



Proceedings from the TOURISM EDUCATORS FORUM 2003

7-9 JULY 2003

**GRENADA GRAND BEACH RESORT
GRAND ANSE, GRENADA**

CARIBBEAN TOURISM ORGANIZATION
in collaboration with the
GRENADA BOARD OF TOURISM
&
CARIBBEAN TOURISM HUMAN RESOURCE COUNCIL

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WORKSHOP OBJECTIVES

This forum will continue to fulfil its main objective of updating the knowledge base of tourism human resource professionals on the current trends and issues related to the tourism sector regionally and globally. It will also address how these trends and issues are likely to impact on the Caribbean tourism sector's productivity, efficiency and global competitiveness. Recent developments in tourism education and training and how they will influence the delivery of tourism/hospitality programmes, being offered throughout the region, will also be explored.

DAY ONE – MONDAY, 7th JULY 2003

- 8.00 a.m. – 9.00 a.m. Registration
- 9.00 a.m. - 9.30 a.m. Opening Ceremony
- 9.30 a.m. – 10.00 a.m. **B R E A K**
- 10.00 a.m. – 11.00 a.m. **Overview of Caribbean Tourism**
Presenter
Mrs. Bonita Morgan, Director of Human Resources, CTO
- 11.00 a.m. – 12.30 p.m. **State of Caribbean Tourism & Responses to Challenges and Opportunities**
Panelists:
Mr. Jean Holder, Secretary General, CTO
Mr. William Joseph, Director of Tourism, Grenada
Mr. Lawrence Lambert MBE, General Manager, Flamboyant Hotel & President, Grenada Hotel Association & Tourism Association
Moderator:
Mr. Asquith Duncan, Head, Product Development & Customer Services, Grenada Board of Tourism
- 12.30 p.m. – 2.00 p.m. **L U N C H**
- 2.00 p.m. – 3.30 p.m. **Update on the Caribbean Tourism Learning System (CTLS) Project**
- Common Core Curriculum
- Quality Assurance and Programme Articulation - Tourism Internship Exchange System (TIES)
Presenters:
Dr. Denis F. Paul, CTLS Consultant, Grenada: Quality Assurance & Programme Articulation
Dr. Lincoln Marshall, Associate Professor of Tourism & Hospitality Management, George Washington University, WTO *TEDQUAL Experience Model* - Quality Assurance & Programme Articulation
Mrs. Bernice Critchlow-Earle, Consultant, Barbados: Common Core Curriculum

DAY ONE – MONDAY, 7th JULY 2003 (Cont'd)

- Mr. Guillermo Graglia*, Pontificia Universidad Catolica Madre y Maestra (PUCMM), Dominican Republic: Tourism Internship Exchange System (TIES)
Moderator:
Mrs. Bonita Morgan, Director of Human Resources, CTO
- 3.30 p.m. – 5.00 p.m. **Quality Standards in E-Learning**
Presenters:
Ms. Dorothy Gittens, Consultant, Grenada
Professor George Conrade, Hotel, Restaurant and Institutional Management Faculty, University of Delaware, USA

Mrs. Shirley Brathwaite, Former student of an on-line Harvard University course,
Educator/Headmistress, Alpha Junior School, Grenada
Moderator
Mr. Lincoln Morgan, Deputy Principal, T.A. Marryshow Community College

DAY TWO – TUESDAY, 8th JULY 2003

- 9.00 a.m. – 10.30 a.m. **Product Development Part 1** (Panel Discussion)
- **Sports Tourism**
- Cricket, World Cup 2007
 - Sailing, Water sports, etc.
- Panelists:
Mr. Jean Holder, Secretary General, CTO
Mr. Tony Harford, Owner/Operator, All Sports Promotion, Trinidad & Tobago
Mr. Steve Edwards, Manager, Sports Tourism, Barbados Tourism Authority
Mr. Fitzroy O’Neale, Chairman, Organizing Committee for Cricket World Cup 2007, Grenada
- Moderator:
Ms. Dorothy Gittens, Consultant, Interact Consulting Ltd
- 10.30 a.m. – 11.00 a.m. **B R E A K**
- 11.00 a.m. – 12.30 a.m. **Product Development Part II** (Panel Discussion)
- **Sustainable Tourism: Community/Rural Tourism**
- Panelists:
Mrs. Diana McIntyre-Pike, CEO/Chairman, Countrystyle Community Tourism Network/The Astra Country Inn, Jamaica
Captain Carrol Barry Bonitto, Managing Director, Countrystyle Community Tourism Network/The Astra Country Inn, Jamaica

DAY TWO – TUESDAY, 8th JULY 2003 (Cont’d)

- Product Development Part II** (Panel Discussion)
- **Sustainable Tourism: Community/Rural Tourism (Cont’d)**
- Ms. Penelope Hynam, Consultant, George Washington House Project, Barbados
Mrs. Shadel Nyack Compton, Manager, Belmont Estate, Grenada
- Moderator
Dr. Spencer Thomas, Consultant, Grenada
- 12.30 p.m. – 1.30 p.m. **L U N C H**
- 1.30 p.m. – 2.45 p.m. **“The Learning Organization”**
Presenter
Dr. Ben Henry, Group Director of Training, Sandals Resorts, Jamaica
- 2.45 p.m. – 3.00 p.m. **B R E A K**
- 3.00 p.m. – 5.00 p.m. **Professional Development Workshop**
- **Emotional Intelligence** “Unleashing Human Potential – The Heart of Personal & Organization Performance”
- Presenter:
Mr. Toney Olton, Director, The Potter Center, Barbados
-
-

DAY THREE – WEDNESDAY, 9TH JULY 2003

- 9.00 a.m. – 10.30 a.m. **Health, Safety and Security Issues in Tourism**
Presenters:
Ms. Deirdre Shurland, Director, Caribbean Alliance for Sustainable Tourism (CAST)
Mrs. Bernice Dyer-Regis, Training Specialist – Quality Tourism for the Caribbean (QTC),
Caribbean Epidemiology Centre (CAREC)
Ms. Naline Joseph, Head of Marketing, Grenada Board of Tourism
Moderator:
Ms. Nikoyan Roberts, Senior Product Development Officer, Grenada Board of Tourism
- 10.30 a.m. – 12.00 p.m. **B R E A K / SHARING SESSION**
- 12.00 p.m. – 6.00 p.m. **Study Tours**
Visits to:
- T.A. Marryshow Community College
 - Nutmeg Pool or other attraction en route
 - Belmont Estate – a tourism product showcasing rural/community
- (Lunch available at Belmont Estate)

BRIEF CLOSING CEREMONY AND DISTRIBUTION OF CERTIFICATES



Caribbean Tourism Organization
Grenada Board of Tourism
Caribbean Tourism Human Resource Council

*Opening Ceremony
of the
4th Annual
Tourism Educators' Forum*

7-9 July 2003
Grenada Grand Beach Resort
GRENADA

PROGRAMME

09.00 a.m. – 09.05 a.m. **Introduction** Mrs. Bonita Morgan
Director of Human Resources
Caribbean Tourism Organization

09.05 a.m. – 09.10 a.m. **Welcome** Mr. William Joseph
Director of Tourism
Grenada Board of Tourism

09.10 a.m. – 09.15 a.m. **Brief Remarks** Hon. Augustine John
Minister of Education

09.15 a.m. – 09.30 a.m. **Address** Hon. Brenda Hood
Minister of Tourism, Civil Aviation,
Culture, Social Security and
Gender

REFRESHMENTS

TOURISM EDUCATORS' FORUM 2003

OBJECTIVES

- ❖ To update the knowledge base of tourism/hospitality educators, trainers and human resource personnel regarding the latest trends and developments in the tourism sector using tourism practitioners as facilitators.
- ❖ To provide an opportunity to the educators to network and share information on the challenges facing them as educators with a view to formulating recommendations.
- ❖ To allow for a cross fertilization of ideas and exchanges in tourism human resources development.
- ❖ To provide tourism educators who have responsibility for programme development and delivery within the post-secondary tourism/hospitality school system in the Caribbean region with relevant, up-to-date and accurate information on the sector.
- ❖ To provide tourism/hospitality educators with a forum to discuss the current problems and opportunities facing tourism and hospitality education today.
- ❖ To provide educators with an opportunity to examine the interface between education and training and their application to the industry.
- ❖ To examine and evaluate approaches to and issues surrounding tourism and hospitality education.
- ❖ To provide a forum for exploring recent trends in tourism education and training and how these impact the delivery of tourism/hospitality programmes being offered throughout the region.

THANK YOU

The Caribbean Tourism Organization (CTO)
Caribbean Tourism Human Resource Council
(CTHRC)
wish to thank industry stakeholders and the
management and staff of the Grenada Board of
Tourism
for their support of the
Tourism Educators' Forum 2003

CARIBBEAN TOURISM ORGANIZATION

In collaboration with the Grenada Board of Tourism
& Caribbean Tourism Human Resource Council

TOURISM EDUCATORS FORUM 2003

Grenada Grand Beach Resort,
Grand Anse, Grenada
7-9 July 2003

OVERVIEW OF CARIBBEAN TOURISM¹

Presenter: Mrs. Bonita Morgan

Director of Human Resources

Caribbean Tourism Organization, Barbados bmorgan@caribtourism.com

Mrs. Bonita Morgan has been employed at the Caribbean Tourism Organization as Director of Human Resources for the past five years. Before joining the CTO she worked for three years as a short-term Training Officer with the Canadian Training Awards Project (CTAP), a CIDA-funded human resource project for the region, and the Caribbean Association of Industry and Commerce (CAIC) for five years as a Senior Training Advisor.

She holds a Bachelor of Arts degree in Spanish from the McGill University in Montreal, Canada and a Masters of Arts in Latin American Studies from Georgetown University in Washington D.C., U.S.A.

Mrs. Morgan is a trained trainer and has conducted a variety of training and organization development activities within the Caribbean over the past 15 years. She is a certified user of the Myers-Briggs Type Indicator (MBTI) and has conducted MBTI workshops within the Caribbean

Over the past 15 years she has been a member of the Caribbean Management Development Association (CMDA) and served as Vice President from 1995 to 1997. She also acts as a tutor for the Certified Professional Secretary's (CPS) Programme in Barbados.

PRESENTATION:

CARIBBEAN TOURISM TRENDS (2003)

POST 9/11 FALL-OUT

- Safety & security - both traveling to, and at the destination - have become even an more pressing concern among consumers
- Has had a severe impact on the airline industry (which was ailing before)
- Much shorter booking window
- Long haul travel was harder hit, and will recover more slowly

¹ This is an outline of a Power Point Presentation

IMPACT OF 9/11

World & Caribbean Performance: 2001

	Caribbean	World
Jan-Aug	3.7%	3.0%
Sep-Dec	-15.4%	-11.0%
Tourists	20.0 mil*	692.7 mil
% Change	-1.9%	-0.6%
Expenditure	US\$19.4 bil	462.2 bil
% Change	-1.2%	-2.4%

- Excluding cruise passengers

CARIBBEAN TOURISM – 2002*

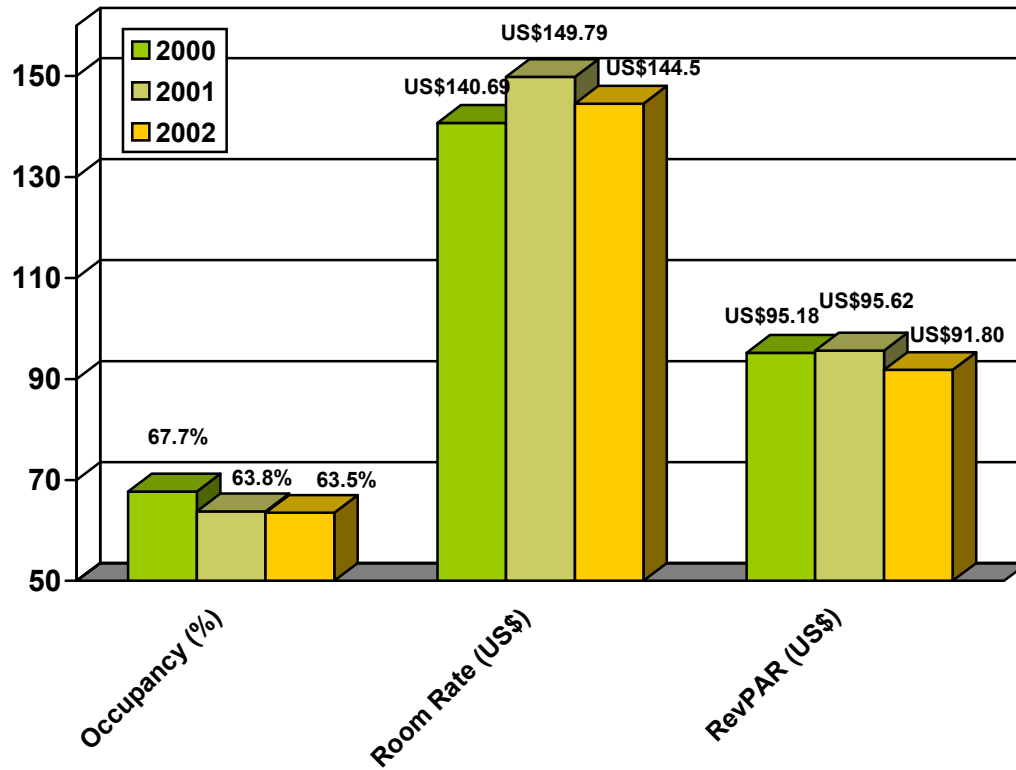
Arrivals (thousands)	% change (2002-2001)	
Tourists	19,460	-2.8%
Cruise Passengers	16,250	+9.1%
United States	10,470	-0.8%
Canada	1,250	-1.0%
Europe	4,500	-5.5%

*Latest estimates

PERFORMANCE – 2002

- Weak 2002 winter season – down approx 10%
- Reducing levels of decline in early summer months; slight increase in August; sharp increases from September
- Post September 2002: sharpest increases from the US and Canada, good growth from the Caribbean; declines out of Europe until October but sharp increases in November & December
- Cruise tourism: weak Winter (-3%), robust growth through the summer; Northern destinations benefited most

HOTEL PERFORMANCE 2000-2002



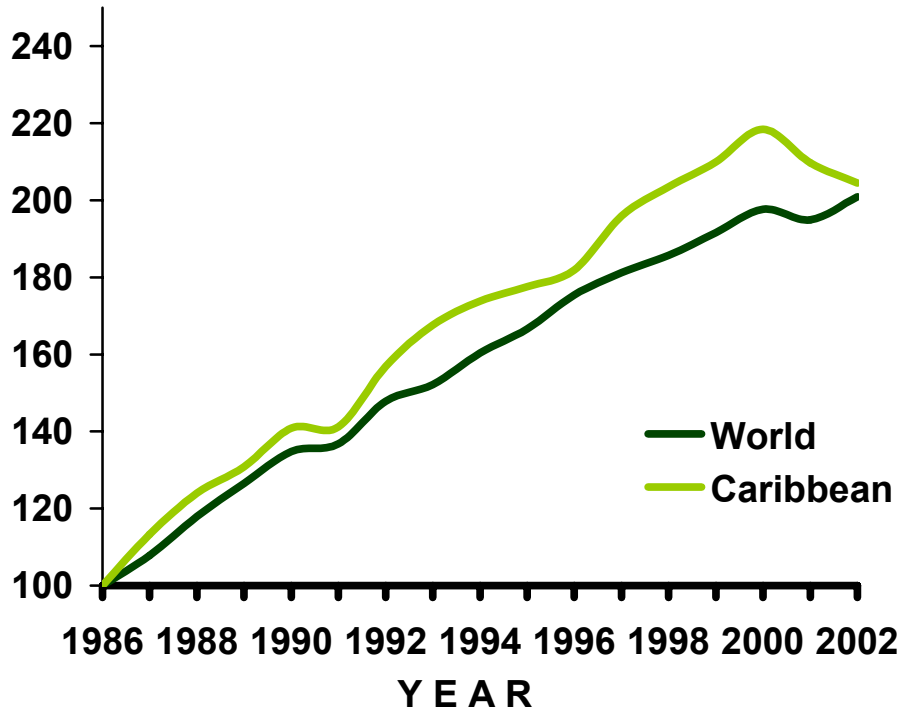
INTERNATIONAL SCENE

Preliminary 2002 results from the World Tourism Organization:

- International arrivals increases by 3.1 percent
- Strongest growth in Europe, followed by South Asia
- Americas – North, Central & South America (including the Caribbean) only major region to record a decline (-1%)

WORLD & CARIBBEAN TOURISM

Comparative Performance 1986 - 2002 (1986=100)



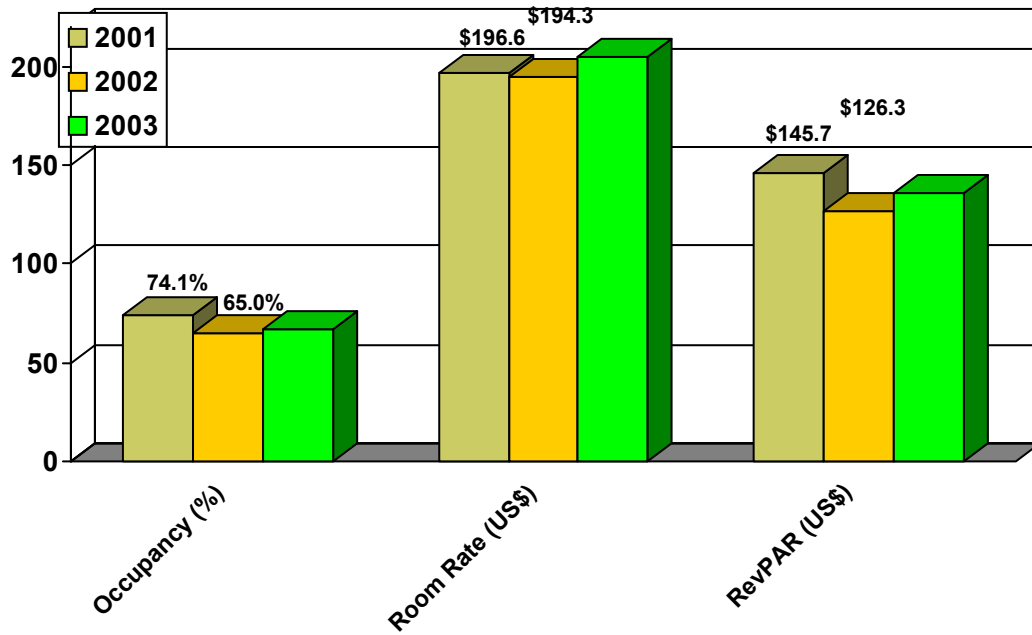
2003 Performance So far...

1st Quarter (Jan- Mar)

	2002	2003
Total	-10.1%	5.1%
Major Markets		
USA	-11.9%	5.7%
Canada	-6.7%	28.6%
Europe	-11.0%	10.9%
Cruise	2.6%	3.2%

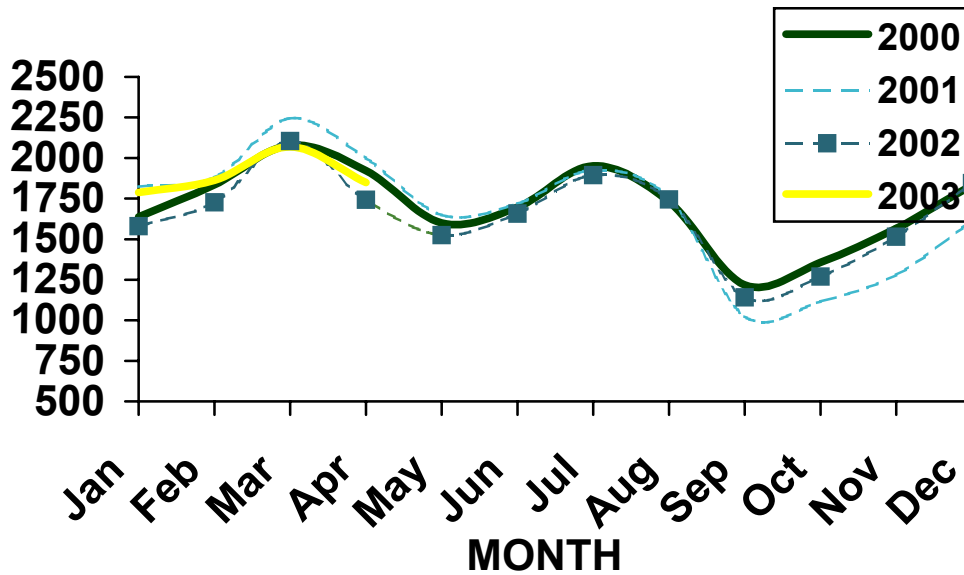
HOTEL PERFORMANCE

1st Quarter 2001-2003



RECOVERY TRACK

MONTHLY TOURIST ARRIVALS (thousands): 2000 - 2003



Short & Medium Term Prospects

Prospects: Land-based Tourism I

- Unique and difficult operating environment
- International airline industry lost \$30 billion thru 9/11 and \$10 billion via Gulf War II (IATA estimates); SARS impact yet to be determined
- Europe: long-haul travel has been the hardest hit segment
- United States: outbound travel has contracted, with
- Safety is a major concern;
- Emphasis on travel to domestic or "close to home" destinations
- Continuing uncertainty: concern with Terrorism, SARS, shortened booking window; severe discounting, etc

Prospects: Land-based Tourism II

Weaker US dollar

- Historically, US overseas traveling patterns have been closely tied to the strength of the dollar
- US dollar fell by 20.7% against the Euro over the past year;
- Canadian dollar on 6-year high, up 16% versus US dollar this year
- UK pound up 10% versus the US dollar since May 2002
- Apparent change in US monetary policy; weaker dollar will help US exporters & increase profits of multi-nationals; corporate earnings up 12% in first quarter;

Prospects: Land-based Tourism III

- Caribbean tourism has continued to recover post 9/11, despite Iraq War II and (seemingly) SARS
- Likelihood of some re-direction of European long traffic from the Middle East and Asia/Pacific regions due to the War and SARS
- Weaker dollar will make the Caribbean more attractive price-wise to Europeans and Canadians
- Geographic proximity, perceived safety and pricing in dollars creates climate for increased US travel to the region, especially among experienced travelers, special interest markets, etc

Prospects: Cruise Tourism

- Growth in share since 1999, after several years of gradual decline (from 1987)
- Much increased base-portioning on US mainland since 9/11
- Carnival & Royal Caribbean now account for over 80 percent of berths operating in the region
- North American capacity will grow by 7.1% p.a. thru 2005
- Sharp rise (13%) in capacity allocated to the Caribbean in 2003 versus modest increase (2.5%) to rest of the world

OUTLOOK

Land-based Tourism

- Although the climate remains difficult, we think that there are clear possibilities for continued recovery and growth for Caribbean tourism in the short and medium term

Cruise Tourism

- Cruise visitation to the Caribbean expected to grow significantly in 2003, with the more northerly destinations benefiting most

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WTO TEDQUAL EXPERIENCE MODEL–QUALITY ASSURANCE & PROGRAMME ARTICULATION²

Presenter: Dr. Lincoln Marshall

Associate Professor of Tourism & Hospitality Management

George Washington University, USA lincolnm@gwu.edu

Dr. Lincoln Marshall is a Bahamian citizen, who is currently the Director of the Accelerated Master of Tourism (AMTA) programme and an Associate Professor at George Washington University in the School of Business and Public Management in Washington, DC. Prior to this experience he was an Associate Professor with the Department of Hotel, Restaurant, and Institutional Management at Indiana University of Pennsylvania. He served as a Visiting Professor at Cornell University and taught *Casino Management*, and taught management courses as an Adjunct Professor at Nova South-eastern University in Fort Lauderdale, Florida. He is currently a member of the Society of Human Resource Management, Council on Hotel, Restaurant and Institutional Education, and the International Festival Events Association. He received a Bachelor's degree from Grinnell College and a Doctor of Philosophy from The American University in Washington, D.C. During the past twenty-one years he has been involved in various aspects of the tourism industry; as an educator, a practitioner and a consultant.

PRESENTATION:

WHAT IS THE TedQual CERTIFICATION?

A unique quality assurance certification system offered to educational institutions, universities and business schools throughout the world with tourism education programmes (TEP).

It is voluntary and one of the requirements for admission to the WTO Education Council

WTO-THEMIS is an operational instrument to facilitate administration and management in implementing its programme of work in the area of education and training in tourism, and thus facilitating relations with **WTO** Members, in close coordination with **WTO** and its *Human Resources Development Department (HRD)*.

² This is an outline of a Power Point Presentation

WTO – EDUCATIONAL COUNCIL

- A Chapter of the WTO Affiliate Members
- Its mission is to contribute to the global strategy of WTO in the areas of tourism education, training and academic research, as well as representing and fostering the views of the academic stakeholders in tourism.

TedQual Certified Institutions

- 45 total worldwide

Three within the USA

- The George Washington University

- Master Tourism Administration
- Destination Management Certificate
- Event Management
 - University of Hawaii at Manoa
 - Johnson & Wales

Benefits of Certification for GW

- Promoting our MTA degree among international students
- Eligibility to bid on WTO training contracts
- Eligibility to bid on other WTO contracts
- Participate in formulation of WTO educational policies
- Networking with faculty from the world's top tourism universities
- Overall marketing of our programmes

STEPS TO CERTIFICATION

1. Application for certification to the WTO- Themis Foundation through SGS
2. Acceptance and payment of a financial proposal from Themis Foundation.
3. Audit performance by SGS qualified personnel.
4. Examination of SGS report by the WTO TedQual International Certification Committee.
5. Issuance of WTO-TedQual Certification.
6. Ongoing surveillance

WHO ARE THE AUDITORS?

- Societe General de Surveillance - SGS
- Independent organization
- Based in Geneva
- 2000 office worldwide

AUDIT PROCESSES

1. The Employers (<i>Society and Industry</i>)	270 points
2. The Student	440 points
3. The Curriculum	265 points
4. The Faculty	250 points
5. The Infrastructure	190 points
6. The Management	170 points
7. TOTAL	1585 points

AUDIT PROCESSES

1. The Employers (*Society and Industry*)
 - Corporate Mission
 - Strategies
 - Action Plan
2. The Student
 - Attractiveness of TEP for Students
 - Relationship with the Student
 - Assessment of Student
3. The Curriculum
 - Contents
 - Pedagogic Methodology
 - Pedagogic Resources
4. The Faculty
 - Teaching Structure
 - Continuous Updating
 - Research & Development
5. The Infrastructure
 - Physical Infrastructure
 - Equipment & Supplies
6. The Management
 - Information & Analysis
 - Structuring
 - Quality System

AUDIT PROCESSES RESULTS

1. Processes
2. Maximum Points
3. Scored Points
4. Gap
5. Efficiency

Documents GW Produced for TedQual

- DTHM Faculty Guide
- MTA Student Handbook
- Master of Tourism Administration Degree
- Programme Policies and Procedures Manual
- Master of Tourism Administration Degree Programme Quality Management System 2001 –2002

Professor Donald E. Hawkins

- Professor and Founder of GW's Tourism and Hospitality Management Programme –
30 years ago
- Founded the Tourism Policy Forum in 1989

Recipient of WTO –Ulysses 2003 Prize

Ulysses Award

- Designed to foster innovation and the application of knowledge in tourism
2004 – Next Proposed Tourism Policy Forum

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TOURISM INTERNSHIP EXCHANGE SYSTEM (TIES)³

Presenter: Mr. Guillermo Graglia

Pontificia Universidad Católica Madre y Maestra (PUCMM)

Dominican Republic ggraglia@pucmm.edu.do

Mr. Guillermo Graglia is credited with having enhanced the profile of careers in tourism and hospitality at the PUCMM in the Dominican Republic. In addition, he has driven several innovative programs of basic and middle-level training held in the work place, with the technical and financial support of the country's Institute for Technical-Professional Training (INFOTEP). "These programs have significantly improved the professional quality of line personnel in the participating hotels," said Johnny Bernal, president of the Dominican Republic National Hotel & Restaurant Association (ASONAHORES) and member of the CHA Board of Directors.

A native of Argentina, Guillermo Graglia has a business degree from the University of Buenos Aires, as well as a Master's degree in Business Administration from the PUCMM and Masters in service administration from the Rochester Institute of Technology, in New York. In addition, he is a graduate of the Professional Development Program of Cornell University, and has a Hotel Management Diploma from Argentina's Ott College.

PRESENTATION:

How to get the most out of internship programs

Experiential learning programmes for the new millennium

- Internships are considered one of the most cost effective ways of fast tracking and upgrading the professional development of a large number of workers and students in the tourism industry.

Applications

- Single-functional or cross-training
- Management training programs
- Interchange of employees
- Interchange of faculty and students

³ This is an outline of a Power Point Presentation

When an internship is successful?

- When the intern learns new skills and abilities, change attitudes and live new experiences.
- When the host fertilizes it with new ideas, fresh points of view and improves the work environment by motivating its employees as a result of the internship.

What does it take for an internship to be successful?

Main players

- Intern
- Academic institution
- Manager & Mentor
- Coordinator

Success factors

- Commitment of all the players
- Existence of a learning plan
- Alignment between the needs of the intern and the host expectations.
- Effective orientation.
- Continuous follow-up and evaluation.
- Support from the organization

Potential pitfalls... Watch out!

- Lack of information prior the internship starts
- Poor selection of the intern
- Perception that an internship is like going on a vacation.
- Expect to be treated as a guest.
- Home sickness
- Lack of maturity to deal with new people, places, situation and cultural differences.
- Feeling of being alone
- Abandon of the learning plan

Obstacles

- Poor communication
- Lack of financial resources
- Lack of a tradition of internships
- Perception that the intern is bothering.
- Assumption that the hotel is doing a favour to the intern.
- Learning plan not adjusted to reality.
- Immigration issues
- Costs of air fares
- Lack of an effective cooperation

Tips to get the most out from an internship program

- Designate a qualified and responsive mentor
- Set up and brief an orientation team
- Facilitate the work of the coordinator, the mentor and the intern
- Create an environment of support and enthusiasm for the program
- Demonstrate personal interest in the work of the intern as much as possible
- Anticipate and deal effectively with possible conflicts and misunderstandings
- Provide suitably for the intern's security and comfort
- Follow protocol for intern staff interaction
- Ensure timely reporting system

Agenda

- Effective mentorship
- The Learning plan
- Effective Orientation
- Conclusions

Conclusion

- A perfect match is a win-win situation for the intern and the host
- It must add real value to the host and the intern.
- Nothing is served by an intern becoming just another source of temporary cheap labour
- The real benefit will be realized if the intern seizes the learning opportunity and the host fertilizes with new ideas or mythologies.
- To do so, it is necessary to:
 - Prepare for the arrival of the intern
 - Application during the internship
 - Willingness to recognize the value of the intern and change.

In a nutshell...

- Shared vision
- Alignment between the needs of the host and the intern
- Effective orientation and socialization
- Positive environment for the internship program
- Willingness to mentorship
- Effective evaluation

Experiential learning programmes for the new millennium

What is TIES?

- Is a network of tourism and hospitality related institutions and companies working together to provide experiential learning opportunities for students, industry's workers and educators.

Purpose of the programme

- Is sourcing and taking advantage of opportunities for training and professional development for existing and prospective Tourism industry workers.
- TIES plans and coordinates placements of interns across the region.

Who qualifies?

- Tourism/hospitality students
- Educators
- Tourism/hospitality workers

TIES Network

- College of the Bahamas
- The hospitality Institute, Barbados
- University of Guyana
- University of West Indies
- St. Lucia hotel and Restaurant Assoc.
- Belize Tourist Board
- Curacao Tourism Development Board
- Trinidad and Tobago Hospitality Institute
- Suriname Tourism Foundation
- Ecole Hoteliere d´Haiti
- St. Kitts and Nevis Ministry of Tourism
- Dominica Ministry of Tourism
- T.A. Marryshow Community College, Grenada.
- Departamento Administración Hotelera, PUCMM, Dominicana
- Aruba Hotel School
- CONPEHT

How to reach us

- TIES
- www.pucmm.edu.do/rties
- Guillermo Graglia
- www.pucmm.edu.do/adh
ggraglia@pucmm.edu.do

GUILLERMO GRAGLIA HONORED WITH 2003 TONY MACK AWARD FOR EXCELLENCE IN TOURISM EDUCATION⁴

PUNTA CANA, Dominica Republic (June 25, 2003) – CHA presented Mr. Guillermo Graglia, director of the Hotel Management School of the Pontifical Catholic University Madre y Maestra (PUCMM), in Santo Domingo, Dominican Republic, with the Tony Mack Award for Excellence in Tourism Education.

This award is for the person who, through their dedication and commitment, has made a significant contribution through training to improving the skills, knowledge and attitudes of those working in the industry. The award was established in memory of Tony Mack, one of the true pioneers of training for the hospitality sector in the region, and the founder of CHA's Caribbean Hospitality Training Institute. Mack was also President of CHA briefly in 1980, before his untimely death in Jamaica in June 1980.

Guillermo Graglia is credited with having enhanced the profile of careers in tourism and hospitality at the PUCMM in the Dominican Republic. In addition, he has driven several innovative programs of basic and middle-level training held in the work place, with the technical and financial support of the country's Institute for Technical-Professional Training (INFOTEP). "These programs have significantly improved the professional quality of line personnel in the participating hotels," said Johnny Bernal, president of the Dominican Republic National Hotel & Restaurant Association (ASONAHORES) and member of the CHA Board of Directors.

Evidence of Graglia's achievements is the recent announcement by Coral by Hilton that Graglia and the team of the School of Hotel Management of the PUCMM have been selected to provide the staff training for all of its Coral by Hilton properties.

In the Caribbean, Graglia successfully included the institution as a participant in the human resource program that CHA and CTO launched with funding from the 8th European Development Fund of the European Union. As a result of his efforts, the PUCMM will receive € 473,900 over three years. These funds will finance the development and sustainability of TIES - Tourism Internship Exchange System (www.pucmm.edu.do/rties) - established by Graglia. TIES is a tourism exchange system comprised of hotel and tourism schools in CARIFORUM countries; its objective is to improve the competencies of Caribbean hotel and tourism employees through work experience and hands-on learning in the work-place. TIES was established in 1998 under the auspices of the European Union's Lomé IV agreement - and has organized some 200 exchanges to date.

At a regional level, Graglia has also collaborated closely with CHA in the implementation of the regional standards and certification program for the Caribbean hotel sector, CARIBCERT. CARIBCERT was developed over the course of the past three years by CHA, with funding from the Inter-American Development Bank (IDB); the pilot project ended recently and it is expected that the full implementation will begin shortly.

⁴ See http://www.caribbeanhotels.org/chic/News_TonyMack.htm

A native of Argentina, Guillermo Graglia has a business degree from the University of Buenos Aires, as well as a master's degree in business administration from the PUCMM and masters in service administration from the Rochester Institute of Technology, in New York. In addition, he is a graduate of the Professional Development Program of Cornell University, and has a Hotel Management Diploma from Argentina's Ott College.

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QUALITY STANDARDS IN E-LEARNING⁵

Presenter: Ms. Dorothy P. Gittens

Consultant

Grenada

interactconsulting@caribsurf.com

Ms. Dorothy Gittens is a strong advocate for the use of learning technology in education and development and as a major Human Resource Management tool. As Lead Consultant with Interact Consulting she is actively involved in designing new approaches to employee development (and employee ownership of their development) as well as identifying appropriate strategies that organizations can take to not only deliver learning but also achieve greater results. Learning Technology being a major tool in accomplishing this.

She holds a Master Degree in Business Management from Sheffield Hallam University, U.K., and a Post Graduate Diploma in Human Resource Management. She is also a qualified trainer with a Diploma in Adult Education and Staff Training from Seneca College, Canada. She holds a Certificate in Curriculum Design using Instructional Technology (E-Learning) having completed the professional development program also at Seneca College. Her academic reach includes, Professional - Hotel Catering and Institutional Management. She is President of the newly formed Human Resource Management Association of Grenada (HRMAG) and a member of the HRM Association of Barbados. She formed her own consultancy, Interact Consulting, in year 2000, offering business services with a focus on HRM and specialist skills in E-Learning. She brings to the wider discussions on distance learning a sound business sense with a drive for change and creativity

PRESENTATION:

E-Learning: What are we talking about?

- E-learning (Electronic Learning): Term covering a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet, audio- and videotape, satellite broadcast, interactive TV, CD-ROM, and more. ASTD Glossary

⁵ This is an outline of a Power Point Presentation

E- Learning...

- It is focused on changing behavior and not merely delivering information.
- Well-designed E-Learning incorporates well-established teaching methodologies and proven educational philosophies. e.g. Interactivity, learner assessments and learner feedback.
- It utilises a rich combination of interactive media.
- It includes one way and two way learning exchanges as well as learner-to-learner interaction.
- It is an enabling factor for the "Learning Organization".
- It allows for greater consistency of Instruction. Also allows easy review of instruction for quality assurance purposes.
- Described as a vital element of success for businesses - where employee skills and competencies are now seen as providing a competitive edge.
- Considered a New Learning Paradigm because of its many powerful features and benefits. It brings learning to people!

Quote

- "A Key Strategy for Maximising Human Capital in the Knowledge Economy".
Primelearning.com

Facts, Figures & Predictions – USA Ref. ASTD

- 50% of US colleges provide some form of distance learning. Forecast: 90% by 2004.
- In 1998, 77% of the training market was instructor lead (traditional training). In 2004, only 35% of the training market will be instructor lead. Less training in classrooms and more via technology.

Influences Driving E-learning for Colleges and Universities

- Increasing demand for education services with rising student numbers. Growing older student population.
- More diverse student demands and expectations.
- Limited funding and other resources.
- Growing presence of the commercial world in higher education. Competition.
- Maintaining and Enhancing Skills: The demand for skills training resulting from the creation of new jobs and the changing of current job. The demand for skilled labour is driving learning with trained employees being the number one barrier to sustaining company growth. Technology is the dominant delivery factor for training.
- An increasing emphasis on Learner Control. E-Learning technology will give increasing control to learners.
- An integrated learning implementation format that can combine technology and non-technology based learning. Institutions can take a "Blended Learning" approach to meet the range of learner's needs.
- Interactive distance learning across borders and geographical distances

The Aims of Quality Standards in E-Learning.

- To have a product or service which is:
- Reliable
- Consistent
- Sustainable
- Responsive
- Cost Effective
- Relevant – student needs, industry
- Measurable

Features of a Quality Assurance Framework for E-learning.

- A policy framework. Strategy and plan. Involvement and commitment of stakeholders.
- Define the competencies required for E-learning instructors.
- Provide skills development / training for instructors.
- Certification of Instructors.
- Support structure / system for instructors.
- Identify technology requirements and standards. Establish technology support systems.
- Establish course evaluation methods.
- Identify learner requirements.
- Establish learner-support structures.
- Set quality indicators (learning effectiveness, learner experience, ROI, program relevancy...)
- Monitor and conduct e-learning quality evaluations. Rethink, Review, Revise.

Six Important E-Learning Best Practices

1. Redesign Courses for E-Learning. Content may be the same but the learning activities will be different – so will be the interactions, the length of time for each activity, the assignments and the evaluations. Don't assume that "traditional" methods prepare you for instructing at a distance.
2. Plan all Learning Activities. Timing and planning is everything. Activities that aren't well planned and explained can generate anxiety in learners.
3. Train Yourself and Practice. You need to Learn too but don't concentrate solely on technical aspects. Consider the human factors. Always test-drive new activities, take the place of a learner yourself. It is not the same as talking to people face-to-face.
4. Give Learners Motivation, Feedback and Assurance. In a DL environment participants can get lonely, anxious and insecure, so support is crucial. Use a friendly tone and try to encourage persons to assure them they're on the

right track. Learners need quick feedback for assignments, evaluations and questions.

5. Have Tech Experts and Alternative Technologies on Hand. Make sure that your support team has either a group of experts for the technology being used or quick access to one in case of problems. Have alternatives such as faxes, phones, back-up video, audiotapes, and the most reliable is the printed page.
6. Use technologies that Serve a Purpose. Technology is a tool and not an end in itself. When you select a particular technology for DL, make sure you're doing so because it's the best way to accomplish your goals.

Summary

- E Learning is changing the landscape of learning and its use is growing in education.
- It requires new competencies and a paradigm shift away from the traditional mode.
- Quality Assurance Systems can be applied to develop the E-Learning process.

CARIBBEAN TOURISM ORGANIZATION

In collaboration with the Grenada Board of Tourism
& Caribbean Tourism Human Resource Council

TOURISM EDUCATORS FORUM 2003

Grenada Grand Beach Resort,
Grand Anse, Grenada
7-9 July 2003

QUALITY STANDARDS IN E-LEARNING⁶

Presenter: George R. Conrade

Hotel, Restaurant and Institutional Management Faculty

University of Delaware, USA gconrade@Udel.edu

Mr. George R. Conrade joined the Hotel, Restaurant, and Institutional Management (HRIM) faculty at the University of Delaware (UD) in July 1999. Even though he was new to the UD campus, Professor Conrade had been working closely with the HRIM program since 1996 serving as the Dean and Director of the English Division of the Swiss School of Hotel and Tourism Management (SSH), UD's partner school in Chur, Switzerland. In this role, he directed all academic activities for 200 students from as many as 40 countries. He continues to coordinate the joint degree programs between UD and SSH. Prior to working in Switzerland, Professor Conrade built a career with the Educational Institute of the American Hotel and Lodging Association (EI). Currently at UD, Professor Conrade specializes in the application of information technology to hospitality management, teaching several courses in e-commerce and management information systems. He also serves as the Director of HART (Hospitality Associates for Research and Training), coordinating HRIM's efforts to provide world-class education, training, research, and consulting services to the hospitality industry. Professor Conrade is the author of the first computer software used to analyze hotel guest stay information using ZIP codes.

Professor Conrade has an MBA in Hotel, Restaurant and Institutional Management from Michigan State University, a B.A. in English from St. John's University in Jamaica, New York, and has completed advanced graduate courses in management and adult education. He is a Certified Hotel Administrator (CHA), a Certified Hospitality Educator (CHE), and a Fellow of the Institute for Transforming Undergraduate Education.

PRESENTATION:

Topics

- Introduction to e-learning and its rapid growth
- E-learning issues
- Resolving e-learning issues

⁶ This is an outline of a Power Point Presentation

What is e-Learning?

How big is e-Learning?

- American companies spent \$4.2 billion on e-learning in 2001

BUT...

- That amount is expected to grow more than 50% per year to around \$15 billion by 2004! (Wyndham Example)

What about the academic market?

A University Example

The University of Phoenix started offering college degree programs over the Internet in 1989. Today, it serves over 72,200 students.

What issues does all of this interest in e-learning raise?

E-learning Issues

- Technology issues
- Course quality issues
- Learning issues

Technology Issues

- Hardware concerns
 - Processor speed
 - Graphics card
- Software concerns
 - Browser requirements
 - Plug-ins
- Communications concerns
 - Bandwidth
 - Connectivity (OCC)
- Compatibility concerns
 - Using courses from multiple providers

Resolving Technology Issues

- Development of standards
 - ADL (Advanced Distributed Learning initiative) which created
 - SCORM (Sharable Content Object Reference Module)
 - AICC (Aviation Industry CBT Committee)

E-Learning Standards

- Revolve around the creation of “learning objects” – the smallest chunk of content that can stand by itself as a meaningful unit of learning.
- In SCORM, these become “sharable content objects”

Benefits of E-Learning Standards

- **Reusable** – the content is independent of the learning context.
- **Interoperable** – the content will function independent of the environment.
- **Durable** – the content does not require modification to operate as platforms change.
- **Accessible** – the content can be identified and located as needed.

Resolving Technology Issues

- Development of standards
- Rethinking how to structure a course
- Time
 - Learn what works and what doesn't
 - Technology will help solve the problems it creates

Course Quality Issues

- Little agreement on what constitutes a quality online course or program
- Likely to see more courses from non-traditional providers
- Accreditation standards are not designed for online institutions
 - How do you evaluate classrooms, libraries and faculty when they exist only in cyberspace

Resolving Course Quality Issues

- Establishment of standards
- Continued research into factors that make a person an effective online teacher and then training to those factors
- Continued improvements in technology to allow for the creation of learning communities

Course Quality Standards

- A 2000 survey produced a list of 24 bench-marks organized into 7 categories that can be used to create high-quality distance offerings:
 - Institutional support
 - Course development
 - Teaching/learning process
 - Course structure
 - Student support
 - Faculty support
 - Evaluation and Assessment

Learning Issues

- Failure to consider factors related to the online environment
- Failure to meet the needs of the learner
- Failure to consider the role and importance of learner motivation

Resolving Learning Issues

- Development of standards
- Use of “blended learning”
 - Moving away from asynchronous only
- Creation of learning communities
- Improved student support

Summary

- Standards are the key to ensuring quality
 - Widespread recognition of the need for standards
 - Significant progress towards the creation of those standards

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QUALITY STANDARDS IN E-LEARNING: REFLECTING ON MY EXPERIENCE

Presenter: Mrs. Shirley Agnes Brathwaite

Former student of an on-line Harvard University Course

Educator/Headmistress, Alpha Junior School, Grenada

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Mrs. Shirley Agnes Brathwaite is a trained/graduate teacher and has received her tertiary education at Mausica Teachers' College in Trinidad and the University of the West Indies, Mona, Jamaica, where she gained a degree in Sociology.

She has taught most of her adult life from primary level to university level. In 1987, she established an infant and primary institution – Alpha Junior School. She has been managing this school since then and has taught mainly Language Arts and Social Studies to the Grade 6 classes. This led her to respond positively to a fellowship offered by the Organization of American States (OAS) in 2002 to do a course on line with Harvard University – Teaching for Understanding.

PRESENTATION:

My desk was covered with a motley heap of correspondence, bills and teaching texts, when I received a brief phone call informing me that I had been granted an OAS fellowship to do the Teaching for Understanding course on-line from Harvard University Graduate School of Education. I received the terse message with mixed feelings. I was excited about doing the course but, faced with reality, it was difficult for me to ignore my limitations on the computer. While I was not computer illiterate, I was definitely not adept and had opened my mind tentatively and resentfully to understanding computer language of letters with figures, little symbols and boxes. My children watched my battles in amazement. They could not understand why their parent, an educator, was thus disabled to the point where I would be verbally reprimanding the computer for skilfully obeying the dictates of my clumsy fingers and confused brain.

Registering on-line was a mini battle, believe me. I read through instructions, I thought I followed them and then I couldn't find my payment option because since I had gotten a fellowship I was neither paying by cheque nor by credit card. What do I do? I nearly gave up in frustrated helplessness. It was the beginning of term and I had many other things to do besides sitting in front of a computer that could not respond exactly as I wanted it to. Such limitations, those machines!

I won that registration battle and it was a most difficult challenge. I take my hat off to all babies who manage to make their first step!

Once I got started, my excitement spurted and I grew with the challenge. A firm believer in practice makes it permanent; I logged on and logged off my site with increasing frequency and speed. My confidence ballooned. I was ready to take off. I now knew how to access my discussion group and any other relevant sites. After all, there is much to be said for taking one's time and reading instructions carefully.

I began to look forward to - click on-line to my fellow adventurers in cyberspace. I was now logging on to other discussion groups with panache and I was fascinated by the varied geographical and ethnic backgrounds of the participants. I was particularly enjoying the novelty and the intellectual stimulation.

True, there were numerous competing demands on my time and at one point, I seriously felt that I couldn't continue. As the course became more demanding, I found it difficult on a few occasions to meet my session goals. I felt that I was juggling too many things and I feared that I would not master any. I started to make a conscious effort to manage my time more efficiently. Once I did that, I knew that I would complete the course.

There were other meaningful experiences gained from the course apart from the quality of the course content. I was particularly impressed with the interaction between participants and the tutors of the course. We shared ideas by really listening to the written responses and became friends as well as colleagues. When the going got really tough, it was reassuring to hear that rumble of support in the distance emanating from Cambridge, Massachusetts. That was my tutors cheering me on. They were special and they were clearly specially trained to make us hear their voices through their written words with undeniable powerful effect. I listened. I looked forward to their responses for I knew that they really read my assignments and responded with sincerity, respect and encouragement. They definitely helped me to 'hang in' there. Although there was no time that I felt that 'slacking' would be tolerated, I did feel a positive empathy through cyberspace, which made me want to accomplish every session goal. Then there were the hints, which screamed ATTENTION! Our tutors carefully structured those hints to keep us on track. This was a signal to stop and take stock. At such times I was compelled to think and rethink and focus on the important issues.

Group discussions were central to the course and I was able to absorb responses by reading and re-reading at my pace without competing influences that tend to occur in face-to-face discussions. There was a special Cross Group Café whose appeal to me was a chance to share thoughts not directly related to the course with those both in and out of my discussion group. We learnt a lot about one another's interests and concerns. Another very useful discussion experience was the Round Robin. With the Round Robin, one was given a specific topic to begin a discussion and the other members responded. Each group member had a chance to begin a discussion at some point in the course. This experience forced me to respond to topics and concerns that I was not previously interested in and thus it broadened my knowledge and heightened my tolerance level to others' concerns and interests.

At the culmination of the course, we were put in partnership groups on the basis of mutual interest in a similar project. That experience was useful as it gave me the opportunity to practise some of the wholesome strategies of my tutors and to respond to my partner with an encouraging and respectful attitude.

I felt that I had learnt more from the Teaching for Understanding course apart from the well-planned curriculum material. I learnt to reach out to people whose faces I had never seen but whom I got to know to some extent through their thoughts, ideas and interests. I learnt to listen to the speaking voice through the written word and responding with respect to others' thoughts and ideas was definitely reinforced. And, of course, I developed a better rapport with my computer, which made me appreciate its virtues in spite of the limitations of its man-made invention. I completed the course with a feeling of satisfaction and exhilaration. I did it! I did it!

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PRODUCT DEVELOPMENT PART I-SPORTS TOURISM

WHAT IS AT STAKE FOR THE CARIBBEAN IN HOSTING THE CRICKET WORLD CUP 2007 EVENT

Presenter: Mr. Jean Holder

Secretary General of the Caribbean Tourism Organization, Barbados

jholder@caribtourism.com

Jean Stewart Holder, Secretary General of the Caribbean Tourism Organization (CTO), has spent over 25 years serving tourism in the Caribbean.

Mr. Holder held the position of permanent Secretary in the Barbados Public Service and served for fourteen years in the Diplomatic Service before becoming the first Executive Director and then Secretary General of the Caribbean Tourism Research and Development Centre. He serves on several public and private sector boards including the Executive Committee and Board of the Caribbean Hotel Association; and the Centre for Management Development based at the Cave Hill Campus of the University of the West Indies. And is a trustee of the Caribbean/Latin American Action (CLAA).

Mr. Holder has received various honors throughout his career including the distinguished member of the Royal Victorian Order presented by Queen Elizabeth II in 1995 and the International Golden Helm Award in Berlin, Germany in 1985 for his contributions to tourism development. In 1995, he became the first recipient of the Barbados Hotel and Tourism Association's Life Achievement Award. He is a graduate of Oxford University and the University of Toronto. In 1998 he was awarded an Honorary Doctor of Laws from the University of the West Indies, Cave Hill Campus and in the year 2000 the Barbados Centennial Honours Award.

PRESENTATION:

It was George Orwell the author of 'Animal Farm', who described sport as "War, minus the shooting". Certainly few activities of human endeavor create more fierce passions in the breasts of mankind than competitive sport, and if there is one thing we fans understand about sport, it is that it is serious business.

The role of sport in social development

As the Secretary General of the Caribbean Tourism Organization, my business is decidedly tourism, and I intend, as I proceed, to speak of the role sport can play, first of all in development generally, in tourism development specifically and finally to address some of the challenges and opportunities presented by the World Cup Cricket 2007 event.

Perhaps educators appreciate and understand as few other professionals do, the legitimate and inherent importance of sport and the role it has played and will continue to play in the social development of all communities.

Perhaps no better measure of this reality can be adduced than the role-played by the Olympic Games in Greece, the first historical record of which dates back to 776 years before Christ. Few enterprises created by man have lasted so long. Few have been accorded such international importance. In the Ancient World a sacred truce was declared and enforced to permit participants to travel unmolested to the Games. Time in Ancient Greece was measured by the four-year interval between games, known as an Olympiad, and the greatest honour then to be attained by any Greek was the winning of the simple branch of wild olive given to a victor in the games. Kings competed alongside commoners and winners became national heroes. Musicians sang their praise, sculptors preserved their strength in marble and their feats of skill and courage were recorded by the poets and writers of the time. The closest practitioners of this art today would be our calypsonians.

When a debate took place some years ago in Barbados about whether or not Sir Garfield Sobers, the world's greatest cricketer, should be accorded the status of national hero, I remember thinking that in ancient Greece the argument then would have been, who else, besides Sir Garry, deserved to make the team.

I have often drawn attention to the almost impossible demands we make of professional sportsmen. Many of us do our work behind closed doors and have reputations we have not necessarily earned. Sportsmen do theirs in the middle, before the critical gaze of thousands, and even millions. Excellence is expected on every occasion. Success or failure is transparent and applause lasts only as long as the most recent good performance. A sportsman who both succeeds and endures, is therefore a unique phenomenon, and should be treasured. No. Must be treasured!

Sport, then, is a rather more complex activity than it is generally thought to be. One writer states "at the individual level it provides deep satisfaction to human beings in their realization of the desire to be self complete through testing and extension of the body. This tension has a special attraction for the spectators who identify with the contestants, causing a release of energy which impacts on performance. At the level of the society, sport, especially during the last decade, has become a social phenomenon of considerable magnitude. It has been described as permeating any number of levels of contemporary society, touching upon and deeply influencing such disparate elements as status, race relations, business life, automotive design, clothing styles, the concept of the hero, languages and ethical values".

In fact, with the exception of technology, communications, and tourism itself, probably no other activity has done more, to bring countries and continents together, irrespective of distance, culture and language.

The economic impact of sport

Even at a casual glance, therefore, it can be seen that there has to be an enormous synergy between tourism and sport. Guttman remarks, "In an age of relatively easy inter-regional and international travel, sports events are able to generate substantial gatherings of peoples to 'collective rituals'. The historical religious pilgrimages have been replaced by modern international flows to such rites as the Olympic Games, the World Cup, national championships, cup finals and even smaller events..."The economic benefits of such movements of people are considerable, involving transportation, construction, renovation of facilities, creation of employment, cultural exchanges, specific services and a range of commercial activity, including sports cruises, tours, attractions, use of resorts etc.

The year 2000 was an incredibly successful year for international tourist arrivals, which increased by 7 per cent. It has now become the base year by which we judge how well we are recovering. There is a very special reason why 2000 was so great a year for tourism. It was the year of the Sydney Olympics and the World Cup Soccer games in France!

Sport provides stimuli for local entrepreneurs, civic leaders and the community at large for more tourist-oriented skills with the added bonus of bringing various levels of society to work together towards common goals as, organizers, volunteers and entrepreneurs.

Let me cite, just by way of example, some of the figures for economic impacts of sports tourism given by credible sources.

Sports Travel Magazine estimated in 1998 that the sports-related travel and tourism market is worth some US\$118.3 billion. This includes sports spectators and participants, family travel, sports adventure and sports fantasy camp travel, and sports-related corporate incentive travel.

It all begins with the event organizers and travel planners who, through their work, create a reason for millions of people to travel to sports events or to take sports-related vacations. The Magazine reckons that their readers alone spend US\$6.1 billion on travel each year.

The Planning and Budget Office of the Governor of Utah had a study done on the economics of the Olympic Winter Games of 2002 in advance of the games. It estimated that US\$2.8 billion would be generated in economic output, 23,000 one-year full time jobs created and US\$972 million created in income to Utah workers and business owners.

It further estimated that even after public safety and other government services were paid for, the state and local governments in Utah would be left with as much as US\$140 million in new revenue to invest in schools, streets, parks and human resources etc.

Australia, which is big in sports tourism has over 400 sporting events each year, many of which are world championships and international tournaments and which are promoted as tourism events.

New Zealand assesses that the sport and leisure industry supports 23,000 full time jobs, contributes US\$2.2 billion to the economy and pays US\$417 million in taxes. With a population of 3.45 million people, New Zealand has more than 400 golf courses, that is, more per head of population than any other country in the world, and 25 ski fields.

The Sport-Tourism Opportunity

It goes without saying then, that sport presents the Caribbean with an excellent opportunity for developing one of the fastest growing niche markets in the tourism sector, and that the Caribbean, with its near perfect year round weather, suits itself to almost every kind of land and water sport under the sun. It is an opportunity, which must be grasped with both hands.

Our region which is four times more dependent on the tourism industry for its foreign exchange earnings and job creation than any other region of the world, is currently facing stiff and growing competition at a world level for market share. In addition to the traditional competition from exotic warm weather destinations, we are encountering more and more competition from countries like the USA and Canada, which are not only intensifying their promotion of both international and domestic tourism, but are enhancing their product offers to meet changing consumer preferences. Consider that more than 66 million people visit America's 8,200 museums every year.

This is a new world of events marketing and changing distribution systems, and we must all change with it, if we are going to stay in business. We see therefore the need to diversify our traditional product of sun, sea and sand, which fortunately provides excellent circumstances for developing sports tourism.

Society's commitment to the goal of sustainable development requires that jobs not only be created, but sustained, and that adequate returns on investment can only be realized by year long earnings. The tourism industry has therefore been challenged to provide year round jobs for its employees and a more even stream of revenue. This means that, given the growing dependence on tourism as an economic sector, empty hotels after May, and financial droughts in September and October, and lay-offs of staff for significant periods, are no longer acceptable.

It was to fill these co-called "shoulder" and "off-seasons" periods, that many new events were marketed and we have seen the arrival of carnivals, music festivals, sports events, and tournaments, all of which have made a difference in dealing with the problem of seasonality.

Sports Tourism In The Caribbean

In the area of significant sports events, considerable progress has been made in the Caribbean with such activities as the Aruba Hi-Winds Pro-Am Windsurfing Championships, Jamaica's Johnnie Walker World Golf Championship, Antigua's Sailing Week, the Rolex Cup regatta in St. Thomas, the Cayman Islands Super Fish Bowl, the Nikonos Shootout in Bonaire, the Tour de la Martinique, the Cockspur Gold Cup Horse Racing event in Barbados and Test Cricket generally in the Caribbean. With a relatively small investment by the country in most cases, and good support from sponsors, these events have had a high level of success.

These examples suggest that we have barely tapped into a rich vein which has the potential to yield considerable dividends, whether we are marketing to those who wish to come to engage as players or officials, to those who attend as spectators, or to those who come to perform some duty resulting from the sport, such as sports journalists, public relations expert, sponsor etc.

Our visitors, at some level, already participate in Water Skiing, Jet Skiing, Cricket, Athletics, Basketball, Windsurfing, Fishing, Soccer, Hockey, Volleyball, Surfing, Diving, Golf, Horse Racing, Sailing and other Water sports, Tennis, and Horseback Riding. There are myriad other events that we can create for the entertainment of visitors which to us living here seem routine and uninteresting. We simply need to be innovative and this is not just the responsibility of the tourism people.

Where a level of professionalism with respect to organization, infrastructure, research, marketing, sponsorship and the buying in of expert advice, has been utilized, impressive economic gains have been achieved.

When CTO surveyed departing visitors after a Test Match in Barbados in the 1998 West Indies/England Cricket series we witnessed outstanding economic results. During the week immediately after the game some 8,300 or 15% of departing visitors in the survey, indicated that they had come to Barbados for cricket. Some 6,474 or 78% of those were from the U.K. With an average stay of 10 days, these visits translated into some US\$24 million to the Barbados economy. It is important to remember that, in these matters, even when the organizers lose money, the economy can gain; which is a strong argument for government subsidies to sport when a major economic objective has been set.

The benefits of a highly professional sports event can go far beyond the immediate local economic impact, and create enormous positive publicity and tourism promotion for the country. The Johnny Walker Professional Golf Tournament in Jamaica has aired in 83 countries with a total audience of over 300 million, and television news reports went to more than 200 broadcasters in 130 countries. In this case the sponsor was spending some US\$15 million in golf sponsoring and support marketing, as opposed to just over US\$1.0 Million spent by Jamaica.

With respect to the Barbados and Jamaica examples, what we have seen, is the Tourism and the Sports people working together, each with an understanding of the economic importance of the event, beyond the immediate objective of the contest itself.

Economic Spin-off

In industrialized countries the spin off from sport goes even further, with the development of the leisure clothing market. This is one of the fastest growing sectors of the economy in Canada and the USA, with some US\$13.4 billion being spent on sport and recreational equipment, and some US\$14 billion on sports supplies. Our entrepreneurs must be sufficiently innovative to seize similar opportunities. One of the ideas surfacing at this very workshop is that we should establish strategic alliances with external and experienced entrepreneurs to create a range of products that are finished in the region and not necessarily started from scratch here.

The Benefit of Sports Tourism

Sports tourism then seems to offer bright prospects for the Caribbean provided the necessary work is done in a planned and coordinated manner between the Sports and the Tourism Authorities.

The benefits seem to be many and varied:

- It is a powerful tool for destination promotion as the Jamaica Reggae Boyz or the Jamaica Bob-sled team has demonstrated. As you know the latter achievement was turned into a successful film, which further promotes Jamaica.
- It generates new industry and is a stimulus for infrastructural development.
- It creates increased employment.
- It increases government revenue from regulatory fees and taxation.
- It increases the sports and recreation facilities for the local communities leading to improved social interaction.
- It elevates the level of national pride and the moral of the citizens when success attends the effort of local teams.
- It brings economic benefits as hobbyists and spectators arrive and spend money across the society.
- It brings together various elements of the society, public and private sector, to work for the common good of the society.

As is always the case however, none, or very little of the above, will happen unless there is a carefully devised plan involving all the relevant public and private sector stakeholders from tourism and sport, a plan which is clear about objectives and policies. Such a plan must also address, inter alia, aspects of marketing, public relations, publicity, communications, research, physical planning and sponsorship.