for formal training. The only negative responses came from airline companies and industries. In both cases, there were three negative responses out of a sample population of eleven and twenty-one, respectively.

Reaction was mixed when companies were asked whether or not they anticipated training people for any jobs within the tourism complex. Overall, there were sixty-six positive responses and five "no comment." The categories answering heavily (more than two-thirds) in the affirmative were airline companies, automobile associations, auto rental companies, bus rental companies,

credit card companies, major oil companies and steamship companies. Businesses answering heavily (more than two-thirds) in the negative were chambers of commerce, railroads and the state department of labor and industries.

Respondents were next asked whether or not their company training program filled their need for employees. The companies which had more negative than positive responses were automobile rental organizations, hotels and hotel chains, motels and motel chains, steamship companies and the state department of labor and industries.

Bus companies and airline companies were the only two groups in which a majority of respondents wrote that they were anticipating a training program devoted toward jobs supplying services to passengers.

Most companies preferred the schools to train their employees. Thirty-seven businesses preferred to do their own training, sixty-four preferred the schools to train employees and twenty-four preferred a combination.

When companies were asked in which department a tourism graduate would be used, the responses, as seen in Table 2.2, were obtained.

#### Travel Agent

An analysis of the various definitions of what a travel agent is will draw us closer to what a travel agent does and, therefore, to what the job requirements are or should be.

TABLE 2.2.--Departments in which a tourism graduate would be used

<u>Airline Companies</u>	<u>Major Oil Companies</u>
*3--Sales	Marketing
2--Passenger service	Tour Guide
----Accounting	Transportation
General Operations	Don't know
Marketing	
Reservations	
<u>Airport, Harbor &amp; Port Facilities</u>	<u>Motel and Motel Chains</u>
Airport	6--Front office
	3--Management
	2--All areas
	2--Many areas
<u>Automobile Associations</u>	----Assistant Manager
All departments	Sales
Mappings	Sales Management
Reservations	
Special services	
<u>Automobile Rental Organizations</u>	<u>Railroads</u>
Any department	Passenger service
Reservations	
<u>Bus Rental Companies</u>	<u>Resorts</u>
Tours	Conventions
Can't use	
<u>Chambers of Commerce</u>	<u>Steamship Companies</u>
2--Public Relations	Ticketing
----Community Affairs	Reservations
Tourism Promotion	Sales
<u>Convention Bureaus</u>	<u>Travel Agencies &amp; Tour Promoters</u>
Convention and Visitors' Sections	7--General
	2--Sales
	----Travel
	Most any department
	Travel consultant
<u>Credit Card Companies</u>	<u>Industries</u>
Management	4--Traffic
	----Foreign Operations
<u>Hotels and Hotel Chains</u>	Industrial/Community Relations
3--Sales	In Corporate Office
Front Desk	Personnel
Tour and Travel	Recreation
No comment	Sales

\* Numbers indicate number of times mentioned in the classification; No number--Mentioned Once Only

### Definition

The ABCs of Travel defines the retail agency as "the business establishment of a retailer; a subdivision of a wholesale and retail travel organization."<sup>71</sup> An agent, they say, is "broadly, one who acts or has the power to act; more usually, one that acts for or as the representative of another. Most frequently in travel, a specific kind of agent, as 1. a retail travel agent . . ."<sup>72</sup> Stevens defines an agent as one who is "entrusted with the business of another. He represents airlines, tour companies, hotels, cruise lines and many other travel suppliers from many parts of the world."<sup>73</sup>

Brownell, on the other hand, distinguishes between the individual's role as a travel counselor, an agent and a broker. He is a travel counselor for his clients and an agent or broker for his suppliers.

He is an agent when he has an official legal appointment contract such as with a public carrier. He is a broker when representing hotels, car rentals, tour operators, or sight seeing companies which do not have formal appointment contracts.<sup>74</sup>

While the Institute of Certified Travel Agents has formulated the designation Certified Travel Counselor in an attempt to upgrade the profession, the term "Travel Counselor" in the Dictionary of Occupational Titles is only given to those in auto clubs:

Plans trips for members of automobile clubs; marks suitable roads and possible detours on road maps, showing route from fixed point of origin to destination and return. Indicates

points of interest, restaurants, hotels or other housing accommodations, and emergency repair services available during trips. Reserves hotel, motel or resort accommodations by telephone, telegraph or letter. Calculates mileage of marked route and may estimate travel expenses. Informs patron of bus, ship, train and plane connections. Consults hotel directories, road maps, circulars, timetables, and other sources to obtain current information.<sup>75</sup>

This definition is consistent with Brownell's distinction between travel counselor, agent and broker.

A travel agent is narrowly defined by the Civil Aeronautics Board as "a person who sells air transportation services to individuals or groups on behalf of, and in the name of, travel carriers"<sup>76</sup> while in Up With Profits, an agent, in its simplest form, is "primarily an arranger of point to point transportation for his clients."<sup>77</sup>

Three similar job descriptions are given by Lundberg, The Dictionary of Occupational Titles and the International Labor Office. Lundberg's tasks include:

Prepares individual pre-planned itineraries, personally-escorted tours and group tours and sells prepared package tours.

Arranges for hotels, motels, resort accommodations, meals, car rentals, sight-seeing, transfers of passengers and luggage between terminals and hotels, and special features such as music festivals and theatre tickets.

Handles and advises on the many details involved in modern day travel, e.g.--travel and baggage insurance, language study material, traveler's checks, auto garaging, foreign currency exchange, documentary requirements (visas and passports), and health requirements (immunization and other inoculations).

Uses professional know-how and experience, e.g.--usually has schedules of train connections,

rates of hotels, their quality, whether rooms have baths, whether their rates include local taxes and gratuities. All of this is information which the traveler can spend days or weeks of endless phone calls, letters and visits to secure, and still may not get it right. Arranges reservations for special-interest activities such as religious pilgrimages, conventions and business travel, gourmet tours and sporting trips.<sup>78</sup>

The Dictionary of Occupational Titles differentiates between a Travel Clerk (205.168), a Transportation Counselor (237.168), an Information Clerk (237.368), a Reservation Clerk (249.368) and a Ticket Agent (919.368).

The designation "205" means that the position is in clerical and sales work and involves occupations related to stenography, typing and filing. Additionally, this position involves work of a personnel nature. A travel clerk (205.168) is listed as a government service position. The job description is:

Plans itinerary and schedules travel accommodations for military and government personnel and their dependents according to their travel orders, using knowledge of routes, types of carriers, and travel regulations. Verifies travel orders to insure authorization. Studies routes and regulations and considers cost, availability, and convenience of different types of carriers to select most advantageous routes and carrier. Notifies personnel of travel dates, baggage limits and medical and visa requirements, and determines that all clearances have been obtained. Aids personnel to complete travel forms and other business transactions pertaining to travel. May deliver personnel files and travel orders to persons prior to departure. May meet arriving personnel and inform them of available facilities and housing, and furnish other information. May arrange for motor transportation for arriving and departing personnel.<sup>79</sup>

A Transportation Clerk (242.368) is listed as a hotel and restaurant position. The numbers "242" indicate that the position is miscellaneous clerical, hotel clerks, hotel desk work and positions of a similar nature. The job consists of the following:

Provides travel information and arranges accommodation for tourists: Answers inquiries, offers suggestions and provides descriptive literature pertaining to trips, excursions and entertainment features, such as sports events, concerts and plays. Discusses routes, time schedules rates and types of accommodations with patrons to determine their preferences and makes reservations. Verifies arrival and departure times, traces routes on maps and arranges for baggage handling and other services requested by guests. May purchase, resell and deliver tickets. May arrange for visas and other documents required by foreign travelers. May contact individuals and groups to sell package tours on own initiative.<sup>80</sup>

The listing for Travel Bureau Clerk refers the reader to Information Clerk (237.368). The "237" designation refers to receptionists and information clerks. This position involves someone who works for either a motor transportation or a railroad transportation company. The job consists of the following:

Provides travel information for bus or train patrons: Answers inquiries regarding departures, arrivals, stops and destinations of scheduled buses or trains. Describes rates, services and accommodation available. Furnishes patrons with timetables and travel literature. May compute cost of fare.<sup>81</sup>

The term "Travel Counselor" (237.168) designates someone working in a nonprofit organization with the following duties:

Plans trips for members of automobile clubs. Marks suitable roads and possible detours on road map, showing routes from point of origin to destination and return. Indicates points of interest, restaurants, hotels or other housing accommodations, and emergency repair services available during trip. Reserves hotel, motel or resort accommodation by telephone, telegraph or letter. Calculates mileage of marked route and may estimate travel expenses. Informs patron of bus, ship, train, and plane connections. Consults hotel directories, road maps, circulars, timetables and other sources to obtain current information.<sup>82</sup>

The D.O.T. also has a listing for Reservation Clerk (249.368). The "249" designation indicates a "miscellaneous clerical occupation." The duties are described as follows:

Obtains travel and hotel accommodations for guests and employees of industrial concerns, issues tickets, types itineraries, and compiles reports of transactions: Ascertains rates and obtains confirmation of travel and lodging space. Issues and validates airline tickets from stock or tele-ticketer and obtains rail and bus tickets when not kept in stock. Prepares, for passenger, travel booklet containing tickets, copy of itinerary, written lodging confirmations, pertinent credit cards, and travel suggestions. Keeps current directory of hotels, motels and timetables, and answers questions concerning routes, fares and accommodations. Reviews routine invoices of transportation charges, and types and submits reports to company and to transportation agencies. Prepares and types claim forms for refunds and adjustments and reports of transactions processed.<sup>83</sup>

A final listing of relevance to this study is that of Ticket Agent (919.368). The numbers "919" indicate a "miscellaneous transportation occupation." A Ticket Agent:

Sells tickets for transportation agencies such as airlines, bus companies other than city buses, railroads other than street railways, and steamship



lines: Plans route and computes ticket cost, using schedules and rate books. Insures that cabins, seats or space is available. Answers inquiries regarding airplane, train, bus or boat schedules and accommodations. May check baggage and direct passenger to designated concourse, pier, or track for loading. May make public address announcements of arrivals and departures.<sup>84</sup>

The last three figures of the six-digit classification number for a job category indicate the interaction of the job with data, people and things. Every job title, except "Travel Counselor," carries the designation "368." These numbers indicate that the job involves compiling data, speaking to and signalling people and no significant relationship with things. The job of Travel Counselor coordinates rather than compiles data. The categories involving people and things are the same as for the others.

A supplement to the Dictionary of Occupational Titles lists the physical demands, working conditions and training time for a variety of jobs. Table 2.3 indicates the above characteristics for the jobs mentioned above.

All but one of the listed jobs are of a sedentary nature. This means:

Lifting 10 lbs. maximum and occasionally lifting and/or carrying such articles as dockets, ledgers, and small tools. Although a sedentary job is defined as one which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. Jobs are sedentary if walking and standing are required only occasionally and other sedentary criteria are met.<sup>85</sup>

TABLE 2.3.--Physical demands, working conditions and training time for certain positions

Job Title	Physical Demands		Working Conditions	Training Time	
				GED <sup>a</sup>	SVP <sup>b</sup>
Travel Bureau Clerk					
Information Clerk	S	4 5	I	4	4
Travel Counselor	S	4 5	I	4	5
Reservation Clerk	S	4 5	I	3	5
Travel Clerk	S	4 5	I	4	7
Transportation Clerk	S	5	I	4	5
Ticket Agent	L	4 5	I	4	5

SOURCE: Selected Characteristics of Occupations (Physical Demands, Working Conditions, Training Time), A Supplement to the Dictionary of Occupational Titles (3d ed.; 1966), table derived from various pages.

<sup>a</sup>GED = General Educational Development

<sup>b</sup>SVP = Specific Vocational Preparation

The job of Ticket Agent is listed under the category of "Lifting." This involves:

Lifting 20 lbs. maximum with frequent lifting and/or carrying of objects up to 10 lbs. Even though the weight lifted may be only a negligible amount, a job is in this category when it requires walking or standing to a significant degree, or when it involves sitting most of the time with a degree of pushing and pulling of arm and/or leg controls.<sup>86</sup>

Continuing under the topic of physical demands, the number 4 indicates jobs which involve "reaching, handling, fingering and/or feeling." The number 5 indicates jobs which involve "talking and/or hearing." All of the above listed jobs are of an inside nature.

The various levels of general educational development are divided into subcategories of reasoning development, mathematical development and language development. All of the jobs listed, except for that of reservation clerk, have a designation of 4. The job of reservation clerk has a designation of 3. Table 2.4 explains these two levels.

The term "specific vocational preparation" includes vocational education, apprentice training, in-plant training, on-the-job training and essential experience in other jobs. The job of travel bureau clerk or information clerk should have three to six months of preparation. The government service travel clerk should have two to four years of preparation. The remaining jobs listed should have between six months to one year's experience.

The International Labor Office differentiates between travel agency clerks and cash desk cashiers as follows:

**3-94.49 Travel Agency Clerk.**

Prepares itineraries and makes travel and hotel reservations for customers:

ascertains customer's requirements; examines schedules of air, sea or land transport and/or hotel facilities and advises customer on itinerary and method of travel; makes reservations in accordance with customer's requirements, completes and issues tickets, vouchers and other documents, and forwards baggage. May make arrangements for special travel facilities, package tours, and hire of ski or other special equipment. May obtain passports,

TABLE 2.4.--Definition of levels 3 and 4 of general educational development

4 Apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.	Perform ordinary arithmetic, algebraic, and geometric procedures in standard, practical applications.	Comprehension and expression of a level to --Transcribe dictation, make appointments for executive and handle his personal mail, interview and screen people wishing to speak to him, and write routine correspondence on own initiative --Interview job applicants to determine work best suited for their abilities and experience, and contact employers to interest them in services of agency. --Interpret technical manuals as well as drawings and specifications, such as layouts, blueprints, and schematics.
3 Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.	Make arithmetic calculations involving fractions, decimals and percentages.	Comprehension and expression of a level to --File, post, and mail such material as forms, checks, receipts, and bills --Copy data from one record to another, fill in report forms, and type all work from rough draft or corrected copy.

SOURCE: U.S. Employment Service Office of Manpower Analysis and Utilization, Dictionary of Occupational Titles, Volume 1 (1966), p. 652.

visas and foreign currency and attend to other special requirements of travellers. May prepare accounts and receive payments.

Workers mainly employed in the routine issuing of travel tickets for cash are classified in 3-31.60.<sup>87</sup>

### 3-31.60 Cash Desk Cashier

Receives cash in payment for goods or services and gives change to clients in a retail store, railway or boat station, theatre or other establishment or performs simple cash handling operations in a bank:

checks amount receivable, collects cash, gives change and issues receipts or tickets as required; pays out cash against written orders or credit notes and obtains receipts; keeps records of amounts received and paid and reconciles cash balance with records. May use a cash register or an automatic ticket issuing machine. May be designated according to nature of establishment or type of transaction carried out.<sup>88</sup>

While very extensive, these definitions fail to sufficiently consider the retail travel agent's responsibility in handling money and tickets. According to Up With Profits, the primary responsibility of the agent is the "safeguarding and proper application of the client's monies coupled with a trust responsibility to properly guard, capably report, and transmit the monies to the travel service companies whose products have been sold."<sup>89</sup> Additionally, the agent is responsible for maintaining "complete and accurate information of the services he represents, together with cost and reservation facilities to fulfill his client's wishes . . ." and budgeting "sales requirements for ticket stocks, and other travel paper requirements."<sup>90</sup>

### Job Requirements

Several sources are available which suggest the job requirements for a travel agent. Up With Profits lists the necessary skills relative to the type of work done. For the task of counseling, the agent should have "wide travel experiences, sales and agency experience."<sup>91</sup> The agent's educational background should pertain to practical knowledge of fine arts, such as painting, sculpture, architecture, music, history, archeology, cultural and physical geography and interpersonal psychology. For the task of selling tickets and providing other travel services, the requirements are "courtesy, efficient and accurate detail work, proper reporting, accounting and similar routine functions."<sup>92</sup>

Laurence Stevens lists the following requirements:

1. outgoing personality without being overly aggressive
2. good conversational ability
3. retentive and inquisitive mind
4. precision in one's work
5. ability to work under pressure
6. able to get along with people
7. work long hours during peak periods
8. good sales ability
9. familiarity with tariffs
10. compute fares
11. convert foreign currency into dollars
12. prepare invoices<sup>93</sup>

Stevens goes on to suggest that a high school diploma is the minimum educational standard, with evidence of studies in: "(1) sales techniques, (2) English, (3) grammar, (4) communication skills, (5) current events,

(6) public speaking and (7) geography."<sup>94</sup> Additionally, some business experience or college training is an advantage. But a foreign language requirement is not necessary unless the agency is ethnic.

The larger agency is likely to employ personnel in specialized functions. Thus, a commercial counselor deals with commercial accounts. Stevens notes the following requirements for this position:

1. complete familiarization with the route structures, fares, reservations, ticketing procedures for all domestic airlines
2. knowledge of international ticketing and fares
3. familiarity with the names of hotels/motels (especially in the vicinity of airports) and reservation procedures
4. knowledge of airport facilities, railroad (AMTRAK) services, limousine services, car rentals, important domestic resort areas
5. good typing and telephone skills
6. ability to work accurately and quickly without close supervision
7. working knowledge of Official Airline Guide and other reference material<sup>95</sup>

A Domestic Counselor is concerned with making suggestions and arrangements for domestic trips. Steven's requirements for this position are:

1. in depth knowledge of all tour programs and tour packages, hotels, resorts, airlines serving those areas
2. familiarity with major cruise lines and liners
3. aware of climates, currency, health regulations, etc.<sup>96</sup>

An International Counselor specializes in arranging and advising on trips to foreign countries. Five years of intensive training are recommended for this position.

Brownell, in his book Travel Agency Management, writes that the travel agency manager should have had previous travel agency-connected or travel-related experience. He believes that the most important requirement is the ability to get along with people--both the clients and the staff. Additionally, he/she should possess the following attributes:

1. executive ability
2. honesty
3. ethical standards
4. leadership
5. communications ability
6. drive
7. thinking ability
8. human relations ability
9. technical knowledge
10. office managership
11. the ability to plan his/her own work
12. delegate
13. plan creatively<sup>97</sup>

No attempt is made to define the terms listed or rank the items in order of importance.

#### Louis Harris and Associates

The most comprehensive study of travel agents in the United States is prepared every two years for Travel Weekly, a trade publication by Louis Harris and Associates, Inc. Certain sections of the 1976 report are relevant to this study.

Regarding the agents' perceptions of the role in selling:<sup>98</sup> 67 percent viewed themselves as primarily agents for clients, a perception particularly widespread in the East (74 percent). Twenty-seven percent saw



themselves as agents for both supplies and clients, a perception found more frequently in the South (38 percent), in the suburbs (30 percent) and among agencies with billings of \$1,000,000--\$1,999,999 (34 percent). Six percent feel they were primarily agents for suppliers, most often occurring in agencies with billings of \$2,000,000 and over (11 percent). This suggests an overall orientation to the client which one would expect to see in the requirements for the job.

By analyzing the ways agents solicit new business, one can infer the skills necessary to be successful in that task. Agents were asked to list the methods used to generate new business either "sometimes" or "frequently."<sup>99</sup>

1. Eighty-four percent of agencies nationally and 91 percent of Midwest agencies used advertisements in local newspapers to promote new business.
2. Seventy-nine percent of agencies nationally and 85 percent of Midwest agencies used presentations to clubs and other groups.
3. Seventy-eight percent of agencies nationally and 81 percent in the Midwest conducted direct mail promotions.
4. Seventy-three percent of agencies nationally and 76 percent in the Midwest participated in

activities of community service organizations and philanthropic groups.

5. Forty-four percent of agencies nationally and 39 percent in the Midwest conducted telephone solicitations.
6. Forty-two percent of agencies nationally and 48 percent in the Midwest invited the public to attend receptions, "travel nights," films, etc.
7. Forty-one percent of agencies nationally and 35 percent in the Midwest distributed promotional literature in public areas.
8. Thirty-five percent of agencies nationally and 53 percent in the Midwest advertised on local radio stations.
9. Twelve percent of agencies nationally and 16 percent in the Midwest advertised on local television stations.

The accent on client relations and personal selling is further intensified when one considers how agents solicited group travel.<sup>100</sup>

1. Seventy-two percent of agents booking group travel used cultivation of clients who are members of special interest groups.

2. Seventy-one percent used presentations to special interest groups.
3. Fifty-five percent assembled groups for special trips.
4. Fifty-two percent sold to groups of which the agent is a member.
5. Thirteen percent used some other method.
6. Six percent used none of the above list.

The interaction between the travel agent and the client is further explored by considering the agent's role in influencing client travel decisions. An average of 41 percent of clients initially had only a general idea of desired destination (e.g., Caribbean, Western Europe); 16 percent had no particular idea in mind about destinations and 43 percent did have a specific destination in mind when they first contacted the agency.<sup>101</sup>

By exploring the reasons why clients relied more heavily on agents for advice on destinations, one can further see what skills should be required for a position in an agency.

The expertise of the agent was stressed together with the agent's knowledge of different alternatives toward getting the best value for the client. Creativity was pointed out by 21 percent of the respondents, while that same percentage relied upon the agent's familiarity

TABLE 2.5.--Reasons why vacation/pleasure travel clients relied more heavily on agents for advice on destinations (Base: The 36 percent of agents who reported heavier reliance by vacation/pleasure travel clients in 1975-76)

	Total Agents Reporting Heavier Reliance %
Trust expertise of agents, good reputation of agency	34
To keep costs down, get best value for dollar in changing economy, rate of exchange	25
People are traveling more, looking for something different; repeat clients run out of ideas	21
Not familiar with different areas, accommodations, attitudes of government or people	21
More diversity; choice in travel business causes more confusion, problems	16
More repeat business, clients satisfied with previous recommendations	7
More charters, package deals--need guidance on comparison of rates and features	7
To get up-to-date information on fluctuating schedules and prices	5
More first-time travelers--less sophisticated, less educated, need our help	3
Any other answer	8

SOURCE: Lou Hams and Associates, The Character and Volume of the U.S. Travel Agency Market, 1976, Travel Weekly (1977), p. 52.

with (to the client) unknown areas, accommodations and attitudes. Sixteen percent looked to the travel agent to simplify the travel decision-making process for them.

Agents should also be familiar with the details of components of a trip other than the destination. Seventy-three percent of customers sought advice and guidance from agents in choosing package tours/vacations, 72 percent for hotels, 62 percent for side trips and sightseeing, 54 percent for carriers and 54 percent for car rental agencies.<sup>102</sup>

Business travelers are more experienced travel customers and relied upon agents less for advice and guidance than pleasure travelers.

1. Thirty-nine percent of business travel customers nationally and 36 percent in the Midwest sought guidance on hotels.
2. Thirty-two percent nationally and 28 percent in the Midwest sought guidance on carriers.
3. Thirty percent nationally and 28 percent in the Midwest sought guidance on itineraries including primary destinations.
4. Twenty-nine percent nationally and 31 percent in the Midwest sought guidance on car rental agencies.<sup>103</sup>

As before, an examination of the reasons business travelers relied more heavily on agents for advice will help determine skill requirements for agency positions. As with the pleasure travel market, business travelers relied upon the knowledge and expertise of agency personnel. They wished the agent to handle the complex details of the trip (21 percent), wanted the agent to know about alternatives which would give better value (21 percent) and expected the agent to be up to date on price and schedule changes (12 percent).

The Harris study asked a limited number of questions regarding personnel. Of interest to this study is the fact that 54 percent of the agencies did not feel it is difficult to keep good employees in the travel agency business, while 46 percent said it was difficult to retain good employees.<sup>104</sup>

The State Education Department  
of New York<sup>105</sup>

In 1973 the State Education Department of New York, in cooperation with the American Society of Travel Agents, attempted to determine career opportunities and employees' preparatory needs in the travel agent business. Additionally, the state was interested in whether or not the present secondary programs in the state provided sufficient career information and adequate preparation for young people to obtain employment in the travel industry.

TABLE 2.6.--Reasons why business traveler clients relied more heavily on agents for guidance in choosing carriers and hotels (Base: The 16 percent of agents who reported heavier reliance by business travelers in 1975-76)

	Total Agents Reporting Heavier Reliance %
Expertise and knowledge of personnel	42
Increased number of services--e.g., hotels, car rentals; need us to simplify complexities of travel business	21
To keep down costs, get best value for dollar	21
Good reputation of agency, clients satisfied with previous recommendations	14
Up-to-date information needed because of constant price changes, schedule fluctuation	12
Ease and convenience of arrangement, all done in one place	5
Clients want best service	4
Other	11

SOURCE: Lou Hams and Associates, The Character and Volume of the U.S. Travel Agency Market, 1976, Travel Weekly (1977), p. 58.

A questionnaire was mailed to all 725 New York State member agencies of the American Society of Travel Agents. Despite the fact that membership in the American Society of Travel Agents connotes a certain degree of professionalism, only 190 responses were received from the population of 725. A second mailing produced 87 more responses for a 38 percent rate of return. Four-fifths of the population surveyed was from the immediate New York City area.

Source of employment. The study found that the most frequent source of employees was "other travel agencies." "Airlines and other principals" was second in importance while "school placement" ranked last as a source of employees.

Educational requirements. In regard to educational requirements, only 61.4 percent of the responding agencies required a high school diploma or its equivalent for new employees. The study reported that depending upon the geographic region of the respondent, of agencies employing fifteen or more people, 50-75 percent did not have this requirement for employment.

Occupational program availability. A majority of respondents felt that an occupational program should be available at the high school level for employment in the travel industry (202--yes; 63--no), while many were



willing to offer advice and consultation to the State Education Department in developing such a program (169--yes; 96--no). There was, however, a certain reluctance in numbers when asked if respondents were willing to cooperate in a work study program with local high schools by employing students part time (112--yes; 128--no).

Previous experience. Agencies were asked to list the types of previous experience most helpful for travel agency work. The most helpful was "insurance or real-estate sales." The least helpful types of experience were "cashiering in drug stores, theaters or restaurants." Somewhere in between were the options of "door-to-door merchandise salesman," "computing and bookkeeping" and "extensive travel experience."

Attributes or skills. Respondents ranked a given list of attributes or skills needed by travel counselors as either "very important," "useful but not necessary" or "not important." In order of importance, the skills listed as "very important" were:

<u>Skill</u>	<u>Number of Responses</u>
1. Friendly demeanor	259
2. Good telephone techniques	251
3. Neat physical appearance	240
4. Orally communicate technical information	236

<u>Skill</u>	<u>Number of Responses</u>
5. Sales skills	230
6. Transfer numbers accurately	211
7. Customer contact skills	207
8. World geography	190
9. Excellence of English vocabulary usage	183
10. Legibility of handwriting	173

In order of least importance, the skills listed as "not important" were:

<u>Skill</u>	<u>Number of Responses</u>
1. Computer operations	188
2. Telex machine operations	177
3. Insurance procedures and types	80
4. Bilingualism	60
5. Customs information	56
6. Foreign currency and travel check information	43
7. Good spatial perception	42
8. World climatic conditions	40
9. National cultural attractions	33
10. Document references (passport, visas, etc.)	29
11. Typing competency	29

The three other attributes listed but not mentioned previously were "numerical ability" (percentage and addition), "human psychology and sociology" and "letter and form composition." When asked to list additional necessary skills for an agency employee, there were 114 responses of "other" and 55 specific responses. The following were mentioned:

1. Reading
2. Comprehension
3. Attention to detail
4. Appropriateness of dress
5. Courtesy
6. Respect
7. Maturity

The following academic subjects were listed by respondents as being "necessary":

1. History
2. Economics
3. Bookkeeping
4. Languages
5. Typing

No significant difference was noted in the importance of required skills by either size of agency or by geographic region.

## Tour Wholesaler/Operator

### Introduction

The jobs of tour wholesaler and tour operator will be considered together since, according to the Civil Aeronautics Board,<sup>106</sup> they are used interchangeably throughout the industry.

### Definition

The Dictionary of Occupation Titles defines a wholesaler (not a tour wholesaler) as follows:

185.168

Manages wholesale trade enterprise engaged in buying merchandise and selling it to retailers or to industrial or commercial consumers. Estimates needs of firm and purchases or authorizes purchase of stock, based on estimates. Directs assembly of goods in large lots and redistribution in smaller quantities. Supervises workers engaged in selling merchandise and extending credit to purchasers through subordinates. Advises customers concerning current and future market conditions. May grade and standardize merchandise.<sup>107</sup>

The Civil Aeronautics Board in its Glossary of Air Transportation Terms defines a Tour Wholesaler as follows:

"A person who contracts with hotels, sight seeing and other ground components to provide ground packages for sale to individuals, through travel agents and direct air carriers, to be used in conjunction with scheduled air transportation."<sup>108</sup> And in that same publication, a

Tour Operator is defined as: "A person which acts as an indirect air carrier by organizing, selling and operating tours by charter air transportation."<sup>109</sup>

The distinction made is that the operator uses charters exclusively. It is unclear in this definition whether or not a tour operator actually contracts with suppliers.

McIntosh, in his text Tourism: Principles, Practices and Philosophies, describes a Travel Wholesaler as:

Services retail travel agents in the preparation of tour packages, ordering, billing and advertising. It is possible for a travel agent, travel wholesaler, or tour operator to perform each other's functions, as is true in any business. In practice (economic theory), the levels are retail travel agent, travel wholesalers--whose customers are retail travel agents, tour operators. Sometimes travel wholesalers and tour operators have their own retail company and their wholesaling is a specialty in one area.<sup>110</sup>

As before, the implication is that tour operators purchase services from tour wholesalers rather than suppliers.

The A.B.C.s of Travel differentiates as follows:

Wholesaler: A company that usually creates and certainly markets inclusive tours and Foreign Independent Tours for sale through travel agents. Often used interchangeably with tour operator, but several distinctions may be drawn: 1. a wholesaler presumably sells nothing at retail; a tour operator often does both. 2. A wholesaler does not always create his own products; a tour operator virtually always does. 3. A wholesaler is less inclined than a tour operator to perform local services. Industry reportage often fails to make distinctions, and, to confound things further, many travel companies perform any or all of the functions of travel agent, contractor, tour operator and wholesaler.<sup>111</sup>

Tour Operator: A company which creates and/or markets inclusive tours and/or performs tour services and/or subcontracts their performance. Most tour operators sell through travel agents and directly to clients.<sup>112</sup>

Thus, while the duplication of functions is again stated, important distinctions are drawn.

#### Tour Wholesaler Industry Study

The most definitive study of the tour wholesaler industry was prepared by Touche Ross in 1975.<sup>113</sup> This was the first comprehensive, industry-wide study on this industry. For the purpose of their study, an independent wholesaler was defined as:

. . . a business entity primarily engaged, either directly or indirectly, in the planning, preparation, marketing, making of reservations and operation of a vacation tour consisting of the consolidation of some form of transportation with other individual ground services assembled for a departure date (p) to a specific destination(s)--the tours assembled are always offered at a predetermined price and sold through retail outlets such as retail travel agents and airline ticket offices directly to the public.<sup>114</sup>

Later, this definition was shortened to: ". . . a business entity which consolidates the services of airlines or other transportation carrier and ground service supplier into a tour which is sold through a sales channel to the public."<sup>115</sup>

A tour operator, on the other hand, has a much narrower definition and function: " . . . a business which handles actual tour operation including guide

services, transfers, hotel orientation etc."<sup>116</sup> To complicate matters even more, this definition is analagous to the definition in The A.B.C.s of Travel of a contractor: ". . . a land operator which provides services to wholesalers, tow operators and travel agent."<sup>117</sup> As The A.B.C.s of Travel states: "Operator: A loose term that may mean contractor, tour operator or wholesaler or a combination of any or all of these functions."<sup>118</sup>

Touche Ross categorizes tour wholesalers on the basis of market specialization (specialty market or mass market), destination specialization or transportation specialization. By considering the functions undertaken by tour wholesalers, we can infer the types and level of sophistication of skills necessary for a position in this industry. The major functions performed by independent tour wholesalers are tour preparation, tour marketing, tour administration and tour operation.<sup>119</sup> The entire list of functions is contained in Appendix A. But it should be noted that this list is a compilation of functions undertaken by a number of sample tour wholesalers and does not indicate that any, except for a few major tour wholesalers, would perform all the tasks listed.

The only reference to employees in this study is in regard to the number of employees hired relative to the number of passengers moved. (See Table 2.7.)

TABLE 2.7.--Average number of independent tour wholesaler employees<sup>a</sup>

Number of Passengers Moved	Average Number of Employees
1-5,000	6
5,001-25,000	30
25,001-50,000	59
50,001-100,000	68
100,000 & over	241

SOURCE: Touche Ross & Co., Tour Wholesaler Industry Study, 1975, p. 10.

<sup>a</sup>Based on a sample of fifty-six independent tour wholesalers.

#### Job Requirements

Stevens, in Tour Career in Travel and Tourism, suggests that to work on the staff of a tour operator, an individual should have some college education. Also desirable are two to five years of business experience, a typing speed of forty-five words per minute, good geographic knowledge, maturity, a friendly personality, good telephone skills and the ability to work without close supervision. An operations supervisor, he adds, should be "able to solve problems quickly."<sup>120</sup>

The Dictionary of Occupational Title code for wholesaler is 185.168.<sup>121</sup> The latter three digits describe the job functions as follows:



<u>4th digit--Data</u>	<u>5th digit--people</u>	<u>6th digit--things</u>
0 synthesizing	mentoring	setting up
1 coordinating	negotiating	precision working
2 analyzing	instructing	operating- controlling
3 compiling	supervising	driving-operating
4 computing	diverting	manipulating
5 copying	persuading	tending
6 comparing	speaking- signalling	feeding- offbearing
7 no significant relationship	serving	handling
8 no significant relationship	no significant relationship	no significant relationship

A code of 168 would imply that a wholesaler coordinates data, speaks with or signals to people and has no significant relationship with things.

#### Area and Regional Tourism Organizations

A paper by James Hall, Executive Vice-President of the East Michigan Tourist Association, gives a partial picture of job requirements in area tourism organizations. The job of the organization, Hall asserts, is a communications problem--an attempt to "relate the values of a total experience for a decision."<sup>122</sup> The organization uses a variety of sales promotional means to achieve this. Therefore, while staff managers have traditionally come from closely related fields of organization

management, such as the chamber of commerce field, communications and advertising have also been a source of employees. Hall states that few, if any, managers have a college background due to a "lack of knowledge of opportunity or lack of curriculum for training."<sup>123</sup>

#### State Travel Offices

The U.S. Travel Data Center publishes an annual survey of state travel offices.<sup>124</sup> Information is collected under the following headings:

1. Budgets
2. General administration
3. Advertising
4. General promotion
5. Package tours
6. Press and public relations
7. Research
8. Welcome centers

The following information is of relevance to this study. The Michigan Travel Commission employs twenty-seven full-time and two part-time staff who are under a civil service employment requirement. The director has held his position for three years and has spent five years within the agency. The position of director is a civil service position. The chief assistants to the director have held that

position for one year, and their positions, also, are under the civil service system.

The Commission has an advertising agency and, consequently, does not require a staff member to be responsible for art, design and layout of advertising. Inquiries are analyzed to evaluate the effectiveness of the state's advertising. Three staff members are assigned to encourage travel-related investment in the state, and a program has been developed to promote and package tours. One staff member is specifically assigned to tour packaging. Familiarization tours for travel agents or tour operators are held and planned for the future. Twelve press or travel writer tours were conducted in 1976. Maps, directories, a calendar of events and a variety of brochures and posters were distributed. One staff member is responsible for research and periodic surveys are conducted. Nine welcome centers are maintained on a year-round basis while another three are mobile and seasonal. Each employs, on the average, three and a half permanent and four seasonal employees.

### Convention and Visitors Bureau

#### Introduction

A series of articles on convention bureaus was written in the July 1976 issue of Meetings and Conventions, a monthly trade magazine.<sup>125</sup> The "state of the art" regarding research in this area can be seen

from the fact that the only relevant written material found consists of interviews with convention and visitors bureau officials.

### Functions

Recently the association representing bureaus changed its name from the International Association of Convention Bureaus to the International Association of Convention and Visitor Bureaus. This reflects the enlarged functions of a bureau. Most began as convention bureaus and now find themselves increasingly in the tourism business.

According to John Marshall, president of I.A.C.V.B., there are no standard services which a member bureau has to offer to qualify for membership. Additionally, he believes it is next to impossible to develop criteria for standards of performance because of the diversity in size of both bureaus and conventions.<sup>126</sup>

Essentially convention and visitor bureaus function as the promotion agency representing its members (local businesses) and/or the city or area. About 10 percent of the bureaus are totally tax supported and 50 percent are supported by a mixture of private and public monies.<sup>127</sup> All I.A.C.V.B. members are nonprofit organizations. Members of the bureau are typically hotels, audio-visual producers, convention consultants, transportation companies, sightseeing organizations, printers, restaurants, etc.

The closest listing, in print, of a bureau's functions is the summary of what a convention and visitors bureau should and can do by Charles Gillett, president of the New York Convention and Visitors Bureau.<sup>128</sup> According to Gillett, the bureau has the experience of knowing the needs of past conventions and the corresponding ability to predict the requirements of future meetings. Secondly, the bureau offers meeting planners the convenience of having the bureau handle much of the organizational details involved in operating a convention. The bureau acts as an information center, handling information on all the interesting aspects of the city and necessary services it provides.

The staff of the bureau is impartial and is, thus, in a position to match the needs of a convention to the facilities of a city. Another function is that of providing literature about the city's facilities, and an additional marketing function is providing pre-meeting publicity and press releases to stimulate meeting attendance. In short, the Convention and Visitors Bureau representative is:

. . . the city representative charged with the responsibility of negotiation with convention officials for their conventions. He marshalls the facilities information, and services of the city necessary for the successful handling of such conventions.<sup>129</sup>

Michigan Career Opportunity Guide<sup>130</sup>

In an attempt to remedy the disjointed approach to personal career planning<sup>131</sup> and to consolidate the educational and vocational information found in a variety of sources and formats, the Institute for Community Development put together a project called Direction. Vocational information in the form of job descriptions, employment projections and information on the required level of training was adapted from the U.S. Department of Labor's Occupational Outlook Handbook and the Dictionary of Occupational Titles, Vol. 1, supplemented by the Michigan Employment Security Commission publication, Michigan Job Briefs.

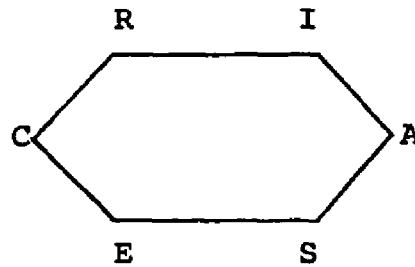
Of 237 representative job listings, from accountant to zoologist, the only two travel-related positions listed are stewardess/steward (airline) and travel agent. The nature of the work for a travel agent is described as follows:

Plans itineraries, schedules and arranges transportation and accommodations for individuals and groups. Provides descriptive literature, makes reservations. May arrange for visas and other documents required by foreign travelers.<sup>132</sup>

A vocational/technical level of training was suggested and a very large increase reported in employment trends. A starting salary of \$600-700/month was listed.

An interesting approach was used to match readers to appropriate jobs. The study used the work of John

Holland as a model.<sup>133</sup> Holland wrote that a person's vocational interests can be categorized into six major areas in the hexagonal order shown below. Matching these interests with jobs usually is important to job satisfaction.



R = Realistic.--This interest grouping stresses a liking for physical activity and a general avoidance of social activities.

I = Investigative.--The basic interest here is analyzing, thinking through problems, being creative in ideas.

A = Artistic.--The major interests in this category are in musical, artistic, literary and dramatic activities.

S = Social.--The major interests in the Social grouping are in being with and around others on a job, helping others or working in an area which affects people.

E = Enterprising.--This group of people enjoys leadership, management and sales activities.

C = Conventional.--The major interests of this group involve completion of details, forms and reports most often related to business and economics.

The job of "travel agent" is given a listing of R.I.C. It shares this listing with such jobs as:

1. Aircraft pilot
2. Animal husbandry
3. Building/construction trades technician

No explanation is given concerning how this classification was made or who made it. (The complete list of R.I.C. ranked jobs is contained in Appendix B.)

#### Michigan Occupational Information System<sup>134</sup>

Michigan was the recipient, along with Alabama, Colorado, Massachusetts, Minnesota, Ohio, Washington and Wisconsin, of a grant to develop a statewide occupational information system. The objectives of the program were to provide access to the information for a wide variety of users through one or more delivery systems, to develop a state and local information base that realistically reflects the employment and educational scene in Michigan and to create a data base and linkage system to meet the identified informational needs of user groups. Files



have been developed on occupations, academic programs, schools, apprenticeships, military training opportunities and school subjects in Michigan.

The informational process begins when an individual fills out a Personal Profile Inventory listing his/her preferences and abilities in the areas of interests, temperaments, physical demands, working conditions and education. The computer then lists possible occupations based on preferences the individual has shown in the inventory. The computer is then asked to narrow down the list or to give either general or specific information on a particular occupation. Some 350 occupations, representing 80 percent of the jobs in Michigan, are available in the system.

Also, secondary sources of information, such as the Encyclopedia of Careers, Dictionary of Occupational Titles and the Michigan Occupational Outlook Handbook were used to elicit the information for the occupational files. This was then reviewed by trade associations for accuracy before being entered into the computer.

The only three tourism-related jobs listed are "hotel-motel manager," "flight attendant" and "ticket agent." The "hotel-motel manager" and "flight attendant" listings are outside the scope of this study.

Under the general heading of "ticket agent," various areas of specialization are listed:

1. Ticket agent
2. Reservation agent
3. Transportation agent
4. Traffic agent
5. Station agent

A listing of related jobs is given as follows:

1. Airplane dispatch clerk
2. Car rental dispatcher
3. Floor manager
4. Booking clerk
5. Hotel clerk
6. Reconsignment clerk
7. Bowling floor desk clerk
8. Recreation-facility attendant
9. Dispatchers
10. Travel clerks
11. Travel counselors

Information is given for every listing under the following headings:

1. Nature of the job
2. Working conditions
3. Worker requirements
4. Earnings and advancements
5. Job outlook
6. Educational training dial

7. Related education and training
8. Job sample questions
9. More sources of information

#### Nature of the Job

The report states that most ticket agents are employed by transportation companies and perform most of the services involving public contact prior to departure or after arrival of passengers and/or freight carriers. The duties include:

1. Selling tickets for airlines, buses, railroads, steamships
2. Planning routes and computing ticket cost
3. Answering questions about schedules and fares
4. Making reservations
5. Keeping records of tickets, passenger names, and freight checking and weighing baggage
6. Telephoning passengers to confirm reservations and report arrival of freight
7. Making announcements of arrivals and departures

The following tools, equipment and materials may be used:

1. Computer terminals and print-out equipment
2. Data display systems

3. Intercom or public address systems
4. Telephone equipment
5. Charts, forms, maps and schedules
6. Loading machines and ramps

#### Working Conditions

The report states that ticket agents work under the direction of supervisors and generally work indoors. Applicants are warned that excessive noise may be present part of the time because of heavy passenger traffic. While agents usually work forty hours per week, one is told that some shift, weekend or holiday work may be required as many transportation companies operate twenty-four hours a day.

#### Worker Requirements

It is reported that applicants for this position should like:

1. Dealing with people in a pleasant, businesslike manner
2. Being involved with routine, concrete, and organized work
3. Completing tasks with the use of machines, processes and techniques
4. Expressing oneself verbally

Physically, the applicant must:

1. Have the use of hands and arms for reaching and handling objects
2. Maintain good hearing, natural or corrected
3. Stand for long periods of time

The authors of the report indicate that while no previous work experience is required, most employers prefer some experience involving public contact. This experience is suggested through part-time work with transportation companies and travel agents.

#### Earnings and Advancement

While earnings vary according to seniority and merit, average annual wages for ticket, station and express agents in the airline industry for 1975 are given below.

<u>Title</u>	<u>Beginning</u>	<u>Experienced</u>
Ticket Agents	\$11,612	\$12,858
Reservation Agents	\$10,668	\$12,139
Station Agents	\$10,491	\$12,931

Fringe benefits depend upon the employer. In terms of a career ladder, a ticket agent can progress to a supervisor and then to a manager.

### Job Outlook

Nationally, approximately 56,000 ticket agents are employed with an estimated 4,250 annual job openings. Because of an anticipated increase in airline passengers, employment is expected to grow faster than the average for all occupations. In Michigan there are approximately 2,850 ticket, section and express agents with more than 70 percent in the Detroit Metropolitan Area. In 1970, 36.9 percent of all Michigan agents were female; 6.3 percent were minorities.

No openings due to growth are forecasted for Michigan, although 120 annual openings are expected due to replacement of agents who leave their jobs.

### Educational Training Dial

The following educational and training opportunities were listed as helpful in preparing for this occupation:

1. On-the-job training
2. High school diploma
3. High school diploma with specific vocational education classes
4. Private vocational school
5. Community college programs

### Related Education and Training

Applicants are encouraged to study the following subjects in high school:

1. Office and distributive education
  - (a) Typewriting
2. English and Foreign language
  - (a) Foreign language
  - (b) Speech
3. Mathematics
  - (a) General math

At a more advanced level, it is suggested that a sales training program be taken.

The remaining sections of the report question the reader on the information contained in the report and list additional sources of information.

### Summary

Little agreement exists concerning the meaning of "tourism education." Tourism study may be multidisciplinary or interdisciplinary; technically, business or concept oriented; may consist of pure research in tourism, tourism studies supplemented by tourism research or social science studies supplemented by tourism research; may be oriented toward the needs of the public or the private sector and oriented toward the needs of tourist-receiving countries or tourist-originating countries.

While many tourism organizations have to recruit from other fields, graduates from formal tourism programs often have difficulty in finding suitable employment. Thus, the tourism programs in the United States and Europe seem uncoordinated and in many cases are not meeting the needs of tourism-related industries.

Little of a specific nature has been written on job specifications for tourism-related industries. A study by Langman generalized the competencies needed for commercial recreation work. Verhoven and Vinton broke down tourism-related jobs by educational level and suggested appropriate jobs for each educational category.

The lack of government information on tourism-related careers was also noted. Information extended only to the sketchiest of requirement details and the number of annual positions in a few selected categories.

The only previous study which surveyed a variety of tourism-related businesses generalized to such an extent that the information it provided painted only a very broad picture concerning the positions tourism graduates might attain.

Of the job categories chosen for this study, more references were available on the position of retail travel agent than any other. A variety of detailed definitions and several studies of job requirements gave an adequate picture of the job. One must, however,



deduce the type of person required for the various positions within an agency.

Information on other tourism-related positions is limited to several industry profiles which briefly touch on personnel requirements.

The state of Michigan has developed an employment guide which includes three tourism-related listings. The information, however, is from secondary sources and lacks the depth required to give a macro, detailed picture.

## CHAPTER II--NOTES

<sup>1</sup>The Travel Agent, September 5, 1977, p. 64.

<sup>2</sup>I.U.O.T.O., "Compilation and Preliminary Analysis of Information on Education and Vocational Training Programmes in the Field of Tourism," 23rd General Assembly, October 1973, p. 11.

<sup>3</sup>Ibid., p. 10.

<sup>4</sup>Ibid.

<sup>5</sup>Ibid., p. 5.

<sup>6</sup>R. W. McIntosh, "Job Market for Tourism Graduates," Annals of Tourism Research 3 (March/April 1976): 202.

<sup>7</sup>Jafar Jafari, Editor's notes, Annals of Tourism Research 3 (March/April 1976): 205.

<sup>8</sup>Pan American Union, "Report of the Permanent Secretariat of the Congresses to the World Conference on International Travel and Tourism," August 15, 1963, p. 28.

<sup>9</sup>Abilio Bernaldo De Quiros, "A Plan for Instruction and Professional Training in Tourism," Fédération Internationale des Agences de Voyages (undated), pp. 24-25.

<sup>10</sup>Ibid., p. 20.

<sup>11</sup>Ibid., p. 26.

<sup>12</sup>"Tourism Education in Western Europe," International Tourism Quarterly 2 (London: Economist Intelligence Unit, 1976): 11.

<sup>13</sup>Ibid., p. 16.

<sup>14</sup>G. Medlik, "Why Study Tourism," Hotel, Catering and Institutional Management Journal (undated): 7.

<sup>15</sup>Ibid.

<sup>16</sup>R. W. McIntosh, "Teaching Tourism," Hotel, Catering and Institutional Management Journal (undated): 11.

<sup>17</sup>Medlik, p. 9.

<sup>18</sup>Ibid., p. 8.

<sup>19</sup>Ibid.

<sup>20</sup>"Tourism Education in Western Europe," p. 16.

<sup>21</sup>Ibid., p. 17.

<sup>22</sup>I.U.O.T.O., p. 25.

<sup>23</sup>Medlik, p. 7.

<sup>24</sup>I.U.O.T.O., p. 1.

<sup>25</sup>Medlik, p. 8.

<sup>26</sup>I.U.O.T.O., p. 6.

<sup>27</sup>Southern Travel Directors Council, "Tourism Education and National Impact Survey," summary report prepared by Southern Travel Directors Council and the North Carolina Department of Community Colleges (January 1974).

<sup>28</sup>Arlin F. Eppersen, Private and Commercial Recreation (New York: John Wiley and Sons, 1977), p. 327.

<sup>29</sup>R. W. McIntosh, "Job Market for Tourism Graduates," Annals of Tourism Research, March/April, 1976, p. 200.

<sup>30</sup>"Tourism Education in Western Europe," p. 19.

<sup>31</sup>I.U.O.T.O., pp. 6-7.

<sup>32</sup>Society of Parks and Recreation Educators, "Commercial Recreation and Its Implications for Education Curriculums," Meeting Proceedings (St. Louis, Missouri, February 17, 1975), p. 49.

<sup>33</sup>"Tourism Education in Western Europe," p. 20.

<sup>34</sup>I.U.O.T.O., pp. 8, 25.

<sup>35</sup>Michael Lawson, Teaching Tourism: Education and Training in Tourism in Western Europe: A Comparative Study (Tourism International Press in cooperation with the British Travel Educational Tourist and the British Tourist Authority, July 1975).

<sup>36</sup>Ibid., p. 19.

<sup>37</sup>Ibid.

<sup>38</sup>Ibid., p. 21.

<sup>39</sup>Ibid., p. 44.

<sup>40</sup>"Tourism Education in Western Europe," p. 15.

<sup>41</sup>Ibid., p. 16.

<sup>42</sup>Lawson, p. 98.

<sup>43</sup>Ibid., p. 101.

<sup>44</sup>Metelka, p. 64.

<sup>45</sup>Ministry of Defense, How To Conduct a Job Analysis and Write a Job Specification (London: Army School of Instructional Technology, March 1970).

<sup>46</sup>William H. Annis and Richard G. Floyd, "An Interstate Investigation of Employment Opportunities and Educational Requirements for Jobs in Outdoor Recreation and Conservation Enterprises, Phase 1, Final Report" (University of New Hampshire, Durham, September 1969).

<sup>47</sup>Michael N. Hampson and David J. McCracken, "Tasks Essential To Successful Performance within Animal Production and Management Occupations in Ohio" (The Ohio State University, Columbus, Ohio, 1976).

<sup>48</sup>John W. Holcomb and others, "Employment Opportunities and Training Needs in Agribusiness. Competencies for Horse Production in the United States" (Texas A&M, College Station, August 1975).

<sup>49</sup>Mesa Community College, "Research and Analysis of Competencies Needed by a Bilingual Teacher Aid" (Arizona, April 1976).

<sup>50</sup>Darwin W. Manship, "Job Entry Requirements for Typists, Stenographers and Secretaries in the Salt Lake City Area" (Office of Education, Washington, D.C., November 1968).

<sup>51</sup>William Gleason, "Functions of Industry Approach to Curriculum for Vocational Education" (Ph.D. dissertation, Michigan State University, 1967).

<sup>52</sup>Maynard Christensen and Raymond M. Clark, "Vocational Competencies Needed for Employment in the Agricultural-Chemical Industry in Michigan" (East Lansing: College of Education, Department of Secondary Education and Curriculum, Research and Development Program in Vocational-Technical Education, Michigan State University, 1967).

<sup>53</sup>Arthur L. Berkey, "The Importance of Activities Performed and Functions of the Farm Machinery Industry as a Basis for Training Programs" (Ph.D. dissertation, Michigan State University, 1967).

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<sup>55</sup>Robert R. Langman, "Be Prepared for a Career in Commercial Recreation," Parks and Recreation Magazine, July 1975.

<sup>56</sup>Peter Verhoven and Dennis A. Vinton, Career Education for Leisure Occupations: Curriculum Guidelines for Recreation, Hospitality and Tourism (Washington, D.C.: Government Printing Office, 1972).

<sup>57</sup>Ibid., p. 14.

<sup>58</sup>Ibid.

<sup>59</sup>Ibid., p. 15.

<sup>60</sup>Ibid., p. 16.

<sup>61</sup>U.S. Department of Labor, Bureau of Labor Statistics, "Occupational Projections and Training Data," Bulletin 1981 (1976): 43-44.

<sup>62</sup>Michigan Employment Security Commission, "Michigan Occupational Outlook, 1980," November 1975.

<sup>63</sup>Wendell French, The Personnel Management Process (Boston: Houghton Mifflin, 1963), p. 96.

<sup>64</sup>George Sayles and Leonard Strauss, Personnel: The Human Problems of Management (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972), p. 382.

<sup>65</sup>William Glueck, Personnel: A Diagnostic Approach (Dallas: Business Publications, Inc., 1974), p. 116.

<sup>66</sup>Edwin B. Flipppo, Principles of Personnel Management (New York: McGraw-Hill, 1966), p. 123.

<sup>67</sup>Herbert J. Chruden, Personnel Management (Cincinnati: South-Western Publishing Company, 1976), p. 144.

<sup>68</sup>French, p. 91.

<sup>69</sup>Dale S. Beach, Personnel: The Management of People at Work (London: Macmillan Company, 1970), p. 198.

<sup>70</sup>Memo from William Rudnicki, Genessee Community College, New York, February 14, 1973.

<sup>71</sup>The A.B.C.s of Travel, A Glossary of Terms and Abbreviations Peculiar to the Travel Industry (Ziff-Davis Publishers, 1976), p. 30.

<sup>72</sup>Ibid., p. 3.

<sup>73</sup>Lawrence Stevens, Your Career in Travel and Tourism (Merton House, 1977), p. 87.

<sup>74</sup>George G. Brownell, Travel Agency Management (Southern University Press, 1975), p. 1.

<sup>75</sup>U.S. Employment Service Office of Manpower Analysis and Utilization, Dictionary of Occupational Titles, Volume 1 (1966), p. 754.

<sup>76</sup>Civil Aeronautics Board, Glossary of Air Transportation Terms (Washington, D.C.: Economic and Evaluation, Bureau of Accounts and Statistics, C.A.B., February 1977), p. 3.

<sup>77</sup>R. W. McIntosh, ed., Up with Profits (New York: Pan-Am, 1971), p. 4.

<sup>78</sup>Donald Lundberg, The Tourist Business (Boston: Cahners Books International, Inc., 1976), p. 110.

<sup>79</sup>Dictionary of Occupational Titles, Volume I, p. 754.

<sup>80</sup>Ibid.

<sup>81</sup>Ibid., p. 375.

<sup>82</sup>Ibid., p. 754.

<sup>83</sup>Ibid., p. 595.

<sup>84</sup>Ibid., p. 737.

<sup>85</sup>Dictionary of Occupational Titles, Volume II,  
p. 655.

<sup>86</sup>Ibid.

<sup>87</sup>International Labour Office, International  
Standard Classification of Occupations (Geneva, 1968),  
p. 122.

<sup>88</sup>Ibid., p. 106.

<sup>89</sup>McIntosh, p. 4.

<sup>90</sup>Ibid.

<sup>91</sup>Ibid., p. 8.

<sup>92</sup>Ibid.

<sup>93</sup>Steven, pp. 90-91.

<sup>94</sup>Ibid., p. 91.

<sup>95</sup>Ibid., p. 96.

<sup>96</sup>Ibid.

<sup>97</sup>Brownell, pp. 8-9.

<sup>98</sup>Lou Hams and Associates, "The Character and  
Volume of the U.S. Travel Agency Market, 1976," Travel  
Weekly (1977), p. 22.

<sup>99</sup>Ibid., p. 36.

<sup>100</sup>Ibid., p. 41.

<sup>101</sup>Ibid., p. 47.

<sup>102</sup>Ibid., p. 54.



<sup>103</sup>Ibid., p. 56.

<sup>104</sup>Ibid.

<sup>105</sup>New York State Education Department, "Travel Agency Survey, Final Report" (Bureau of Occupational Education Research, February 1974).

<sup>106</sup>Civil Aeronautics Board, p. 75.

<sup>107</sup>Dictionary of Occupational Titles, Volume I,  
p. 795.

<sup>108</sup>Civil Aeronautics Board, p. 108.

<sup>109</sup>Ibid., p. 75.

<sup>110</sup>R. W. McIntosh, Tourism: Principles, Practices, Philosophies (Gird, Inc., 1977), p. 275.

<sup>111</sup>The A.B.C.s of Travel, p. 37.

<sup>112</sup>Ibid., p. 34.

<sup>113</sup>Touche Ross & Co., Tour Wholesaler Industry Study, 1975.

<sup>114</sup>Ibid., p. 1.

<sup>115</sup>Ibid., p. 68.

<sup>116</sup>Ibid.

<sup>117</sup>The A.B.C.s of Travel, p. 14.

<sup>118</sup>Ibid., p. 26.

<sup>119</sup>Ross, p. 54.

<sup>120</sup>Stevens, p. 82.

<sup>121</sup>Dictionary of Occupational Titles, Volume I,  
p. 795.

<sup>122</sup>McIntosh, p. 210.

<sup>123</sup>Ibid., p. 212.

<sup>124</sup>United States Travel Data Center, Survey of State Travel Offices 1977-1978, October 1977.

<sup>125</sup>"M. & C. Explores the Role of Convention Bureaus," Meetings and Conventions (Ziff-Davis, Inc., July 1976), pp. 69-97.

<sup>126</sup>Ibid., p. 80.

<sup>127</sup>Ibid., p. 82.

<sup>128</sup>Ibid., p. 87.

<sup>129</sup>Convention Liaison Committee, Convention Liaison Manual, Successful Meetings, 1972, p. 9.

<sup>130</sup>Institute for Community Development and Services, Direction: Michigan Career Opportunity Guide (East Lansing: Continuing Education Service, Michigan State University, 1976).

<sup>131</sup>Ibid., p. 3.

<sup>132</sup>Ibid., p. 22.

<sup>133</sup>John Holland, Making Vocational Choices: Theory of Careers (Englewood, N.J.: Prentice-Hall, 1973).

<sup>134</sup>Michigan Department of Education, Michigan Occupational Information System (Lansing, Michigan, 1976).

## CHAPTER III

### METHODOLOGY

#### Introduction

This chapter contains two sections. The first section deals with the review of the literature on tourism education and the second deals with the population and the instrumentation.

In the second section, the sources for the population base are examined and the method of choosing the sample is explained. In a discussion of the instrumentation, reasons are given for the use of a questionnaire and the procedures involved in obtaining responses are detailed. The questions in the questionnaire are detailed together with a rationale for each question. The mechanics of the pre-test and mailing are then explained.

#### Review of the Literature on Tourism Education

Part of this methodology has been the preparation of a review of the status of tourism education in the United States and Europe. This involved a thorough analysis of the relevant literature and research studies.

This dimension of the methodology had two major objectives. The first objective was to trace the historic development of tourism education in the United States and Europe. The second objective was to determine the extent to which educational establishments were satisfying the needs of tourism-related industries. The reader is referred to the bibliography and the footnotes in the previous chapter to explore these sources further.

### Survey Population and Sample

According to the most recent Harris survey of U.S. travel agents, there are 12,240 conference-appointed retail travel agents in the United States.<sup>1</sup> Within the state of Michigan, there are 377 separate travel agency offices,<sup>2</sup> 3.08 percent of the national total. One hundred and twenty offices were chosen on a random basis to be part of this study. This represents 31.8 percent of the number of agency offices in Michigan.

Of the 114 foreign countries having tourist information offices within a city or cities of the United States,<sup>3</sup> two countries have offices within the state of Michigan. Both were surveyed.

The Travel Agent 1977 Travel Industry Personnel Directory lists 114 airline companies.<sup>4</sup> Of this number, thirty-one have sales offices within the state of Michigan. All were surveyed.

Also, the state travel commission and all four regional tourist offices were contacted for the study.

The most recent source lists 1,351 tour operators in the United States.<sup>5</sup> Michigan houses nineteen operations, 1.6 percent of the national total. All nineteen were part of the survey. The 1976 World Travel Directory lists 377 wholesale tour operators in the United States.<sup>6</sup> The one Michigan wholesale tour operator was surveyed.

The annual Meetings and Conventions directory lists 181 convention and visitor bureaus in the United States.<sup>7</sup> Michigan has 3.9 percent of the United States total. All seven Michigan bureaus were contacted for the study. The make-up of the sample population is illustrated in Table 3.1.

TABLE 3.1.--Study sample population

Retail travel agents	120
National tourist offices	2
State tourist offices	1
Regional tourist offices	4
Tour operators	19
Airline sales offices	31
Wholesaler tour operator	1
Convention and visitor bureaus	7
Total	185

#### Survey Instrument

A mail questionnaire was chosen as the method for collecting the data because of the savings in both time and cost over either telephone or personal interviews.

Those surveyed were first asked to fill out a cover sheet detailing the number of employees and then to complete a three-page, fifteen-item questionnaire on their office organization. Respondents were requested to exclude positions of a strictly secretarial or janitorial nature. A secretary, while skilled, is employed for skills other than those which are travel related. A similar rationale was used for excluding janitorial positions. This exclusion of data irrelevant to the objectives of the study saved postage by reducing the number of questionnaires sent. Additionally, this exclusion may have increased the response rate by eliminating the solicitation of more information than was needed.

A number of phone calls were made to tourism-related businesses to indicate the number of job titles in those organizations. The results of those calls indicated that two or three job titles were common in the types of businesses surveyed. Correspondingly, three questionnaires were sent together with a cover sheet, cover letter and stamped, addressed envelope.

#### Construction of the Questionnaire

For ease of response and coding, the questionnaire (see Appendix C) was constructed, wherever possible, so that the respondent could check off responses or else answer with a word or short phrase. Where a closed question was written, an opportunity was given to

respondents to add additional categories if they so desired. Where the literature review did not produce sufficient information to define categories, an open-ended question was constructed. The items on the questionnaire reflected the objectives of the study.

#### Cover Sheet

Respondents were asked to list each job title in their office and, for each job title, the number and sex of employees as well as whether they were employed on a full-time or part-time basis. This question acted first as a control device. The number of job titles listed should equal the number of questionnaires returned. Secondly, the information collected indicated the present sexual composition of industry employees. While employers are prohibited by law from specifying that they would prefer a male or female employee, the ratio of male to female employees can be an indication of employer preferences. The distinction between full-time and part-time employees is important in terms of not only the numbers of positions but the nature of those positions. Additionally, this question gave the researcher the opportunity to break down differences in job specifications by size of business if the data showed a wide diversity of responses to the question.

A summary of the results was offered as an inducement to respondents to reply. The researcher's name,

address and phone number were given for respondents to write or call should questions arise or if more questionnaires were required.

### Questionnaire

Question one asked whether or not the respondent had problems finding qualified employees. This question was asked in order to reveal whether and where a need existed. Additionally, if a problem were cited, it was felt that the respondent would continue to answer the questionnaire in hopes of finding answers to his/her problems.

Secondly, the nature of the problems faced in finding qualified employees was asked. For educational planning purposes, it is important to know the type of problem being faced. Are potential employees over-qualified, under-qualified or nonexistent?

Questions three and four dealt with an employee's educational background. In question three, respondents were asked to rank their preferred levels of education for new employees; and question four requested a ranking of the academic subjects studied by employees. These two questions satisfy the educational requirement portion of a job specification while suggesting what the industry believes to be the employees' type of educational establishment and the subjects in which they should specialize.



Questions five, six and seven dealt with the practical experience portion of a job specification. Respondents were first questioned as to the desirability of practical experience and were then asked the extent and type of experience desired. This last question was left open because insufficient categories could be generated from available research to provide a closed format.

Question eight asked for a ranking of employee skills or attributes considered important. This question was oriented towards determining the physical and mental requirements of a job specification. As in the previous question, this question was left open. Insufficient previous work has been done to provide categories for all types of businesses. Secondly, the types of businesses surveyed were so diverse in the duties carried out that a list of extreme proportions would have been necessary to include everything or a separate questionnaire would have been required for each type of business.

The next two questions, nine and ten, asked for the average number of replacement and additional employees hired each year. Those questions were asked in order to determine industry turnover figures to ascertain the number of job openings by job title.

Questions eleven, twelve and thirteen asked whether employees were hired from within or from outside the company as well as their previous job titles. This

question determined the actual experience background of the employee while question seven specified the experience preferred of the employee by the employer.

Questions fourteen and fifteen asked beginning salary and salary after two years. It is important for a potential employee to know not only the requirements for a particular job but also the potential for advancement in terms of position and salary. Questions five, six, seven, eleven and twelve were oriented toward the development of a job ladder concept indicating advancement positions. Questions fourteen and fifteen showed the salary advancement.

#### Cover Letter

The cover letter was considered very important in terms of its effect on the number of responses. Letters (see Appendix D) were individually addressed and a salutation by name typed wherever possible. This gave the appearance of an individually typed letter. The first paragraph noted that the results of the survey would be of interest to anyone who has ever experienced problems in finding qualified employees. The second paragraph stated the author's professional affiliation with Michigan State University and the reason for the survey.

The third paragraph noted that the sample used was "selected." This gave the respondents a feeling of importance to be part of that sample. The paragraph

continued by stating what the results of the survey would do; and, as mentioned in the first paragraph, the industry people could relate to and be interested in these results.

The next sentence indicated an endorsement by the President of the American Society of Travel Agents. This support by such a prominent industry spokesman was included to increase the response rate.

Respondents were asked to complete the survey in 2 1/2 weeks. This length of time would ensure that they were not rushed while it would not allow such a loose deadline that completion of the questionnaire would be put off or perhaps forgotten. Respondents were given a stamped, addressed envelope to further ensure a response.

A summary of the results was offered as a final inducement for a response.

#### Pre-Test

The original questionnaire was pre-tested on travel agents with businesses in the proximity of Michigan State University in order to remove ambiguous language, to delete irrelevant questions, to assure easy reading and to make any necessary changes in item structure and format.

#### Mailing Procedures

Addresses were obtained from the industry directories mentioned previously. All convention and visitor

bureaus; national, state and regional tourist offices; tour operators; tour wholesalers and airline sales offices in the state of Michigan were surveyed. In addition, a sample of retail travel agents in the state was surveyed.

Questionnaires were sent to the top person in the office surveyed. Commemorative stamps were used to ensure the letter received attention. Michigan State University stationery was employed for the same reason.

### CHAPTER III--NOTES

<sup>1</sup>Lou Hams & Associates, The Character and Volume of the U.S. Travel Agency Market, 1976, p. 2.

<sup>2</sup>World Travel Directory (Ziff-Davis, 1976), pp. 125-32.

<sup>3</sup>The Travel Agent 1977 Travel Industry Personnel Directory (The Travel Agent, 1977), pp. 73-118.

<sup>4</sup>Ibid., pp. 7-55.

<sup>5</sup>Ibid., pp. 128-87.

<sup>6</sup>World Travel Directory, pp. A4-22.

<sup>7</sup>Meetings and Conventions, GAVEL, 1977 Annual International Directory (March 1977), pp. 441-64.

## CHAPTER IV

### AN ANALYSIS OF THE SURVEY DATA

#### Introduction

This chapter provides an analysis of the data for the second dimension of the study--the provision of information for individuals interested in tourism-related careers concerning job specifications for positions in certain tourism-related industries.

The data were stratified on the basis of type of business and type of position; the findings were analyzed by type of position rather than by specific question. A summary is included for each type of position and business or organization.

#### Responses to the Questionnaire

It should be recalled from Chapter III that questionnaires (see Appendix C) were sent to a random sample of retail travel agents and to all of the tour operators; airline sales offices; national, state and regional tourist offices; convention and visitors bureaus and the sole tour wholesaler in the state of Michigan.

A profile of the number of organizations and businesses returning questionnaires, by type of organization or business, is shown in Table 4.1. Forty-six businesses or organizations responded to the initial survey. A follow-up phone call and letter produced five additional responses, and selective second phone calls produced one more. Respondents were asked to return a questionnaire for each job title within their business or organization. Because most respondents had more than one job title in their business or organization, the number of questionnaires returned represented 102 job titles and 386 people.

While disappointing, the low response rate was not entirely unexpected. In a previously cited study of New York State travel agents,<sup>\*</sup> a 38 percent response rate was achieved after a follow-up letter. Furthermore, the New York population consisted solely of members of the trade professional body, the American Society of Travel Agents.

#### Representativeness of the Respondents

To determine the representativeness of the respondents relative to the population, an analysis was completed on the retail travel agents. There were two reasons for the choice of this category. First, retail travel agents make up the largest category by far of

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<sup>\*</sup>Travel Agent Survey, New York State Education Department (Albany: Bureau of Distributive Education, February 1974), 26 pp.

TABLE 4.1.--Profile of the number of businesses or organizations returning questionnaires by type of business or organization

Type of Business or Organization	Number of Businesses or Organizations			Number of Responses <sup>a</sup>
	Total Sent	Returned	Percentage Returned	
Travel Agent	120 <sup>b</sup>	29	24	59
Tour Operator	19	6	32	14
Tour Wholesaler	1	0	0	0
Airline	31	10	32	18
Convention and Visitors Bureau	7	3	43	5
Country	2	2	100	2
State	5	2	40	4
Total Sample	185	52	28	102

<sup>a</sup>Each response represents a specific job title.

<sup>b</sup>This number represents a random sample of the 377 retail travel agents in Michigan.



businesses and organizations contacted for this study. Secondly, information on demographic factors is readily available for only this sub-group within the study. The source for the number of retail travel agents, the World Travel Directory (Ziff-Davis, 1976), also gives information on whether or not the agent had received an appointment from the Air Transport Conference and the International Air Traffic Conference. (Such an appointment is necessary before the agent can sell airline tickets.)

Table 4.2 compares the sales volume of the population (377 retail travel agents) with that of the respondents (29 retail travel agents). It can be seen that while the study had no responses from agents with sales volume of less than \$200,000 per annum, the other categories of respondents were representative of the population.

TABLE 4.2.--Comparison of the annual sales volume of the population of retail travel agents and retail travel agent respondents

Annual Sales Volume	Population		Respondents	
	Number	Percentage	Number	Percentage
Not Available	187	50	15	52
\$200,000	11	3	0	0
\$500,000	58	15	5	17
\$1,000,000	69	18	4	14
\$1,500,000	52	14	5	17

Table 4.3 compares membership in the American Society of Travel Agents of the population with that of the respondents. The percentage of respondents who were members of A.S.T.A. was representative of the population.

Table 4.4 compares the numbers of respondents and the population who held airline appointments. As before, the data indicate that the respondents were representative of the population.

#### Travel Agent Responses

Responses were received from twenty-nine Michigan travel agencies. This represented a 24 percent response rate. Fifty-nine individual questionnaires were returned as all agencies listed more than one job title. Job titles were scrutinized and divided into two categories--managerial positions and nonmanagerial positions. The job title indicated whether or not the respondent felt that the position was managerial in nature.

There were twenty-four managerial responses and thirty-five nonmanagerial responses analyzed.

#### Travel Agent Responses--Managerial

Twenty-four travel agency managerial responses were received. However, some questions were left unanswered by some respondents.

Managerial personnel had a variety of job titles (Table 4.5). All managerial personnel were full-time

TABLE 4.3.--Comparison of membership in the American Society of Travel Agents of the population of retail travel agents and retail travel agent respondents

A.S.T.A. Membership	Population		Respondents	
	Number	Percentage	Number	Percentage
Yes	155	41	11	38
No	222	59	18	62

TABLE 4.4.--Comparison of the incidence of airline appointments of the population of retail travel agents and retail travel agent respondents

Airline Appointments	Population		Respondents	
	Number	Percentage	Number	Percentage
Yes	235	62	16	55
No	142	38	13	45

employees. The managerial job titles analyzed represented thirty-eight employees. Twenty-seven of the thirty-eight employees were female. The most prevalent job title was office manager, especially among females. Other job titles listed were office supervisor, assistant manager, general manager, president and district sales manager.

TABLE 4.5.--Sex distribution, by job title, of responses<sup>a</sup> for travel agency managerial positions

Job Title	Number of Employees				Total
	Full-time		Part-time		
	Male	Female	Male	Female	
Office Manager	4	19	0	0	24
General Manager	2	2	0	0	4
President	2	2	0	0	4
District Sales Manager	2	0	0	0	2
Assistant Manager	0	1	0	0	1
Office Supervisor	0	3	0	0	3
Total	11	27	0	0	38

<sup>a</sup>N = 24 indicating the number of managerial responses by those in the agencies replying to the survey.

#### Incidence and Nature of Problems

The respondents were asked whether or not they had problems finding qualified employees for managerial positions. If so, respondents were requested to indicate the nature and importance of these problems. This information is contained in detail in Table 4.6.

TABLE 4.6.--Rank order of the nature of the problems in finding qualified employees for travel agency managerial positions (N=24)

Nature of the Problem	Number of Times Listed			Total
	Ranked #1	Ranked #2	Ranked #3	
Lack of experience	6	1	0	7
Quality of education	1	0	0	1
Lack of communication skills	1	1	0	2
Unable to pay high wages	1	1	2	4
Unqualified personnel	1	1	0	2
Lack of geographic background	0	2	0	2
Lack of travel knowledge	0	1	2	3
Lack of mathematical skills	0	0	1	1
Lack of proper attitude	0	0	1	1

Eleven of the responses indicated problems finding qualified employees for managerial positions while eleven indicated no problems. Two people did not respond to this question.

When probed as to the nature of their problems in finding qualified employees, a variety of answers was given. The major problem was a general lack of experience (seven responses). Additionally, specific mention was made of a lack of travel knowledge (three responses), geographic background (two responses), communication skills (two responses) and mathematical skills (one response). Two replies mentioned unqualified personnel without specifying further details. Four respondents cited their inability to pay high wages as a problem in

finding qualified employees while the lack of a proper attitude and the quality of education were both mentioned once.

### Educational Preferences

Respondents were asked to rank their educational level preferences for new managerial employees together with the rank order preferences of academic subjects they felt employees should have studied. The responses are detailed in Tables 4.7 and 4.8.

TABLE 4.7.--Rank order of educational preferences for new travel agency managerial employees (N=24)

Level of Education	Number of Times Listed			Total <sup>a</sup>	
	Ranked #1	Ranked #2	Ranked #3	Number	%
Less than a high school diploma	0	0	0	0	0
High school diploma	4	2	4	10	42
Two-year degree	4	13	2	19	79
Vocational school	5	2	6	13	54
Four-year degree	11	1	3	15	62

<sup>a</sup>Each choice could have been listed a maximum of twenty-four times. The total represents the actual number of times each item was listed and the percentage listing, using twenty-four as a base.

Forty-six percent of the responses indicated a preference for new managerial employees to have a four-year degree. Five people listed a vocational school qualification as their first preference, while a two-year degree or a high school diploma was each mentioned four

TABLE 4.8.--Rank order of academic subjects travel agency managerial employees should have studied (N=23)

Academic Subject	Number of Times Listed					Total <sup>a</sup>	
	Ranked #1	Ranked #2	Ranked #3	Ranked #4	Ranked #5	Number	Percentage
Personal Selling	12	2	5	2	1	22	96
Geography	3	2	5	2	2	14	61
Mathematics	0	6	4	3	1	14	61
Marketing	4	5	0	2	2	13	57
Accounting	2	3	3	2	3	13	57
Business Writing	0	3	1	6	0	10	43
Public Speaking	0	0	4	2	4	10	43
Foreign Languages	0	0	0	2	3	5	22
Economics	0	1	1	1	1	4	17
Computer Operations	0	0	0	1	2	3	13
Office Management	2	0	0	0	0	2	9
History	0	1	0	0	1	2	9
Sociology	0	0	0	0	2	2	9

<sup>a</sup>Each choice could have been listed twenty-three times. The total represents the actual number of times each item was listed and the percentage listing, using twenty-three as a base.

times (Table 4.7). Because of the large number who listed a two-year degree as their second preference, this category was ranked either first, second or third by nineteen of twenty-four people (79 percent). A four-year degree was mentioned by fifteen people (62.5 percent), a vocational school qualification by thirteen respondents (54 percent) and a high school diploma by ten (42 percent). A high school diploma was the minimum preferred level of education. No alternatives were added to the questionnaire list.

Personal selling was the most important academic subject for managerial employees (Table 4.8). This choice was ranked first in importance in 50 percent of the responses and was ranked either first through fifth on twenty-two out of twenty-three questionnaires (96 percent). Over 50 percent of the responses listed mathematics (61 percent), geography (61 percent), marketing (57 percent) and accounting (57 percent) in the top five choices. Office management was the only category added to the list of items on the questionnaire.

### Job Experience

Respondents were asked whether prior job experience was required, desired but not required or not desired. If prior experience were either required or desired, respondents were requested to indicate the number of years of prior experience preferred. All respondents were then asked to indicate a ranking of preferred



previous jobs for employees in managerial positions. The extent of hiring internally or externally was examined together with the incidence of jobs previously held by employees when promoted internally or hired externally. This information is contained in Tables 4.9 through 4.13.

Fourteen out of twenty-three responses (61 percent) indicated a requirement for prior job experience for managerial positions. Thirty-five percent (eight out of twenty-three) indicated that prior experience was desirable but not required while one response indicated that prior experience was not desirable. Responses which indicated that job experience was either required or desired showed a preference for five years of experience (Table 4.9). This option was shown on eight out of twenty-one responses.

TABLE 4.9.--Frequency listing of number of years of prior job experience required or desired of travel agency managerial employees (N=21)

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Number of years exper- iences	1	2	3	4	5	6	7	8	9	10	10+
Frequency	2	2	4	2	8	1	0	1	0	1	0

---

Travel consultant was the most important previously held job for a managerial employee. Fifteen out of twenty-four responses (63 percent) showed this choice. The positions of travel agency manager, travel agency assistant manager and travel in general each received two

responses as the most important previous job. Table 4.10 contains a complete listing of all the jobs listed.

Most responses showed a preference to hire all managerial employees by promoting from within (Table 4.11). Fifty-five percent (twelve out of twenty-two) indicated this choice. Only two out of twenty-two responses showed employees to be hired entirely from outside the organization. Those managerial employees promoted from within had held a variety of positions. The predominant job was travel consultant. Table 4.12 contains a complete listing of the types of jobs previously held by present managerial employees.

When managerial positions were filled from outside, the predominant position previously held was travel agency manager. Table 4.13 contains the findings from this question.

#### Employee Skills or Attributes

Respondents indicated the skills or attributes considered important for a travel agency managerial position. This information is detailed in Tables 4.14 through 4.16.

There was little agreement concerning the skills or attributes most important for a travel agency managerial position. The responses were divided after collection into areas which reflected personal characteristics, general skills gained from education and experience and

TABLE 4.10.--Rank order of jobs a travel agency managerial employee should previously have held to be successful in that position (N=18)

Job	Number of Times Listed			Total
	Ranked #1	Ranked #2	Ranked #3	
Travel consultant	7	3	0	10
Travel consultant- International	2	2	0	4
Travel consultant-Domestic	0	0	1	1
Travel agency manager	2	0	0	2
Travel agency assistant manager	2	0	0	2
Travel representative	1	1	0	2
Travel	2	0	0	2
Travel manager	0	1	0	1
Airline reservationist	1	0	0	1
Airline marketing represen- tative	1	0	0	1
Airline employee	0	1	0	1
Tour operations	0	1	0	1
Tour escort	0	0	1	1
Languages	0	1	0	1
Office work	0	1	0	1
Small business manager	0	1	0	1
Business marketing representative	0	1	0	1
Public contact	0	1	0	1
Sales nontravel	0	0	1	1
Managerial-office	0	0	1	1

TABLE 4.11.--Extent to which travel agency managerial employees are hired from within the company versus hired from outside the company (N=22)

	All hired from within	1	2	3	4	5	All hired from outside
Frequency		12	2	6	0	2	

TABLE 4.12.--Rank order of jobs from which travel agency managerial employees are promoted, in order of frequency, when promoted from within the company (N=17)

Job Title	Number of Times Listed			Total
	Ranked #1	Ranked #2	Ranked #3	
Travel consultant	6	0	0	6
International agent	1	0	0	1
Domestic agent	0	1	1	2
Reservations agent	1	0	0	1
Assistant manager	1	1	0	2
Branch manager	1	0	0	1
General manager	1	0	0	1
Manager	0	1	0	1
Sales manager	1	0	0	1
Sales	1	0	0	1
Unit supervisor	1	0	0	1
Administration	0	1	0	1
Group coordinator	1	0	0	1
Travel representative	1	0	0	1
Underwriting	1	0	2	3
Cashiers	0	1	0	1

skills specific to the travel industry. There were forty-eight total responses which fell into the first category, forty-three in the second and twelve in the third area.

TABLE 4.13.--Rank order of jobs from which travel agency managerial employees are promoted, in order of frequency, when hired from outside the company (N=7)

Job	Number of Times Listed			Total
	Ranked #1	Ranked #2	Ranked #3	
Travel agency manager	2	1	0	3
Travel agency general manager	1	0	0	1
Travel agency-international manager	1	0	0	1
Travel industry sales	1	1	0	2
Assistant manager	0	1	0	1
Manager	0	0	1	1
Airline sales manager	1	0	0	1
Tour operator sales manager	0	1	0	1
Insurance company	0	1	0	1
Sales clerk	1	0	0	1

In the first category, the ability to get along with others was listed eleven times. Personality was mentioned five times while communication and appearance were each listed four times. Leadership and the ability to retain and teach information were the only other skills to be listed more than once. Both were mentioned twice. A complete listing of all skills listed is contained in Table 4.14.

In the area of education and experience skills and attributes, accounting was mentioned eight times;

TABLE 4.14.--Listing of personal factor skills and attributes a travel agency managerial employee should have (N=24)

Skill or Attribute	Number of Times Listed					Total
	Ranked #1	Ranked #2	Ranked #3	Ranked #4	Ranked #5	
Get along with others	2	2	3	2	2	11
Communications	1	1	2	0	0	4
Personality	2	0	1	2	2	5
Leadership	2	1	0	1	1	6
Get most out of employees	0	1	0	0	0	1
Enthusiasm	0	1	0	0	0	1
Working with people	0	1	0	0	0	1
Dependable	0	1	0	0	0	1
Accuracy	0	1	0	0	0	1
Sense of direction	0	1	0	0	0	1
Appearance	0	2	0	0	0	4
Phone contact	0	0	1	0	0	1
Conscientiousness	0	0	1	0	0	1
Individual incentive	0	0	1	0	0	1
Honesty	0	0	1	0	0	1
Patience	0	0	1	0	0	1
Sense of humor	0	0	1	0	0	1
Retain and teach information	0	0	2	0	0	2
Common sense	0	0	0	0	0	1
Handle multiple tasks	0	0	0	0	0	1
Respect of employees	0	0	0	0	0	1
Work under stress	0	0	0	1	1	2
Work without supervision	0	0	0	1	1	2

management ability, marketing and sales were each listed five times. The skills listed twice were organization, administrative, public relations, typing, geography and math. These and the other responses mentioned only once are listed in Table 4.15.

The third area consisted of skills and attributes specific to the travel industry. The only two responses to receive more than one mention were travel knowledge and departmental knowledge. Both were listed twice. These and the remaining skills listed only once are shown in Table 4.16.

#### Job Opportunities

Respondents were asked to indicate the number of additional and replacement managerial employees hired each year. Of the twenty-nine businesses that responded, fourteen businesses hired, on the average, a total of twenty-seven managerial employees each year. The remaining fifteen businesses did not, on the average, hire new managerial employees. Of the twenty-seven employees hired, nineteen were hired for replacement purposes while eight were for additional positions.

#### Salary

The starting salary and salary after two years were given for travel agency managerial employees. This information is contained in Tables 4.17 and 4.18. The

TABLE 4.15.--Listing of education and experience skills and attributes a travel agency managerial employee should have (N=24)

Skill or Attribute	Number of Times Listed					Total
	Ranked #1	Ranked #2	Ranked #3	Ranked #4	Ranked #5	
Management ability	2	0	0	2	1	5
Decision making	1	0	0	0	0	1
Organization	0	1	1	0	0	2
Administration	0	0	1	1	0	2
Handle problems	0	0	0	0	1	1
Initiative	0	0	0	0	0	
Motivate	0	0	1	0	0	1
Marketing	1	2	0	2	0	5
Sales	1	3	1	1	0	6
Advertising	0	0	1	0	0	1
Public relations	0	0	1	0	1	2
Accounting	0	1	2	1	4	8
Record keeping	1	0	0	0	0	1
Office skills	0	0	0	0	1	1
Typing	0	1	1	0	0	2
Geography	1	0	0	0	1	2
History	0	0	0	1	0	1
Math	1	1	0	0	0	2



TABLE 4.16.--Listing of travel industry specific skills and attributes a travel agency managerial employee should have (N=24)

Skill or Attribute	Number of Times Listed					Total
	Ranked #1	Ranked #2	Ranked #3	Ranked #4	Ranked #5	
Travel knowledge	3	0	0	0	0	3
Fare construction	1	0	0	0	0	1
Knowledge of manuals	0	1	0	0	0	1
Departmental knowledge	0	1	0	1	1	3
Travel	0	0	1	0	0	1
Detail work	0	0	0	1	0	1
Reporting procedures	0	0	0	0	1	1
Group promotion	0	0	0	0	1	1

TABLE 4.17.--Frequency distribution of starting salaries for full-time travel agency managerial employees (N=22)

Average weekly pay (\$)	100	110	125	150	160	175	180	200	220	225	245	310	345	375	700
Frequency	1	1	2	3	2	1	1	1	1	1	1	4	1	1	1
Cumulative relative frequency	$\frac{1}{22}$	$\frac{2}{22}$	$\frac{4}{22}$	$\frac{7}{22}$	$\frac{9}{22}$	$\frac{10}{22}$	$\frac{11}{22}$	$\frac{12}{22}$	$\frac{13}{22}$	$\frac{14}{22}$	$\frac{15}{22}$	$\frac{19}{22}$	$\frac{20}{22}$	$\frac{21}{22}$	$\frac{22}{22}$

TABLE 4.18.--Frequency distribution of salaries after two years for full-time travel agency managerial employees (N=22)

Average weekly pay (\$)	135	150	160	175	180	190	200	210	225	250	275	300	375	400	500	775
Frequency	1	2	1	1	1	1	1	1	2	5	1	1	1	1	1	1
Cumulative relative frequency	$\frac{1}{22}$	$\frac{3}{22}$	$\frac{4}{22}$	$\frac{5}{22}$	$\frac{6}{22}$	$\frac{7}{22}$	$\frac{8}{22}$	$\frac{9}{22}$	$\frac{11}{22}$	$\frac{16}{22}$	$\frac{17}{22}$	$\frac{18}{22}$	$\frac{19}{22}$	$\frac{20}{22}$	$\frac{21}{22}$	$\frac{22}{22}$

mean starting salary for full-time managerial personnel was \$191 per week. The mode was \$225 per week with a range from \$100 per week to \$700 per week. A complete listing is contained in Table 4.17.

After two years in a full-time managerial position, the mean salary was \$211 per week. The mode was \$250 per week with a range from \$135 per week to \$775 per week. Table 4.18 contains the complete responses.

#### Summary

The favored job title for travel agency managerial personnel was office manager. There are approximately 2 1/2 times as many female managers than male managers.

As many responses indicated problems finding qualified employees as indicated no problems. By far, the most prevalent problem in finding qualified employees was a lack of experience.

More responses noted a preference for a two-year degree than any other educational qualification in their first three educational choices. However, over twice as many first preferences were given to a four-year degree compared with any other educational level. A vocational school education was preferred over a high school diploma, which was the minimum qualification listed by respondents.

Personal selling was considered the most important academic subject studied by personnel.

Over 60 percent of the responses showed a requirement of prior job experience, while all but one either required or desired it. Most responses favored five years of prior job experience.

By far, most responses indicated that to be successful a manager's previous job should have been as a travel consultant. This was also the job most managers were hired from when hired from within the agency. When hired from outside the company, there was a preference for hiring from the position of travel agency manager. But, the vast majority of businesses hired from within the company.

A great variety of responses was given to the question concerning the skills or attributes of a manager. Perhaps the major finding was that there was little agreement in determining the important factors. Most responses concerned the ability to get along with others; this was mentioned more than twice as often as any other factor. Accounting was the second factor most often mentioned.

There was a wide distribution of starting salaries from \$100 to \$700 per week. The salaries after two years were equally diverse, ranging from \$135 to a high of \$775 per week.

Almost three-fourths of the responses indicated that new managers are hired each year, and over two-thirds of those are for replacement purposes.

Travel Agency Responses--  
Nonmanagerial

The thirty-five responses\* indicated a total of 164 nonmanagerial employees. Eighty-eight percent of these employees were female while 90 percent of the total was classified as full-time employees. The most popular job title was travel consultant, but an employee may be called domestic travel or travel agent. A breakdown of job titles by sex and full- or part-time status is shown in Table 4.19.

Incidence and Nature of Problems

The respondents were asked whether or not they had problems finding qualified employees. If so, respondents were requested to indicate the nature and importance of these problems. This information is contained in Table 4.20.

Twenty-six of the responses (76 percent) indicated problems in finding qualified employees for nonmanagerial positions.

Lack of experience was the major problem and was mentioned fourteen times (Table 4.20). The pay scale was listed seven times. Seven responses indicated that salary expectations were high compared to what could be paid. Four responses indicated that a lack of geography was a problem.

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\*Every question was not answered by every person responding to the questionnaire.

TABLE 4.19.--Sex distribution, by job title, of responses<sup>a</sup> for travel agency non-manual employees (N=35)

Job Title	Number of Employees				Total
	Full-time		Part-time		
	Male	Female	Male	Female	
Sales counselor	1	1	0	1	3
Domestic travel	1	23	1	4	29
Travel agent	1	16	0	0	17
Travel representative	1	5	0	0	6
Travel consultant	10	60	0	3	73
Reservations agent	0	5	0	3	8
Ticket agent	0	2	0	0	2
Sales	1	2	2	1	6
Travel clerk	0	1	0	0	1
Reservations advisor	0	7	0	0	7
Outside sales	2	1	0	1	4
International sales agent	0	7	0	0	7
Total	17	130	3	13	163

<sup>a</sup>N = 35 indicating the number of nonmanagerial responses by those in the agencies replying to the survey.

TABLE 4.20.--Rank order of the nature of the problems in finding qualified employees for travel agency nonmanagerial positions (N=25)

Nature of the Problem	Number of Times Listed			Total
	Ranked #1	Ranked #2	Ranked #3	
Lack of experience	12	2	0	14
Lack of ticketing experience	1	0	1	2
High salary expectations	4	1	2	7
Desire to work	1	0	0	1
Knowledge of travel business	1	2	0	3
Unable to complete application	1	0	0	1
Lack of interest	1	2	0	3
How to find information	1	0	0	1
Spelling	1	2	0	3
Reading	1	0	0	3
Geography	1	2	1	4
Common sense	0	1	1	2
Sales ability	0	3	0	3
Typing	0	1	0	1
Patience with clients	0	1	0	1
Math	0	1	1	2
Maturity	0	0	1	1
Initiative	0	0	1	1
Basic office skills	0	0	1	1
Ability to work with stress	0	0	2	2
Downtown location	0	0	1	1
Appearance	0	0	1	1



### Educational Preferences

Respondents were asked to rank their educational level preferences for new nonmanagerial employees together with the rank order preferences of academic subjects they felt employees should have studied. The responses are detailed in Tables 4.21 and 4.22.

TABLE 4.21.--Rank order of educational preferences for new travel agency nonmanagerial employees (N=34)

Level of Education	Number of Times Listed			Total <sup>a</sup>	
	Ranked #1	Ranked #2	Ranked #3	Number	%
Less than a high school diploma	0	0	2	2	6
High school diploma	6	5	14	25	71
Two-year degree	10	18	2	30	86
Vocational school	6	4	9	19	54
Four-year degree	12	4	4	20	57

<sup>a</sup>Each choice could have been listed a maximum of thirty-five times. The total represents the actual number of times each item was listed and the percentage listing, using thirty-five as a base.

Eighty-six percent of all responses listed a two-year degree as either the first, second or third educational level preference (Table 4.21). Seventy-one percent mentioned high school diploma while 57 percent indicated a four-year degree was the choice. Two responses indicated a choice of less than a high school diploma in the top three preferences. More responses showed a four-year degree as their primary choice. Twelve

TABLE 4.22.--Rank order of academic subjects travel agency nonmanagerial employees should have studied (N=34)

Academic Subject	Number of Times Listed					Total <sup>a</sup>	
	Ranked #1	Ranked #2	Ranked #3	Ranked #4	Ranked #5	Number	Percentage
Personal selling	2	1	4	1	2	33	97
Geography	3	15	5	5	1	29	85
Math	3	7	13	3	1	27	79
Public speaking	1	4	1	4	5	15	44
Marketing	1	2	2	5	3	13	38
Business writing	0	3	4	3	3	13	38
Accounting	0	1	3	3	6	13	38
Sociology	0	0	0	2	5	7	21
Computer operations	1	0	1	3	1	6	18
History	0	0	1	3	0	4	12
Foreign languages	0	1	0	0	3	4	12
Economics	0	0	0	0	1	1	3

<sup>a</sup>Each choice could have been listed thirty-four times. The total represents the actual number of times each item was listed and the percentage listing, using thirty-four as a base.

responses indicated this item as the first preference compared to ten listings of two-year degree as a first preference.

Personal selling was the most important academic subject for counseling employees (Table 4.22). This item was ranked first in importance by twenty-five out of thirty-four of the respondents and was listed in the top five preferences by thirty-three out of thirty-five people who replied. Geography was mentioned twenty-nine times, mathematics was listed twenty-seven times, public speaking fifteen times while marketing, business writing and accounting were each entered thirteen times.

#### Job Experience

Respondents were asked to indicate whether prior job experience was required, desired but not required or not desired. If prior experience was either required or desired, respondents indicated the number of years of prior experience preferred.

Sixty-six percent of the thirty-five responses indicated a preference for but not a requirement of prior experience while 31 percent indicated prior job experience was required of counseling employees. One reply indicated that prior job experience was not desirable.

Of the respondents who either required or desired prior job experience, most preferred two years of experience (Table 4.23). This choice was indicated by seventeen

out of thirty-four respondents. A further 9 percent preferred one year of experience.

TABLE 4.23.--Frequency listing of number of years of prior experience required or desired of travel agency nonmanagerial employees (N=34)

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Number of years experience	1	2	3	4	5	6	7	8	9	10	10+
Frequency	9	17	3	2	1	0	0	1	0	1	0

---

Respondents were asked to indicate a ranking of preferred previous jobs for, in this case, employees in nonmanagerial positions.

Seventeen of the respondents felt that to be successful a travel consultant was the most important job that a counseling employee should previously have held (Table 4.24). Selling was listed as most important by eleven of the respondents. No other job was listed more than four times when including the total of their top three rankings.

The extent of hiring internally or externally was examined, and the incidence of jobs from which present employees had been either promoted from internally or hired from externally was determined.

Forty-five percent of the responses indicated that nonmanagerial employees were hired solely from outside the company while 29 percent were hired entirely

TABLE 4.24.--Rank order of jobs a travel agency nonmanagerial employee should previously have held to be successful in that position (N=33)

Job	Number of Times Listed			Total
	Ranked #1	Ranked #2	Ranked #3	
Travel consultant	16	1	0	17
Travel consultant trainee	0	1	0	1
Selling	9	1	1	11
Outside selling	1	0	1	2
Inside selling	1	0	0	1
Public contact	1	2	0	3
Business company	2	0	0	2
Office skills	1	0	0	1
Airline	2	1	1	4
Airline ticketing	0	1	2	3
Airline receptionist	0	2	0	3
Receptionist	0	0	2	2
Reservationist	0	3	0	3
Personal travel	0	1	0	1
Telephone work	0	1	0	1
Greeting service	0	1	0	1
Accountant	0	1	1	2
Clerical	0	1	0	1
Math oriented	0	1	0	1
Secretarial	0	2	2	4
Hotel	0	0	1	1
Car rental	0	0	1	1
Tour operator employee	0	0	1	1
Computer operator	0	0	1	1

from within (Table 4.25). The remainder of the responses was rather equally spread between these extremes.

TABLE 4.25.--Extent to which travel agency nonmanagerial employees are hired from within the company versus hired from outside the company (N=33)

	1	2	3	4	5	
All hired from within						All hired
Frequency	10	3	3	2	15	from outside

When promoted from within the company, most counseling employees were domestic agents (Table 4.26). This was mentioned eight times, and secretarial positions were listed three times. The other positions mentioned are listed in Table 4.26.

Travel consultant was the job from which most counseling employees were promoted when hired from outside the company (Table 4.27). This job was listed fourteen times. Next in frequency was the job of airline reservationist which was listed six times.

#### Employee Skills or Attributes

Respondents were asked to indicate the skills or attributes important for a person in a travel agency nonmanagerial position. The responses are detailed in Tables 4.28 through 4.30.

The important employee skills and attributes were divided into categories reflecting personal characteristics (eighty-two responses), general skills gained from

TABLE 4.26.--Listing of jobs from which travel agency non-managerial employees are promoted, in order of frequency, when promoted from within the company (N=17)

Job Title	Number of Times Listed			Total
	Ranked #1	Ranked #2	Ranked #3	
Domestic agent	8	0	0	8
Part-time agent	1	0	0	1
Travel clerk	1	0	0	1
File clerk	2	0	0	2
Trainee	1	0	0	1
General manager	1	1	0	2
Manager	1	0	0	1
Secretarial	1	1	1	3
Switchboard	1	0	1	2
General office	0	1	0	1
Assistant international reservations	0	1	0	1
Underwriting	0	1	0	1
Delivery person	0	1	0	1

TABLE 4.27.--Listing of jobs from which travel agency non-managerial employees are promoted, in order of frequency, when hired from outside the company (N=17)

Job	Number of Times Listed			Total
	Ranked #1	Ranked #2	Ranked #3	
Travel consultant	12	2	0	14
Airline reservationist	2	4	0	6
Reservationist	0	1	0	1
Reservationist--hotel	0	1	0	1
Reservationist--train	0	0	1	1
Secretary	2	0	0	2
Butcher	1	0	0	1
Retail sales	0	1	0	1
Inside sales	0	1	0	1
Outside sales	0	0	1	1
Travel agency manager	0	1	0	1
Bus charter agent	0	1	0	1
Mortgage	0	1	0	1



education and experience (fifty-five responses) and skills specific to the industry (fifteen responses).

Among personal factors, while the ability to communicate was mentioned nine times, it was ranked first in importance only once (Table 4.28). The ability to work cheerfully with the public was listed seven times but was ranked first six of those seven times. Six responses indicated that employees should have a pleasant personality and should show attention to detail. Five others indicated that the ability to work under stress was important while another four listed the importance of public contact.

Respondents felt that the most important education and experience skills and attributes were geography, mathematics and salesmanship (Table 4.29). While salesmanship was listed thirteen times, one less than the other two, it was ranked first in importance nine times compared to once each for geography and mathematics. Typing was listed four times and spelling twice.

In the area of travel industry specific skills and attributes, the importance of technical knowledge was mentioned nine times (Table 4.30). All other factors were listed only once.

It should be stressed that respondents listed the skills and attributes they considered important. This list was then broken into the above categories.

TABLE 4.28.--Rank order of personal factor skills and attributes a travel agency non-managerial employee should have (N=35)

Skill or Attribute	Number of Times Listed					Total
	Ranked #1	Ranked #2	Ranked #3	Ranked #4	Ranked #5	
Work cheerfully with public	6	0	0	1	0	7
Pleasant personality	4	0	0	0	2	6
Public contact	4	0	0	0	0	4
Accuracy under stress	2	0	0	0	0	2
Good handwriting	1	0	0	0	1	2
Communicate	1	3	3	1	1	9
Attention to detail	0	3	2	1	0	6
Appearance	0	2	3	0	2	7
Patience	0	1	1	0	1	3
Leadership	0	2	0	0	0	2
Retain information	0	1	0	0	0	1
Enthusiasm	0	2	1	0	0	3
Empathy	0	2	0	0	0	2
Well organized	0	1	0	1	0	2
Telephone skills	0	1	0	1	0	2
Courtesy	0	1	0	1	0	2
Common sense	0	1	0	1	0	2
Aggressive	0	1	1	0	0	2
Accept change	0	0	2	0	0	2
Work under stress	0	0	5	0	0	5
Continue learning	0	0	1	0	0	1
Self-starter	0	0	1	0	2	3
Conscientious	0	0	1	0	0	1
Work alone	0	0	0	1	1	2
Handle multiple tasks	0	0	0	1	0	1
Dependable with money	0	0	0	1	0	1
Listen carefully	0	0	0	1	0	1
Organized	0	0	0	1	1	2

TABLE 4.29.--Rank order of education and experience skills and attributes a travel agency nonmanagerial employee should have (N=35)

Skill or Attribute	Number of Times Listed					Total
	Ranked #1	Ranked #2	Ranked #3	Ranked #4	Ranked #5	
Salesmanship	9	3	0	0	1	13
Typing	2	0	0	4	2	8
Geography	1	2	5	4	2	14
Math	1	2	3	6	2	14
Adding machine	0	1	0	0	0	1
Office skills	0	0	0	1	0	1
Accounting	0	0	0	1	0	1
Spelling	0	0	0	1	1	2
Foreign languages	0	0	0	0	1	1

TABLE 4.30.--Rank order of travel industry specific skills and attributes a travel agency nonmanagerial employee should have (N=35)

Skill or Attribute	Number of Times Listed					Total
	Ranked #1	Ranked #2	Ranked #3	Ranked #4	Ranked #5	
Technical knowledge	5	0	2	0	2	9
Knowledge of travel agency business	0	1	0	0	0	1
Read airline schedules and tariffs	0	1	0	0	0	1
Airline experience	0	0	1	0	0	1
Travel experience	0	0	1	0	0	1
Map reading	0	0	1	0	0	1
Ticketing	0	0	0	1	0	1

### Job Opportunities

Respondents were asked to indicate the number of additional and replacement nonmanagerial employees hired each year.

Only six out of twenty-nine agencies which responded did not, on the average, hire replacement or additional employees. The remaining twenty-three businesses hired, on the average, 45 1/4 employees per year, an average of almost two employees per business. Approximately 29 percent of these new employees were for additional positions; the remainder were for replacing employees who had left or had been fired.

### Salary

The starting salary and salary after two years were requested for travel agency nonmanagerial employees. This information is detailed in Tables 4.31 and 4.32.

After two years as a full-time counselor, the mean salary was \$113 per week. The mode was \$165 per week with a range from \$125 per week to \$310 per week. Table 4.32 contains the complete responses.

### Summary

Almost 90 percent of travel agency nonmanagerial employees were full-time females. The most favored job title was travel consultant. There were an average of almost six employees per agency.

TABLE 4.31.--Frequency distribution of starting salaries for full-time travel  
agency nonmanagerial employees (N=26)

Average weekly pay (\$)	95	100	120	125	130	135	150	160	175	215
Frequency	1	4	3	9	1	1	2	1	3	1
Cumulative relative frequency	$\frac{1}{26}$	$\frac{5}{26}$	$\frac{8}{26}$	$\frac{17}{26}$	$\frac{18}{26}$	$\frac{19}{26}$	$\frac{21}{26}$	$\frac{22}{26}$	$\frac{25}{26}$	$\frac{26}{26}$

TABLE 4.32.--Frequency distribution of salaries after two years for full-time travel agency nonmanagerial employees (N=27)

Average weekly pay (\$)	125	130	135	140	150	160	165	170	175	185	200	225	255	310
Frequency	1	2	2	1	2	5	2	2	3	2	1	2	1	1
Cumulative relative frequency	$\frac{1}{27}$	$\frac{3}{27}$	$\frac{5}{27}$	$\frac{6}{27}$	$\frac{8}{27}$	$\frac{13}{27}$	$\frac{15}{27}$	$\frac{17}{27}$	$\frac{20}{27}$	$\frac{22}{27}$	$\frac{23}{27}$	$\frac{25}{27}$	$\frac{26}{27}$	$\frac{27}{27}$

Over three-fourths of the responses indicated trouble finding qualified employees. As before, the lack of experience was the most common problem followed by the high salary expectation of employees.

While a four-year degree was ranked first in importance more often than any other educational qualification, a two-year degree was mentioned most often when the first, second and third preferences were totalled. A high school diploma was ranked second. Two responses indicated for their third choice that employees should have less than a high school diploma.

By far, personal selling was regarded as the most important academic subject for employees. This was followed in order of importance by geography, mathematics and public speaking.

Two-thirds of the responses indicated a preference for prior job experience while a further 31 percent indicated a requirement for such experience. Most responses listed a preference for two years of prior experience. Most felt that to be successful employees should previously have been a travel consultant. Secondly, they indicated a selling background. A variety of other jobs was also listed.

Most responses indicated that employees were hired either exclusively from outside the company or



promoted exclusively from within. Slightly more responses fell into the former category.

When employees were promoted from within, they were mainly promoted from the position of domestic agent. When hired from outside the company, they came from the position of travel consultant. This latter was mentioned more than twice as often as the second choice of airline reservationist.

The skills or attributes considered most important, in order of importance, were geography, mathematics, salesmanship, technical knowledge, ability to communicate, appearance and ability to work cheerfully with the public.

Over three-fourths of the businesses which responded hired, on the average, approximately two employees each year. More than two-thirds of these employees were hired for replacement positions. The remainder were for additional positions.

On the average, full-time nonmanagerial employees were paid \$132.50 per week to start and \$173 per week after two years in that position.

#### Airline Responses

Responses were received from ten airlines with sales offices in Michigan. This represented a 32 percent response rate. Eighteen individual questionnaires were received. Job titles were divided into managerial

positions or nonmanagerial positions. There were eight managerial responses and ten nonmanagerial responses.

#### Airline Responses--Managerial

Of the ten managerial personnel listed in the eight responses, nine were men and one was a woman. All were full-time employees. The managers were either called district sales manager (seven), sales manager (two) or regional sales manager (one).

#### Incidence and Nature of Problems

Respondents were asked whether or not they had problems finding qualified employees. If so, they were requested to indicate the nature and importance of these problems. Only one out of eight respondents indicated a problem in finding qualified managers. This problem was attributed to a lack of industry experience followed by a lack of in-depth marketing procedures and a general lack of knowledge.

#### Educational Preferences

Respondents were asked to rank their educational level preferences for new employees together with the rank order preferences of academic subjects they felt employees should have studied. The responses are detailed in Tables 4.33 and 4.34.

A four-year degree was the most favored educational qualification for new airline sales managers.

TABLE 4.33.--Rank order of educational preferences for new airline managerial personnel (N=7)

Level of Education	Number of Times Listed			Total
	Ranked #1	Ranked #2	Ranked #3	
Less than a high school diploma	0	0	0	0
High school diploma	1	1	4	6
Two-year degree	1	5	0	6
Vocational school	0	0	1	1
Four-year degree	5	0	1	6

TABLE 4.34.--Rank order of academic subjects airline managerial personnel should have studied (N=7)

Academic Subject	Number of Responses					Total
	Ranked #1	Ranked #2	Ranked #3	Ranked #4	Ranked #5	
Personal selling	5	1	1	0	0	7
Marketing	2	5	0	0	0	7
Public speaking	0	1	5	1	0	7
Business writing	0	0	0	3	1	4
Economics	0	0	1	1	2	4
Geography	0	0	0	1	2	3
Accounting	0	0	0	1	1	2

This category was ranked most important by five respondents (Table 4.33). Five respondents also felt that a two-year degree was the second most desired educational qualification. Four respondents listed a high school diploma as the third most desired educational qualification.

Personal selling, marketing and public speaking were each mentioned seven times when respondents indicated their top five academic subjects for managerial personnel (Table 4.34). Business writing and economics were each mentioned four times; geography was listed three times while accounting was listed twice. The academic subjects listed on the questionnaire but not mentioned by the respondents were mathematics, computer operations, foreign languages, history and sociology.

### Job Experience

Respondents were asked to indicate whether prior job experience was required, desired but not required or not desired. If prior experience were either required or desired, respondents indicated the number of years of prior experience preferred.

Six out of seven responses indicated a requirement of prior job experience. The remaining response showed a desire for prior job experience but did not require it.

Three responses indicated a preference for five years of experience, two for three years while one each preferred two years and four years of prior experience.

Respondents indicated a ranking of preferred previous jobs for employees in managerial positions. Six responses noted that the most important prior job for airline managers was sales representative. One response each listed airline selling and a home office staff job as being most important. When asked their opinion concerning the second most important job, seven different responses were given. They were reservations, ticketing, travel industry selling, marketing, resident representative, cargo sales representative and outside sales. One response was given for the third most important job--general selling.

The extent of internal or external hiring was examined, and the incidence of jobs from which present employees had been promoted from internally or hired from externally was examined.

Six out of seven responses indicated a preference for hiring all managers from within the company. The remaining response showed an equal tendency to hire from within or from outside the company.

When hired from within the company, the most prevalent previous position was sales representative. One response each indicated the most prevalent position

was supervisor and resident representative. The second most prevalent position was city manager (two responses), sales representative (one response) and any position if the individual had the proper attitude (one response). Third most prevalent position was staff representative and home office staff (one response each).

When hired from outside the company, a sales position was preferred from a variety of other industries including clothes, book publishing and travel agency.

#### Employee Skills or Attributes

Respondents were asked to indicate the skills or attributes considered important for a person in a managerial position. The results are detailed in Table 4.35. In order of mention, those which received more than one response were sales (four), product knowledge (three), personality (two), marketing (two), communication skills (two), dependability (two), reasonable (two) and public speaking (two).

#### Job Opportunities

Respondents were asked to indicate the number of additional and replacement managerial employees hired each year. Only one business responding to the questionnaire hired additional employees. An average of two a year were hired--one for replacement purposes and one for an additional position.

TABLE 4.35.--Rank order of skills and attributes airline managerial personnel should have (N=7)

Skill or Attribute	Number of Times Listed					Total
	Ranked #1	Ranked #2	Ranked #3	Ranked #4	Ranked #5	
Product knowledge	2	0	1	0	0	3
Personality	2	0	0	1	1	4
Marketing	2	0	0	0	0	2
Communication skills	1	1	0	0	0	2
Dependable	0	1	0	1	0	2
Sales	0	3	1	0	0	4
Management	0	1	0	0	0	1
Persuasive	0	1	0	0	0	1
Industry background	0	1	0	0	0	1
Ticketing	0	0	0	1	0	1
Public speaking	0	0	1	1	0	2
Math	0	0	0	1	0	1
Geography	0	0	0	1	0	1
Flexible	0	0	0	0	1	1
Company knowledge	0	0	0	0	1	1
Accounting	0	0	0	0	1	1
Creativeness	0	0	0	0	1	1
Responsible	0	0	1	0	0	1
Tariffs	0	0	1	0	0	1
Office management	0	0	1	0	0	1
Extra effort	0	0	1	0	0	1
Future economic outlook	0	0	0	0	1	1

### Salary

The starting salary and salary after two years were requested for managerial employees. The mean starting salary for managerial personnel was \$327 per week with a range from \$275 per week to \$400 per week. After two years in the job, the average salary was \$395 per week with a range from \$325 per week to \$535 per week.

### Summary

Almost all managerial personnel were full-time males. Most were called district sales manager.

Only one out of eight responses indicated problems finding qualified employees. Lack of experience and knowledge were cited as the problems involved.

Most responses showed a four-year degree as an educational preference, with a two-year degree ranked second and a high school diploma preferred as a third choice. Personal selling followed by marketing and public speaking were the three most important academic subjects for managerial personnel.

All but one response indicated a prior job experience requirement. The most important previous job was sales representative.

Almost all responses indicated a preference for hiring managers exclusively from within the company from the position of sales representative.



There was no agreement concerning the important skills and attributes required of managers. Sales, product knowledge, personality, marketing, communication skills, dependability, reasonableness and public speaking were factors each mentioned more than once.

Very few job openings occurred per year. Only one respondent hired employees.

The average salary for starting employees was \$327 per week and \$395 per week two years later.

#### Airline Responses--Nonmanagerial

Of the forty-four sales employees listed in the ten responses, 64 percent were male and 36 percent were female (Table 4.36). All were full-time employees. The job titles ranged from sales representative (eighteen), passenger sales representative (seventeen) and passenger sales agent (four) to ticket agent (two), reservation sales agent (two) and sales secretary/assistant (one).

TABLE 4.36.--Sex distribution, by job title, of respondents for airline nonmanagerial positions (N=10)

Job Title	Full-time		Part-time		Total
	Male	Female	Male	Female	
Sales representative	14	4	0	0	18
Passenger sales representative	13	4	0	0	17
Passenger sales agent	0	4	0	0	4
Ticket agent	0	2	0	0	2
Reservation sales agent	1	1	0	0	2
Sales secretary/assistant	0	1	0	0	1

### Incidence and Nature of Problems

Respondents were asked whether or not they had problems finding qualified employees for nonmanagerial positions. If so, respondents were requested to indicate the nature and importance of these problems.

Seven out of ten responses indicated no problems finding qualified employees. Of the three responses indicating problems, the major problem was lack of knowledge (one response), lack of airline experience (one response) and honesty (one response). The second most pressing problem was the lack of a self-starter (one response), the lack of job flexibility (one response) and the individual's work record (one response). A problem of tertiary importance was the individual's inability to accept responsibility (one response).

### Educational Preferences

Respondents ranked their educational level preferences for new nonmanagerial employees together with the rank order preferences of academic subjects studied by employees. The responses are detailed in Tables 4.37 and 4.38.

Sixty percent of the responses indicated a four-year degree as the first preference for an educational qualification for a sales position. The same number of responses (six) was listed for a two-year degree as the second preferred qualification while five responses

indicated a tertiary preference for a high school diploma. When aggregating the responses, high school diploma was listed eight times, a two-year degree seven times, a four-year degree six times and a vocational school qualification two times.

TABLE 4.37.--Rank order of educational preferences for airline nonmanagerial employees (N=9)

Level of Education	Number of Times Listed			Total
	Ranked #1	Ranked #2	Ranked #3	
Less than a high school diploma	0	0	0	0
High school diploma	2	1	5	8
Two-year degree	1	6	0	7
Vocational school	0	0	2	2
Four-year degree	6	0	0	6

Business writing was mentioned as a desirable academic subject for sales employees in seven of the responses (Table 4.38). Marketing was listed by six. Personal selling and public speaking were listed five times each while geography and accounting were listed four times. History and foreign languages were the only topics listed on the questionnaire not to be chosen in the top five choices.

#### Job Experience

Respondents were asked whether prior job experience was required, desired but not required or not

TABLE 4.38.--Rank order of academic subjects airline nonmanagerial employees should have studied (N=8)

Academic Subject	Number of Times Listed					Total
	Ranked #1	Ranked #2	Ranked #3	Ranked #4	Ranked #5	
Business writing	2	2	1	1	1	7
Marketing	2	2	2	0	0	6
Personal selling	3	1	1	1	0	5
Public speaking	0	0	2	2	1	5
Geography	1	1	0	2	0	4
Accounting	0	0	0	2	2	4
Math	1	2	0	0	0	3
Computer operations	0	0	1	0	1	2
Sociology	0	0	0	0	2	2
Economics	0	0	1	0	0	1

desired. If prior experience were required or desired, respondents indicated the number of years of prior experience preferred.

Five out of ten responses indicated a prior job experience requirement while the remainder showed a desire for such experience but did not require it. Six responses indicated a preference for two years of experience, one each for three years and four years and two for five years of experience.

All respondents were then asked to indicate a ranking of preferred previous jobs for employees in non-managerial positions. The most favored prior job was airline reservationist. This was ranked first in importance in three responses. Totalling the first three preferences, the position of sales agent was chosen four times, airline reservations three times while airline sales and sales representative were each mentioned twice. The other jobs mentioned are listed in Table 4.39.

The extent of promoting internally or hiring externally was examined together with the incidence of previous jobs employees had held before promotion.

Four responses indicated that all of the non-managerial employees were promoted from within the company. Another showed a tendency to hire from within while two indicated that employees were hired equally from inside and from outside the company.

TABLE 4.39.--Rank order of jobs an airline nonmanagerial employee should previously have held to be successful in that position (N=10)

Job	Number of Times Listed			Total
	Ranked #1	Ranked #2	Ranked #3	
Airline reservations	3	0	0	3
Airline ticketing	1	0	0	1
Airline sales	2	0	0	2
Sales representative	2	0	0	2
Sales agent	1	2	1	4
Passenger service manager	1	0	0	1
Airline rating and routing	0	1	0	1
Travel agency	0	1	0	1
Passenger agency	0	1	0	1
Cargo agency	0	1	0	1
Public contact	0	1	0	1
Sales assistant	0	1	0	1
Travel-related position	0	0	1	1

When nonmanagerial employees were hired from within, they tended to be promoted from reservations (five responses). The other jobs mentioned are listed in Table 4.40.

When sales personnel were hired from outside the company, they tended to come from other airlines. Three responses noted the position of airline ticket agent while there were two responses each for the positions of airline sales agent, airlines in general and travel agent.

#### Employee Skills or Attributes

Respondents indicated the skills or attributes considered important for a nonmanagerial position. The most important skill or attribute for nonmanagerial employees was knowledge of the product. This was mentioned four times. Sales ability and personality were listed three times. The remaining factors mentioned are listed in Table 4.41.

#### Job Opportunities

Respondents indicated the number of additional employees hired each year. The ten businesses that responded hired a total of two replacement employees in an average year. No employees for additional positions were hired.

TABLE 4.40.--Listing of jobs from which airline nonmanagerial employees are promoted, in order of frequency, when promoted from within the company (N=8)

Job	Number of Times Listed			Total
	Ranked #1	Ranked #2	Ranked #3	
Reservations	3	0	2	5
Passenger service manager	1	0	0	1
Passenger service agent	1	1	0	2
Inside sales representative	1	0	0	1
Telephone sales	1	0	0	1
Sales assistant	1	0	0	1
Group desk	0	1	0	1
Tour desk	0	0	1	1
Junior clerical	0	1	0	1
Airport traffic personnel	0	1	0	1
Reservations supervisor	0	0	1	1



TABLE 4.41.--Rank order of skills and attributes an airline nonmanagerial employee should have (N=10)

Skill or Attribute	Number of Times Listed					Total
	Ranked #1	Ranked #2	Ranked #3	Ranked #4	Ranked #5	
Product knowledge	3	1	0	0	0	4
Get along with people	2	0	0	0	0	2
Airline tariffs	2	0	0	0	0	2
Communication	1	1	0	0	0	2
Sales ability	1	2	0	0	0	3
Marketing	1	0	0	0	0	1
Assertiveness	0	1	0	1	0	2
Persuasiveness	0	1	0	0	0	1
Business common sense	0	1	0	0	0	1
Pleasant voice	0	1	0	0	0	1
Appearance	0	1	0	0	1	2
Tourism aptitude	0	1	0	0	0	1
Math	0	2	0	0	0	2
Creativeness	0	0	1	0	0	1
Personality	0	0	2	0	1	3
Typing	0	0	1	0	1	2
Geography	0	0	1	0	1	2
Character	0	0	0	0	1	1
Attention to detail	0	0	0	0	1	1

### Salary

The starting salary and salary after two years was given for nonmanagerial employees. The average starting salary for full-time nonmanagerial employees was \$275 per week. The range of salaries was from \$175 per week to \$350 per week. After two years in a full-time sales position, the mean salary was \$330 per week. The range was from \$225 per week to \$400 per week.

### Summary

Almost two-thirds of nonmanagerial employees were male. All were full-time employees. Most were called sales representative or passenger sales representative.

Only one-third of the responses noted problems in finding qualified nonmanagerial employees. Lack of knowledge and experience were the problems considered important.

Most responses ranked a four-year degree as the first educational preference, a two-year degree as the second preference and a high school diploma as the third preference. The academic subjects considered most important were, in order, business writing, marketing, personal selling and public speaking. No other subject was mentioned in more than half of the responses.

Half of the responses indicated a prior job experience requirement while the other half desired it. Responses showed a preference for two to five years of

previous experience. It was felt that a job in airline sales or ticketing was the best prior experience. Indeed, most employees promoted from within or hired from outside the company came from reservations. Almost all non-managerial employees were promoted exclusively from within the company.

The skills and attributes considered most important were product knowledge, sales ability, a knowledge of airline tariffs and the ability to get along with people.

Few nonmanagerial employees were hired. No additional staff was taken on.

The average starting salary was \$275 per week. After two years the average salary was \$330 per week.

#### Tour Operator Responses

Responses were received from six Michigan tour operators. This represented a 32 percent response rate. Fourteen individual responses were received. Job titles were characterized as either managerial (two responses), nonmanagerial responses (eight responses) or clerical (four responses).

#### Tour Operator Responses--Managerial

The six businesses which responded indicated four managerial employees. All were titled manager and were full-time employees. Three of the positions were held by women; one was held by a man.

### Incidence and Nature of Responses

Respondents were asked whether or not they had problems finding qualified employees. If so, respondents were requested to indicate the nature and importance of these problems.

Of the two managerial responses, one indicated problems finding qualified employees while one indicated no problems. The one respondent who had problems indicated that they were attributable to a lack of sales motivation followed by a lack of experience.

### Educational Preferences

Respondents were asked to rank their educational level preferences for new managerial employees together with the rank order preferences of academic subjects studied by employees. One response indicated that managerial employees should have a four-year degree. A two-year degree was the second choice while a high school diploma was the third choice. The other response indicated that practical experience was preferable.

Marketing was ranked first in importance as an academic subject for managerial personnel. The other response ranked marketing as the fifth choice. Personal selling was listed twice; it was ranked most important once and third in importance one time. Mathematics was listed once as being third in importance while economics and geography were each listed once as a second preference.

Accounting was listed once as a fourth preference. Business writing was mentioned twice, once as a fourth choice and once as a fifth choice. The subjects listed on the questionnaire but not mentioned by the respondents were computer operations, public speaking, foreign languages, history and sociology.

### Job Experience

The one response which indicated a prior job experience requirement preferred over ten years of experience. The other response indicated a desire, but not a requirement, for two years of prior job experience.

The most important prior job experience for a manager was either travel counselor or any responsible travel-related position (one response). One response noted that a travel agency manager was a position of secondary importance for tour operator management positions.

Both responses indicated a tendency to hire equally from within and from outside the company. When promoted from within, managers were promoted from the position of vacation counselor or from manager of a small office (one response each). Secondly, they were promoted from the position of travel counselor or commercial counselor (one response each).

When hired from outside the company, managers were hired from a travel agency either from any position

within an agency (one response) or from the position of manager (one response). Secondly, managers were hired from airlines either as a sales representative (one response) or from any position (one response). Thirdly, managers were hired from a sales representative of another tour operator (one response) or a sales representative of a cruise line (one response).

#### Employee Skills or Attributes

Both responses indicated that the primary skill for a managerial position should be sales experience. Both felt that managerial experience was second in importance. One response indicated that motivation was the third most important factor while the other listed the ability to manage money. The fourth most important factor was geographic knowledge (one response) or self-confidence (one response). One response noted the importance of air tariff and ticketing knowledge as the fifth most important factor while the other listed patience.

#### Job Opportunities

One of the two responses indicated that, on the average, one additional managerial employee was hired each year.

### Salary

The starting salary for a full-time manager working for a tour operator was \$250 per week. After two years the salary was \$300 per week. Only one response was given to the question of salary.

### Summary

Three-fourths of the managers were full-time women.

In general, marketing, personal selling, mathematics, economics and geography were mentioned as being important subjects for managers.

Responses indicated an equal tendency to hire from within and from outside the company. A travel counselor or manager was preferred by respondents as the most important previous job of managers.

Sales experience, managerial experience, motivation and the ability to manage money were considered important skills and attributes for a manager.

Few openings occurred for a managerial position. The average starting salary was \$250 per week. After two years, the average was \$300 per week.

### Tour Operator Responses--Nonmanagerial

The six businesses that responded indicated seventy-three counseling employees. Twenty-one percent were full-time male employees; there was one part-time

female employee. The remaining fifty-seven employees (78 percent) were full-time female employees. Trip coordinator was the title given eighteen female employees. There were ten full-time male and twenty-eight full-time female reservationists. The remaining employees were called travel counselors or consultants. This was made up of four full-time employees, eleven full-time female employees and one part-time female employee.

#### Incidence and Nature of Problems

Of the eight nonmanagerial questionnaires received, four indicated a problem while four indicated no problem in finding qualified employees for counseling positions.

Two responses indicated that the primary problem was a lack of experience. A lack of tariff-ticketing experience or the general unavailability of personnel were each noted on one response.

Of secondary importance was the lack of customer following, the lack of interest in the job or the lack of geography (one response each).

The third problem was a lack of product knowledge or the very high salary expectations of potential employees (one response each).

#### Educational Preferences

A two-year degree was listed five times within the top three preferences of educational levels. However,



it was ranked first in importance only once. A high school diploma was ranked first in importance three times and second in importance once. The remaining rankings are listed in Table 4.42.

TABLE 4.42.--Rank order of educational preferences for new tour operator nonmanagerial employees (N=6)

Level of Education	Number of Times Listed			Total
	Ranked #1	Ranked #2	Ranked #3	
Less than a high school diploma	0	0	0	0
High school diploma	3	1	0	4
Two-year degree	1	3	1	5
Vocational school	0	1	2	3
Four-year degree	2	0	2	4

Six responses indicated that geography was one of the five most important academic subjects for counseling employees. Personal selling, mathematics and accounting were each listed four times. Personal selling was the only subject ranked first in importance more than once--it was listed three times while geography and mathematics were each ranked first only once. The subjects listed on the questionnaire but not mentioned by respondents were economics and history. The reader is referred to Table 4.43 for the complete responses to this question.

TABLE 4.43.--Rank order of academic subjects tour operator nonmanagerial employees should have studied (N=5)

Academic Subject	Number of Times Listed					Total
	Ranked #1	Ranked #2	Ranked #3	Ranked #4	Ranked #5	
Geography	1	4	0	1	0	6
Personal selling	3	1	0	0	0	4
Math	1	1	1	1	0	4
Accounting	0	0	0	0	4	4
Computer operations	0	0	2	1	0	3
Marketing	0	0	1	1	1	3
Business writing	0	0	1	1	0	2
Public speaking	0	0	1	0	0	1
Sociology	0	0	0	1	0	1
Foreign languages	0	0	0	0	1	1

### Job Experience

Three responses indicated a prior job experience requirement, four showed a desire but not a requirement for experience while one respondent did not desire prior job experience.

Of six responses to this question, four indicated a preference for one year's experience, one for two years and one for three year's experience.

Four out of seven responses to this question indicated that travel agency experience was the primary job employees should have had. There was one response each which listed sales, service unit agent and airline reservations as the primary choice.

Two responses listed travel assistant as the second choice. One response each listed business experience, public telephone sales, reservationist or public relations as a second choice.

One response listed travel sales as a third choice.

Three responses indicated that all counseling employees were promoted from within while one showed a tendency to promote from within. Three indicated that employees were hired equally from within and from outside the company while one tended to hire from outside. There were eight responses to this question.

When promoted from within, employees came from the job of secretary, travel counselor, consultant,

travel assistant, clerk, mail clerk or service unit agent (one response each).

The second most frequent positions were trainee agent, commercial counselor, messenger or reservationist (one response each). The third choice was secretary (one response).

When hired from outside, employees were hired first from a travel agency (four responses) or from the position of airline reservation agent (one response) or office clerk (one response).

The second most prevalent position when hiring from outside was hotel reservations staff (one response), and the third category was airline reservations agent (one response).

#### Employee Skills or Attributes

Two responses each indicated that a sales orientation, a good personality or product knowledge was the most important skill or attribute for nonmanagerial employees. One response showed that patience or a fine speaking voice was the most important factor.

The second most important factor was the ability to make no mistakes (two responses). One response noted that the second most important factor was product knowledge, mathematics, patience, ticketing knowledge, willingness to learn or geography.

The third most important skill or attribute was personality, ability to learn, mathematics, geography, good memory, telephone sales, communication with suppliers or interest in people (one response each).

The fourth most important factor was ambition, fares and destination knowledge, the ability to work under pressure, the ability to work under routine supervision or mathematics (one response each).

The fifth most important skill or attribute was geography, personality, typing, computer reservation experience, a liking for people or clerical duties (one response each).

#### Job Opportunities

The six tour operators who responded hired, on the average, twenty nonmanagerial employees each year, an average of 3 1/3 employees per business. Of this number, thirteen were replacement employees while seven were hired for new positions.

#### Salary

The average starting salary for a full-time nonmanagerial employee was \$148 per week. The range was from \$120 per week to \$185 per week. After two years, the average salary was \$186 per week with a range from \$160 per week to \$210 per week.

Summary

Just over one-fifth of nonmanagerial employees were male. All but one were full-time employees. Most employees were either called trip coordinators or reservationists.

Half of the responses indicated problems in finding qualified employees. A lack of experience and lack of knowledge were considered the most important problems by those who responded.

There was no clear educational preference. The academic subjects considered important were geography, personal selling, mathematics and accounting.

Less than half the responses noted a prior job experience requirement while all but one showed a preference for it. Most showed a preference for one year's experience. Most indicated that travel agency experience was the most beneficial type of experience for counseling employees.

The same number of responses indicated that employees were hired entirely from within and hired equally from within and from outside the company. When promoted from within, employees came from a wide variety of jobs. When hired from outside, employees tended to come from travel agencies.

A wide variety of skills and attributes was deemed important for the job.

The average business hired over three new employees each year, twice as many for replacement purposes as for new positions.

The average starting salary for a full-time employee was \$148 per week, and after two years the average salary was \$186 per week.

#### Tour Operator Responses--Clerical

The four clerical responses indicated eighteen clerical positions. Three positions were occupied by males. All but two positions were full-time in nature. Employees were called clerk (one), accounts receivable clerk (nine), administrative clerk (three), operations clerk (six) or cashier (one).

#### Incidence and Nature of Problems

Only one out of four responses reported a problem in finding qualified employees. The problem was listed as an unavailability of personnel.

#### Educational Preferences

One response listed a first, second and third educational preference as high school diploma, two-year degree and four-year degree, respectively. Two responses indicated that the level of education was unimportant.

Four responses indicated that employees should have knowledge of mathematics. Three each noted accounting, computer operations and business writing. Two

added English to the given list. The remaining academic subjects mentioned are listed in Table 4.44.

The subjects listed on the questionnaire, but not mentioned by respondents, were personal selling, marketing, public speaking, history and sociology.

### Job Experience

One response noted a prior job experience requirement while three showed a desire but not a requirement for such experience. One response noted a preference for two years of prior job experience while one indicated five years of experience.

The most important previous job for an employee was computer operator, travel counselor, bookkeeper or another office job (one response each). One response indicated the job of data input clerk as the second most important previous job, and one indicated travel agent as the third choice.

Two responses noted a tendency to promote from within to these positions while one indicated a tendency to hire equally from within and from outside the company. One response indicated that employees were hired solely from outside the company.

When promoted from within, employees came first from the jobs of travel consultant (two responses) or bookkeeping (one response). The second most prevalent jobs were administrative clerk or manifest audit (one



TABLE 4.44.--Rank order of academic subjects tour operator clerical employees should have studied (N=4)

Academic Subject	Number of Times Listed					Total
	Ranked #1	Ranked #2	Ranked #3	Ranked #4	Ranked #5	
Math	1	1	0	2	0	4
Accounting	1	1	1	0	0	3
Computer operations	1	0	1	1	0	3
Business writing	1	0	1	1	0	3
Geography	0	0	2	0	1	3
English	0	1	0	0	1	2
Economics	0	0	0	0	1	1
Foreign languages	0	0	0	0	1	1

NOTE: The following academic subjects were included on the questionnaire but not listed by respondents: personal selling, marketing, public speaking, history and sociology.

response each), and the third most prevalent job was a service unit employee. When hired from outside the company, employees primarily came from the positions of travel counselor in a travel agency, clerk/typist in an office or clerk in a bank (one response each). Secondly, they came from the position of travel agency clerk (one response).

#### Employee Skills and Attributes

One response indicated that the most important skill or attribute for clerical employees was geography, mathematics or accounting (one response each). The second most important was mathematics, accuracy or clerical (one response each). The third most important was product knowledge, patience or the ability to work under pressure (one response each). One response mentioned neatness and one mentioned typing as the fourth most desired skill or attribute while the ability to meet deadlines and analytical skills were each listed on one response as the fifth most important skill or attribute.

#### Job Opportunities

From the four clerical responses, eight clerical employees were hired on the average each year to replace employees who had left or had been fired.

### Salary

The average starting salary for a full-time clerical employee was \$133 per week. The range was from \$110 per week to \$155 per week. After two years, the mean salary was \$148 per week. The range was from \$125 per week to \$175 per week.

### Summary

Almost all clerical positions were held by females. Almost all were full time in nature.

There were few problems in finding qualified employees for clerical positions.

The educational level of clerical employees was mainly considered unimportant. Where a preference existed, it went from high school diploma to two-year degree to four-year degree. The academic subjects considered most important were mathematics, computer operations, business writing and English.

Most responses indicated a desire, but not a requirement, for prior job experience. Two to five years of experience were preferred. A variety of preferred jobs was listed.

There was no pattern to hiring from outside the company versus promoting from within, or to the jobs from which clerical employees were promoted.

A wide divergency of preferred skills and attributes was listed on the responses.

An average of two replacement employees was hired each year per business.

The average weekly salary for a full-time clerical employee was \$133. After two years, the average was \$148 per week.

### Marketing Organizations

Because of the similarity in function of a convention and visitors bureau, state and regional travel offices and a national tourist office, these responses were combined for the purpose of analysis under the heading Marketing Organizations. Seven organizations responded. This represented a 50 percent response rate. Twelve individual responses were received. Job titles were characterized as either managerial or nonmanagerial.

#### Marketing Organizations' Responses-- Managerial

The seven organizations which responded indicated twenty-five managerial personnel. Twenty-four were full-time employees and twenty-two of the personnel were male. Job titles varied by organization. Those mentioned were president (two listings), executive vice president (one), vice president--marketing (one), executive director (one), associate manager--promotion (four), membership director (one), operations manager (one), services manager (one), public relations associate (two), director of civic

affairs (one), executive director (one), office manager (two) and regional sales manager (two).

#### Incidence and Nature of Problems

Of seven responses, five indicated no problem in finding qualified managerial personnel. The two that noted problems listed the lack of availability of formal education and the lack of knowledge as the primary problem (one response each). The secondary problem was the lack of experience and the fact that they must "steal" employees from other industries (one response each). Their tertiary problem was the lack of schooling and the low pay scale (one response each).

#### Educational Preferences

A two-year degree was ranked either first, second or third preference on seven responses. A four-year degree was ranked most important on two responses. A masters degree was added once as a second choice. A high school diploma was the minimum educational qualification preferred. The remaining responses are detailed in Table 4.45.

Both business writing and public speaking were each listed seven times in terms of the five most important academic subjects for managerial employees. Personal selling was mentioned five times while marketing was listed four times. Business administration was added to the questionnaire list and mentioned twice. Also added and

mentioned once were hotel operations, office management, office equipment operation and creative writing. The remainder of the responses are detailed in Table 4.46.

TABLE 4.45.--Rank order of educational preferences for new managerial marketing organization personnel (N=7)

Level of Education	Number of Times Listed			Total
	Ranked #1	Ranked #2	Ranked #3	
Less than a high school diploma	0	0	0	0
High school diploma	0	1	2	3
Two-year degree	4	2	1	7
Vocational school	0	1	1	2
Four-year degree	3	0	0	3
Masters degree	0	1	0	1

Mathematics, computer operations, foreign languages, history and geography were listed on the questionnaire but were not chosen by any respondents in their top five choices.

#### Job Experience

Four responses indicated a prior job experience requirement while three showed a desire for but not a requirement of such experience. Two years of prior experience was listed as a preference on three responses, three years and five years on two each and four years on one response.

TABLE 4.46.--Rank order of academic subjects marketing organization managerial personnel should have studied

Academic Subject	Number of Times Listed					Total
	Ranked #1	Ranked #2	Ranked #3	Ranked #4	Ranked #5	
Business writing	2	0	2	1	2	7
Public speaking	0	0	3	2	2	7
Personal selling	3	1	0	1	0	5
Marketing	1	2	0	0	1	4
Accounting	1	0	0	0	0	1
Business administration	0	1	1	0	0	2
Hotel operations	0	1	0	0	0	1
Office management	0	1	0	0	0	1
Office equipment operations	0	0	1	0	0	1
Economics	0	0	0	1	1	2
Creative writing	0	0	0	1	0	1
Sociology	0	0	0	0	1	1

Three responses preferred two years of experience, two preferred three years, one preferred four years and two preferred five years of previous job experience.

Of the previous jobs held by personnel, two responses gave first preference to middle management positions or hotel sales while one each gave first preference to services, marketing and secretarial positions. One response each gave second preference to sales, bookkeeping, public relations, public contact or hotel management. And one response each gave third preference to public contact, stenography, sales, advertising or convention bureau sales.

One response indicated that employees were promoted entirely from within the organization to managerial positions while one showed them to be hired entirely from outside the organization. One showed a tendency to hire from within, one hired equally from within and from outside the organization and one indicated a tendency to hire from outside.

When hired from within, the most prevalent previous position held was district sales manager, secretary, director of sales, account representative, publicity director or public relations director (one response each). The second most prevalent choice was sales representative, manager or membership director. The third most favored choice was associate manager or public relations associate



(one response each). When hired from outside the organization, a managerial employee was most likely to come from hotel sales (two responses), organization management, a hotel services department, a meeting or catering facility, a services manager or an assistant chief executive officer (one response each). The next previous position was in membership or a convention bureau as an account representative (one response each), and the last was in operations (one response).

#### Employee Skills or Attributes

One response each indicated that the primary skill or attribute a manager should have was follow-through, creativity, organization, ambition, communication, the ability to listen, decision-making ability or use of the language. The second most important skill or attribute, indicated on two responses each, was follow-through or personal contact. One response each noted as the second factor attention to detail, record keeping, self-starter and promotional ability. The third most important factor was that the individual should be easy to work with (two responses), have the art of travel, association management, good news judgment, be a self-starter, sales oriented or efficient (one response each). A calm attitude, the ability to think quickly, creativity, the ability to handle budgets, reading, writing, accounting and travel market research were each indicated on one

response as the fourth most important factor. Integrity, creativity, a good presence, salesmanship, organization and the ability to absorb and sort marketing information were listed once each as the fifth most important skill or attribute.

### Job Opportunities

The seven organizations which responded hired, among them, 1 1/2 replacement managers each year.

### Salary

The average starting salary for full-time managerial personnel in a marketing organization was \$213 per week. The range was from \$175 per week to \$250 per week. The average salary after two years was \$303. The range was from \$200 per week to \$500 per week.

### Summary

Over 80 percent of the managerial respondents were male. All but one were full-time employees. A variety of job titles was given respondents.

Most indicated no problems in finding qualified personnel.

A two-year degree was the most preferred educational level for new managerial employees, followed by a four-year degree and a high school diploma. The most favored academic subjects were business writing, public speaking, personal selling and marketing.

Slightly more respondents required prior job experience than preferred, but did not require, it. Respondents indicated a preference for two to five years of prior experience. A wide variety of jobs was listed as prerequisite for success in a management position.

Respondents showed no preference for hiring from outside the company or promoting from within. There was, similarly, no pattern to the previous jobs, internally or externally, of employees.

There was a lack of agreement concerning the skills or attributes considered important for managerial personnel.

The average starting salary for full-time managerial personnel was \$213. After two years the average salary was \$303 per week.

#### Marketing Organizations--Nonmanagerial

The seven organizations which responded indicated eleven nonmanagerial positions. Nine were full-time positions. Six positions were held by males. The job of magazine editor was not analyzed because of the highly specialized nature of this one position. The four responses analyzed were for the positions of sales representative (three) and information specialist.

### Incidence and Nature of Problems

Three responses indicated no problems in finding qualified employees while one response noted problems due to, first, the low salary and, second, the absence of an incentive system.

### Educational Preferences

Three responses indicated a first preference of a four-year degree for sales employees. One response each gave first and third preference to a high school diploma while three responses gave second preference to a two-year degree. One respondent gave third preference to a vocational school qualification.

Three responses gave first preference to personal selling as the academic subject studied by sales employees. Two responses gave second preference and one gave third to public speaking. One response each gave second, third and fourth preference to marketing; and economics was listed on two responses as fifth preference. Geography was chosen third on one response while business writing was chosen fourth on one response and third on another. Sociology was listed once as a third preference. Mathematics, computer operations, accounting, foreign languages and history were listed on the questionnaire but were not chosen by any respondents.

### Job Experience

All four responses noted a preference but not a requirement for previous job experience. Three responses listed two years of prior experience while the other listed five years of experience.

The most important previous job for an employee was one involving contact with business, hotel/motel sales or a related industry sales job (one response each). The second most important job was in hotel and restaurant operations or hotel management (one response each). The third most important experience was as an outside agency representative or convention bureau sales (one response each).

All responses indicated that employees were hired exclusively from outside the organization. Employees came first from sales, hotels or tourism as a sales representative (one response each). Secondly, they came from retailing or the hotel and restaurant industry or a convention bureau in a sales position (one response each). Thirdly, they came from the general sales or the travel industry as a tour coordinator (one response each).

### Skills and Attributes

One response each noted that the most important skill or attribute was personality, ability to listen, communication or appearance. The second most important was having an interest in helping people, salesmanship,

sales perseverance or follow-up (one response each). Mobility, appearance, record keeping and typing were each listed once as the third most important quality. The ability to get along with others, bookkeeping and business ethics were each listed once as the fourth most important skill or attribute of sales employees.

### Job Opportunities

The six businesses which responded hired, in total, 1 3/4 replacement employees each year.

### Salary

One response noted a starting salary of \$187.50 per week for full-time sales employees. The same response reported that the salary for full-time sales employees after two years was \$212.50 per week.

### Summary

Half of the sales positions were held by males; 80 percent were full-time positions.

Only one out of four responses noted problems finding qualified employees. Problems were due to the low salary and the lack of an incentive system.

There was no clear educational preference for sales employees. The academic subjects considered most important were personal selling, public speaking and marketing.

All responses noted a preference for prior job experience ranging from two to five years. It was felt that an employee should have had a business or industry-related position.

Employees were hired exclusively from outside the organization and came mainly from a sales representative position.

The personal traits of personality, communications and appearance were the most important required skills or attributes listed.

Less than two employees were hired each year by all respondents for replacement purposes.

The average full-time weekly salary was \$187.50. After two years the average salary was \$212.50 per week.

CHAPTER V

FINDINGS, CONCLUSIONS AND  
RECOMMENDATIONS

Introduction

This study had two objectives. The first objective was to determine the extent to which educational establishments are providing the type of employee sought by tourism-related industries. The second objective was to obtain, from certain tourism-related industries, the job specifications for positions within those industries. The literature was thoroughly reviewed and assessed.

Questionnaires were sent to all of the national, state and regional tourism offices; airline sales offices; convention and visitors bureaus and tour operators and a random sample of retail travel agents in the state of Michigan. The response rate, after a follow-up mailing, was 28 percent.

The respondents supplied information on the number and type of employees in their organization, the incidence and nature of problems in finding qualified employees and their educational, job experience and



employee skill and attribute preferences. Data were also obtained on the number of new employees hired each year and their starting salaries and pay after two years.

Responses were stratified by type of organization. Because of the lack of responses, the information collected was largely descriptive. Some frequency distribution was used.

### Findings

This section reflects findings from the literature search as well as from the questionnaire survey.

1. Little agreement exists concerning the meaning of "tourism education."
2. Graduates from formal tourism programs often have difficulty in finding suitable employment.
3. The tourism programs in both the United States and Europe seemed uncoordinated and in many cases were not meeting the needs of tourism-related industries.
4. There were differences in the proportion of male to female employees, by type of business.
  - (a) The majority of travel agency and tour operator managers and employees were female.
  - (b) Half of the marketing organization non-managerial employees were female.

(c) Most of the marketing organization managers and airline nonmanagerial employees were male.

(d) Almost all of the airline managers were male.

5. There was general agreement that the major problems in finding qualified employees were the lack of experience and the lack of knowledge. However, the incidence of problems varied by type of business.

(a) Half of the travel agency respondents had problems finding qualified managers while two-thirds had problems finding qualified nonmanagerial employees.

(b) Half of the tour operator respondents had problems finding qualified managerial and nonmanagerial personnel.

(c) Airline and marketing organization respondents had no problems in finding qualified managers while one-third had problems finding qualified nonmanagerial employees.

6. Most respondents indicated a four-year degree as a first preference as an educational requirement for both managerial and nonmanagerial employees.

(a) While a two-year degree was mentioned most often when travel agency respondents indicated their first three educational preferences,

a four-year degree was ranked most important more often than any other educational level for both managerial and nonmanagerial employees.

- (b) Airline respondents indicated a preference for a four-year degree for both managerial and nonmanagerial employees.
- (c) Marketing organization respondents preferred that their managers have a two-year degree.
- (d) No conclusions could be reached for other job categories because of the diversity of the responses.

7. All respondents considered personal selling an important academic subject for managerial and nonmanagerial employees.

- (a) Travel agency respondents considered personal selling, geography, mathematics and accounting to be important for managers and nonmanagerial personnel.
- (b) Airline respondents indicated the importance of personal selling and marketing for all personnel, public speaking additionally for managers and business writing additionally for nonmanagerial employees.
- (c) Tour operator respondents showed a preference for all personnel to have knowledge of

geography, personal selling and mathematics. Additionally, managers should have knowledge of economics and marketing while accounting was added to the list for nonmanagerial personnel.

8. While virtually all respondents preferred their personnel to have had prior job experience, airline respondents were the only group to require this of all managers.
  - (a) About half of the respondents required prior job experience of airline and tour operator nonmanagerial employees and marketing organization managers.
  - (b) No marketing organization nonmanagerial employees were required to have prior job experience.
  - (c) Approximately 60 percent of travel agency managers were required to have prior job experience while this applied to about 30 percent of travel agency nonmanagerial employees.
9. Two to five years of prior job experience was preferred by respondents.
10. There was a difference by type of business in terms of promoting from inside compared to hiring from outside the company.

- (a) Airlines almost exclusively promoted entirely from within.
  - (b) Most travel agencies tended to promote from within, especially for managerial than non-managerial employees.
  - (c) Tour operators personnel and marketing organization managers were both promoted from within and hired from outside the company.
  - (d) Marketing organization nonmanagerial employees were hired from outside the organization.
11. Employees came from a variety of jobs which were connected with their present business.
- (a) Travel agency managers came from travel consultants when promoted from within and travel agency managers when hired from outside.
  - (b) Airline managers were promoted from sales representatives while nonmanagerial employees were promoted from sales or ticketing positions.
  - (c) Tour operator personnel came from travel agencies when hired from outside the company and a variety of jobs when promoted from within.
  - (d) There was no common pattern of hiring for marketing organization managers. Marketing

organization nonmanagerial employees tended to come from the position of sales representative.

12. There was no common agreement concerning the skills and attributes considered important for personnel.
13. The availability of job openings varied by type of business.
  - (a) There were more travel agencies than any other type of business. Approximately three-fourths of all agencies responding hire new employees each year, an average of over 1 1/2 managerial personnel per business and two nonmanagerial employees per business which responded.
  - (b) There were virtually no new personnel hired by the airlines.
  - (c) While few new tour operator managers were hired, each business hires an average of three new nonmanagerial and two new clerical employees each year.
  - (d) Marketing organizations which responded hired an average of two new employees each year.

14. Average salaries varied by type of business.

Airline managers were paid the most followed, in order, by airline nonmanagerial employees, tour operator managers, marketing organization managers, tour operator nonmanagerial employees, tour operator nonmanagerial employees, travel agency nonmanagerial employees and tour operator clerical employees.

Conclusions

This study was prompted by the lack of job availability and job specification information for tourism-related industries. The intent was to provide insight into this problem to aid both potential entrants to tourism-related industries and educational institutions seeking to provide the educational background for those potential entrants. Several conclusions are suggested by the research.

The review of the status of tourism education suggests that more coordination is necessary between educational establishments offering "tourism programs." If those institutions are unable to clearly define what education is necessary for entry into the tourism field, industries can scarcely be faulted for a reluctance to hire.

From the viewpoint of the individual seeking entry into the field, the outlook, in terms of jobs

available, is better for females than for males. Only airlines and marketing organization management positions offer more opportunities for males than females. This may correlate with the higher salaries paid by the airlines. Travel agencies offer the best entry into the field. Not only are there more retail travel agencies than other types of business in the field, but more agencies have problems finding qualified employees than any other type of business studied. Additionally, entry into the higher paid travel jobs can come from a retail travel agency when that business hires from outside the company.

Potential employees would do well to realize that an educational requirement is not sufficient to ensure even an entry level position. The individual would be well advised to get as much relevant practical experience to ensure his/her chances of employment.

Educational preferences would appear to be greater than previously expressed in a prior study of New York State travel agents.\* Those businesses which mentioned a four-year degree preference listed this most often as their first choice though a two-year degree was mentioned most often when the first three choices were considered.

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\*Travel Agency Survey, New York State Education Department, Bureau of Occupational Education Research (Albany, February 1974), 26 pp.



While there was no common pattern concerning the desired skills or attributes for the jobs analyzed, many responses indicated the importance of personal factors such as the ability to get along with people, personality and communication. Because these are service industry jobs which involve a great deal of public contact, potential employees should consider their effectiveness in and enjoyment of dealing with people.

From the educational institution's viewpoint, several observations can be made.

Tourism-related businesses surveyed thought it appropriate for their employees to graduate from a two- or four-year degree program. Certain academic subjects should be included in a curriculum aimed at producing personnel for the businesses surveyed. Personal selling, mathematics, marketing, accounting, public speaking, geography, economics and business writing were specifically regarded as important. Because of the desire for practical experience, educational programs should extend the greatest possible effort to graduate an individual with both an academic and a practical experience background. Consideration should be given to having a work experience requirement. Such a requirement would add a great deal of credibility to both the program and the students. Attempts should also be made to encourage

industry-education ties to ease the acquisition of practical experience during the formal education process.

Educational institutions must also be aware of their responsibilities in advising students of opportunities in tourism-related industries. Travel has a glamor about it which is reflected in the desire of people to enter the field as a career. While travel is indeed exciting, students must be advised about the lack of openings in certain sectors, the tendency to hire internally in some businesses and the low pay in others.

#### Recommendations for Further Research

Based on the findings of this study, a number of areas for further research and investigation are suggested.

1. Because of the specialized types of jobs in tourism-related industries, this study could be replicated with a national population of members of one industry.
2. The present study could be replicated with a statistically representative sample of large and small businesses and a comparison made to determine whether or not differences exist.
3. The present study was primarily concerned with the position and the specifications for that position. Further studies could round out the

picture by concentrating on the people within those positions, looking at their job-related backgrounds.

4. Consideration of the supply of trained personnel together with the demand for such people could be developed to provide a picture of where a need exists and the extent of that need.
5. Future studies should consider an in-depth personal interview approach rather than rely upon replies to survey questionnaires. The response rate would be better and the responses would offer greater insight into industry requirements.

## **APPENDICES**

**APPENDIX A**

**LIST OF FUNCTIONS PERFORMED BY INDEPENDENT  
TOUR WHOLESALERS**

## APPENDIX A

### LIST OF FUNCTIONS PERFORMED BY INDEPENDENT TOUR WHOLESALERS

#### TOUR PREPARATION

##### Planning

- Market Research
  - Provide Surveys
  - Data Collection
  - Questionnaire Assistance
- Financial Data on Past Performance
- Negotiating Data (Past Volume, etc.)
  - Detailed Booking information
  - Category
  - Tour
- Airline Volume Statistics
- Traveler Demographics

##### Packaging

- Development
  - New Destination Surveys
  - Arrangement of Local Government Support
  - Information on Changing Market Conditions
  - Information on Changing Cost Trends
  - Travel Passes
  - Use of Controlled Ground Service Facilities
- Inspection
  - Familiarization Tours
  - Assistance in Evaluating New Ground Service Operations
- Negotiation
  - Assistance in Obtaining Difficult to Get Space
  - Assistance in Rate Negotiation

**TOUR MARKETING****Trade Promotion**

- Training Programs
- Brochure Production
- Personal Contacts
- Coupon Fulfillment
- Direct Mailings
- Presentations
- Promotional Aids
  - Sales
  - Educational
- Print Media Advertising
  - Full Program
  - Co-op Program
- Trade Parties
- Familiarization Tours
- Newsletters
- Fact Sheets

**Consumer Promotion**

- Coupon Fulfillment
- Brochure Production
  - Photography
  - Transparencies
  - Artwork
  - Copy
- Direct Mailings
- Presentations
  - Sales
  - Educational
  - Speakers Bureau
- Novelty Items
  - Passport Wallets
  - Travel Bags
  - Baggage Tags
- Advertising
  - Radio & TV
  - Printing
  - Outdoor
    - Creative & Artwork
    - Media-Selection & Purchase
    - Distribution & Payment Assistance

**Selling**

- Brochure Distribution
- Sales Calls to Retail Agents
- Sales Progress Information
- Sales Training
- Sales Leads

- Handling of Employee Incentive Programs
- Direct Sale of Tours
- Free Tie-Line Communication System
- Convention Participation
- Association Membership & Subscriptions
- Non-Profit Organization Contributions
- Point of Sale Material
  - Display Racks
  - Window Displays
- Acceptance of Consumer Credit Plan

#### Public Relations Assistance

- Press Releases
- Speech Writing
- Article Placements
- Site Restoration Contributions
- Educational Material
  - Films
  - Articles
- Press Corps Familiarization
- Trips

### TOUR ADMINISTRATION

#### Reservations & Recordkeeping

- Groups Desk
- Agent Desk
- Individuals
- Detailed Booking Information
  - Number of Travelers by Tour
  - Dollar Volume
  - Wait List Capabilities
- General Travel Information
- Load Factor Information
- Air Fare Construction Information
- Visa Assistance

#### Accounting

- Record Keeping
  - Billing
  - Accounts Receivable Control
- Cash Flow
- Documentation
- Ticket Issuance
- Tour Profitability Reporting
- Settlement Assistance/Payment
  - Ground Service
  - Air Settlement



Foreign Exchange Assistance & Advice  
 Absorption of Price Differentials  
 Refund Processing  
 Quality Control & Contract  
 Enforcement Review

TOUR OPERATION

Alteration of Schedules  
 Tour Conductor Passes  
 Guest Passes for Association Leaders  
 Detailed Tourist Lists for  
     Airlines  
     Hotels  
     Other Ground Services  
 Arrival/Departure Assistance  
 Local Tour Servicing  
 Message Assistance

SOURCE: Touche Ross & Co., Tour Wholesaler  
Industry Study (1975).

**APPENDIX B**

**LISTING OF JOBS CLASSIFIED AS R.I.C.**

## APPENDIX B

### LISTING OF JOBS CLASSIFIED AS R.I.C.

1. Aircraft pilot
2. Animal husbandry
3. Building/construction trades technician
4. Business machine service technician
5. Comptometer operator
6. Crime laboratory technician
7. Drycleaner
8. Agricultural, mechanical and automotive engineer
9. Engineering technician
10. Fluid power technician
11. Furniture repairer
12. Glassblower
13. Instrument repairman
14. Landscape/nursery technician
15. Lithographer
16. Machine technician
17. Maintenance mechanic
18. Materials science technician
19. Painter/decorator
20. Pharmaceutical laboratory technician
21. Piano tuner
22. Pressman/printer
23. Public works technician
24. Quality control technician
25. Radio and television service technician
26. Shoe repairer
27. Surveyor
28. Urban planner
29. Watch repairer
30. Welder

SOURCE: Institute for Community Development and Services, Direction: Michigan Career Opportunity Guide (East Lansing: Continuing Education Service, Michigan State University, 1976).

**APPENDIX C**

**FINAL QUESTIONNAIRE**

APPENDIX C

FINAL QUESTIONNAIRE

MICHIGAN TOURISM INDUSTRY QUESTIONNAIRE

Please fill out this cover sheet, listing each type of position (including yours) in your office and the corresponding number of employees. (Exclude positions which are strictly secretarial or janitorial.)

<u>Job title</u>	<u>Number of Employees</u>			
	<u>full-time</u>		<u>part-time</u>	
	<u>male</u>	<u>female</u>	<u>male</u>	<u>female</u>
_____				
_____				
_____				
_____				
_____				

NOW: PLEASE FILL OUT A SEPARATE QUESTIONNAIRE FOR EACH POSITION OR JOB TITLE IN YOUR OFFICE.

Would you like a summary of the results of this study?

Yes \_\_\_\_ No \_\_\_\_

If you have any questions or if you require more forms, please write or call collect to:

Mr. Robert Christie-Mill, School of Hotel, Restaurant and Institutional Management, Michigan State University, East Lansing, MI 48824; Telephone: 517-353-9211

MICHIGAN TOURISM INDUSTRY QUESTIONNAIRE

JOB TITLE \_\_\_\_\_

NOTE: All questions pertain to the above job title

1. Do you have problems finding qualified employees?

YES \_\_\_\_\_ NO \_\_\_\_\_

2. If
- YES
- , list,
- in order of importance
- , the
- nature
- of your problems.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Number your first, second and third most preferred
- level of education
- for new employees.

a. less than a high school diploma \_\_\_\_\_

b. high school diploma \_\_\_\_\_

c. two-year degree (community college) \_\_\_\_\_

d. vocational school training \_\_\_\_\_

e. four-year degree \_\_\_\_\_

f. other (please specify) \_\_\_\_\_

4. Number, in order of importance,
- five academic subjects
- employees should have knowledge of:

a. mathematics \_\_\_\_\_ b. computer operations \_\_\_\_\_

c. accounting \_\_\_\_\_ d. economics \_\_\_\_\_

- e. personal selling \_\_\_\_ f. marketing \_\_\_\_  
 g. public speaking \_\_\_\_ h. foreign languages \_\_\_\_  
 i. history \_\_\_\_ j. geography \_\_\_\_  
 k. business writing \_\_\_\_ l. sociology \_\_\_\_  
 m. other (please specify) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. For new employees, is prior experience:

Required \_\_\_\_ Desired, but not required \_\_\_\_

Not desired \_\_\_\_

6. If prior experience is required or desired, preferred  
number of years experience (circle one).

1 2 3 4 5 6 7 8 9 10 10+

7. To be successful in this position which jobs should  
 an employee previously have held? (List the most  
 important first.)

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

8. List, in order of importance, the five most important  
skills or attributes an employee should have to work  
 in this position.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

- d. \_\_\_\_\_
- e. \_\_\_\_\_

9. \_\_\_\_ On the average, how many new employees do you hire each year?
10. Of this number (in Question 9):
- \_\_\_\_ How many are replacements for employees who have left?
- \_\_\_\_ How many are additional positions?
11. To what extent are employees in this position promoted from within the organization or hired from outside the organization? (circle one)
- |                          |   |   |   |   |   |                           |
|--------------------------|---|---|---|---|---|---------------------------|
| All hired<br>from within | 1 | 2 | 3 | 4 | 5 | All hired<br>from outside |
|--------------------------|---|---|---|---|---|---------------------------|
12. If employees are promoted from within, list, in order of frequency, the job titles they are promoted from:
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
13. If employees are hired from outside, list, in order of frequency, the industries and job titles they are hired from:

- |    | <u>INDUSTRY</u> | <u>JOB TITLE</u> |
|----|-----------------|------------------|
| a. | _____           | _____            |
| b. | _____           | _____            |
| c. | _____           | _____            |



14. What is the average starting salary for full-time employees in this position? (answer one)

\_\_\_\_\_ per week      \_\_\_\_\_ per month

15. After two years in this position, what is the average salary for full-time employees? (answer one)

\_\_\_\_\_ per week      \_\_\_\_\_ per month

**APPENDIX D**

**COVER LETTER FOR FIRST MAILING AND  
FOLLOW-UP LETTER**

APPENDIX D

COVER LETTER FOR FIRST MAILING AND  
FOLLOW-UP LETTER

MICHIGAN STATE UNIVERSITY

COLLEGE OF BUSINESS  
SCHOOL OF HOTEL, RESTAURANT & INSTITUTIONAL MANAGEMENT  
EPPLEY CENTER

EAST LANSING • MICHIGAN • 48824

October 10, 1977

I am conducting a survey, the results of which will be of interest to any business which has ever experienced difficulty in finding qualified employees.

I am a member of the faculty of the School of Hotel, Restaurant and Institutional Management and am seeking to complete the requirements for the Ph.D. degree by analyzing the job specifications for certain tourism-related businesses.

I am asking a selected sample of members of the industry to complete the enclosed questionnaire. The results will provide insight as to the background employees should have to work in the industry. Prospective employees should then be better able to prepare themselves for jobs within tourism-related businesses.

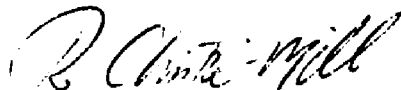
Jim Miller, President of the American Society of Travel Agents, has endorsed this project.

It would be appreciated if you complete the enclosed questionnaire by October 31, and return it in the stamped addressed envelope.

I will be pleased to send you a summary of the results of the study if you so indicate.

Thanking you in anticipation,

Sincerely,



Robert Christie-Mill  
Instructor

RC-M:1kt

Enclosure

**MICHIGAN STATE UNIVERSITY**

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COLLEGE OF BUSINESS  
SCHOOL OF HOTEL, RESTAURANT & INSTITUTIONAL MANAGEMENT  
EPPLEY CENTER

EAST LANSING • MICHIGAN • 48824

November 1, 1977

Dear Sir:

Several weeks ago I sent a questionnaire to a selected sample of tourism related businesses in Michigan. Your business was chosen as part of that sample.

You may have misplaced my letter. I have taken the liberty of sending additional questionnaires. The validity of my results depends upon getting as many responses as possible.

The results of this study will assist businesses in finding qualified employees.

Please take ten minutes of your busy time to complete the enclosed questionnaire. I shall be pleased to send you a copy of the results.

Your assistance is greatly appreciated.

Sincerely,

Robert Christie-Mill  
Instructor

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