How can the NZ Diploma in Tourism and Travel pave the way for a regenerative future in tourism?

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Attestation of Authorship:

“I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of an institution of higher learning.”

Signed………………………………………………..
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Executive Summary

The tourism industry in New Zealand has emerged from a Covid 19 pandemic that halted international travel into the country. Due to the impact of the pandemic, many tourism businesses were compelled to lay off employees, and some even had to shut down. In addition, the number of students pursuing tertiary education in tourism has been declining for various reasons. One factor is the misconception that tourism is not a viable career option, despite the strong employment opportunities it offers. Furthermore, the government’s announcement of centralising New Zealand’s 16 polytechnics and unifying existing programmes has created opportunities for innovation and growth in these areas. This research project was an opportunity to explore methods of developing a sustainable tourism programme (NZ Diploma in Tourism and Travel) that considers economic, environmental, and social factors. The primary research question that has guided my exploration is:

*What approaches can be taken by Otago Polytechnic/Te Pūkenga to provide a sustainable and effective tourism programme that accommodates the needs of a dramatically altered environment?*

A case study methodology was used to study the tourism industry’s preference for how tourism education programmes should be taught and the type of content that is required for graduates. The research methods chosen were interviews and focus groups with industry professionals and tourism graduates. The data collection phase consisted of online interviews with seven participants from a variety of small to medium tourism businesses within the Otago and Central Otago area of the South Island of New Zealand. A focus group consisting of six local tourism operators that represent the accommodation, transport, activities, attractions and training sectors of the Otago area and a group interview with three graduates that completed their NZ Diploma in Tourism and Travel (level 5) from Otago Polytechnic were conducted in 2022.

The findings indicated that the tourism industry was transitioning back into a dramatically changed environment and that a regenerative approach of giving back and leaving a place in better condition than previously found, was needed. A collaborative and collective approach from all sectors is needed to create a values-based environment that has a lower environmental footprint. To ensure that the industry advances in a positive direction in the future, it is crucial to have employees who possess a range of desirable qualities. These include storytelling skills, cultural competency, problem-solving abilities, passion, adaptability, and resilience. Additionally, it is important for these employees to understand the regenerative design concept. Flexible options for tourism education, for example hybrid study while gaining experience in the industry with practitioner delivery and assessment options, need to be developed.
One of the recommended actions for the tourism industry is to incorporate regenerative sustainability into the entirety of tourism education. This can be achieved by offering a hybrid education program that immerses tourism graduates in the industry and equips them with leadership skills, cultural competency, soft skills experience, and knowledge of regenerative tourism.
Chapter One: Introduction and project background

Originally from the UK, I spent my early 20’s travelling, backpacking and biking around the world, often freedom camping and hitchhiking. Making plans only as and when I needed to. This was a reaction to leaving my first job after I graduated with a Higher National Diploma in Contract Catering and Institutional Management led to burnout and consequently my motivations turned to hedonistic adventure with my partner. Jobs held no importance and were transient and necessary only to enable further travel and adventure. All the short-term jobs I had were in the hospitality sector, the area I had gained a qualification in and I learnt many soft skills while adapting to new environments, different systems, processes and management styles. I gained barista training, a knowledge of wines and my partner learnt to roll croissants, among many other skills. These soft skills helped to shape who I am today, my work ethic, resilience to change, problem solving skills and my perseverance in completing tasks in all aspects of my life. These early travel experiences influenced me to notice, comment on and care about the direction that the hospitality and tourism industry is going, not only in New Zealand but throughout the world. I am a citizen of New Zealand and am married with two adult children, we live by the beach in Dunedin and I hope that my children will be able to enjoy similar types of travel and adventures in the future, that I experienced many years ago.

I currently hold the full-time position of Principal Lecturer in the School of Business at Otago Polytechnic (OP), Te Pukenga in Dunedin. I have been in this role for 10 years, working across various programmes such as the Diploma of Business, Bachelor of Applied Management and the Diploma in Tourism and Travel (Level 5). I have management, hospitality, tourism and HR qualifications and experience that I use to inform my teaching practice and philosophy.

My motivations for undertaking this MPP are to further my knowledge of the tourism industry, investigate effective ways to provide education and training for the industry and transform my practice to result in productive improvements in the workplace.

1.1 Background to the tourism industry

Tourism is a significant contributor to the economy of New Zealand, generating almost 6% of the country’s GDP and providing employment for over 230,000 people (TIA, 2023). However, according to Prayag (2020), the growth of tourism in recent years has also raised concerns about over-tourism and its adverse impact on the environment, local communities, and infrastructure. These concerns about over-tourism in certain parts of New Zealand have been raised by various stakeholders, including local communities, environmental groups, and government agencies. In 2019, the New Zealand government launched a tourism strategy aimed at addressing these concerns and promoting sustainable tourism practices (Tourism New Zealand, 2019). One notable initiative in this regard is the Tiaki Promise, launched in
2019 by New Zealand’s tourism industry in partnership with the government (newzealand.com,2018). The Tiaki Promise is a commitment to protect and preserve New Zealand’s natural and cultural heritage for future generations by encouraging visitors to be responsible, mindful, and respectful while traveling in the country. Since then, the government and industry have collaborated to extend their thinking on sustainability and have consulted with experts like Anna Pollock (Conscious Travel) to create more regenerative tourism initiatives recognising the need to shift towards a more protective and responsible tourism industry within the volatile, uncertain, complex, ambiguous (VUCA) world that is emerging (Major & Clarke, 2022).

There was also a growing perception that the industry offered a variety of low-skilled jobs in the tourism industry. A report by the Ministry of Business, Innovation and Employment (MBIE) found that while there is a high proportion of low-skilled jobs in the industry, there are also opportunities for career advancement and skill development (MBIE, 2019). The report recommends that the industry work to promote these opportunities to potential employees and to address the perception that it is a low-skill, low-wage sector. These concerns were being voiced across the country (Bamford 2021; Weaver 2009; Baum,2006; Wood,1997) before the Covid 19 pandemic hit and, in some ways, the global pandemic created a tipping point for dramatic change in behaviours, perceptions and the way that tourism is perceived and accessed in New Zealand.

The Covid-19 pandemic has brought the tourism industry to a standstill, causing a VUCA environment, which requires a paradigm shift in the way we perceive and manage tourism (Lacovou & Charalambous 2020). According to a report by Tourism Industry Aotearoa (TIA), the COVID-19 pandemic had a severe impact on New Zealand’s tourism industry, with losses estimated to be around $12.9 billion for the year ending March 2021. The report states that international visitor arrivals fell by 99.6% in 2020 compared to the previous year, while domestic tourism also suffered due to the lockdowns and travel restrictions imposed to control the spread of the virus (TIA, 2021). To survive in the current environment, the tourism industry needs to develop new strategies that consider the changing market conditions and adopt a more innovative and resilient approach to managing tourism.

1.2 My involvement with Industry

I have been a regular participant at the local tourism industry operators (Dunedin Host) monthly meetings since 2016 and liaise with industry to discuss contemporary issues that are of concern and opportunities for collaboration or successes that we are all experiencing. Through Dunedin Host there is opportunity to show case our learners and the programmes we provide and also invite guest speakers from the industry into our classrooms or take
students on fieldtrips to their businesses. These relationships also help to connect students with prospective employers, volunteer and internship opportunities.

I have been part of the workshops for the development of the Destination Management Plan for Dunedin through Enterprise Dunedin. Attending the workshops and providing feedback to the coordinators. I contributed feedback to the Draft Better Work Action Plan (BWAP) which will feed into the Tourism Industry Transformation Plan (TITP). eight ideas were floated by the leadership team made up of Stuart Nash (Tourism Minister at the time), Industry, Māori and government agencies. The Better Work Action Plan was released by the Government in March 2022. Details of which were outlined by the new Tourism Minister, Peeni Henare. The minister explained in his address at the launch in Queenstown that “we want to turn around the negative perception – and reality for some- that working in tourism doesn’t pay well and the work can be unstable and low paid” (Barker, 2023, pp.1). The Plan outlines new ways of thinking and was created in collaboration with industry, unions and workers, government and Māori. Table 1 below outlines the six Tirohanga Hou or new pathways for the direction this group see as the new future for tourism. They believe this will lead to a more regenerative, high value and resilient industry (New Zealand Government 2023).

Table 1 Adapted from the Summary of Tirohanga Hou Initiatives (2023)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Initiatives</th>
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| Establishment of a Tourism and Hospitality Accord | - Implement a voluntary employer accreditation scheme  
- Identify businesses in tourism and hospitality that meet workplace standards around pay, training, and work environment |
| Strengthen partnerships | - Collaborate with peak industry bodies  
- Partner with Ringa Hora Workforce Development Council to boost vocational training |
| Develop new tourism qualifications | - Design and development of new tourism qualifications |
| Pilot tourism conservation employee-sharing | - Build on Jobs for Nature programme  
- Test whether employee-sharing can reduce unstable and seasonal elements of tourism |
| Improve working conditions | - Improve pay and job stability in tourism  
- Make tourism a desirable job for people from abroad |

An interesting aspect of this new initiative is the development of a new tourism qualification that is being proposed. However, there seems to be a disconnect here between what tertiary providers are offering at the moment and what the new initiative is proposing. Development of
a new qualification may complicate an already cluttered tourism qualification pathway. A recent draft report by Service IQ (2021) suggests there appears to be a widespread lack of comprehension among parents and school leavers regarding tourism career paths, transferable skills, and potential opportunities. Additionally, in my opinion there is a pressing need for more robust connections between the industry, secondary schools and tertiary training institutions.

1.3 Tourism education

The ever-evolving tourism sector has a flow on impact to education and training for those seeking entry into the tourism industry. As noted earlier, I have taught on the tourism programme at Otago Polytechnic in Dunedin for the last 10 years and have experienced the rise and fall of learner numbers over that period. During the disruption of the 2020 Covid 19 pandemic, there was an immediate decline in numbers and an increasing lack of engagement in the learners became an issue. By 2021 there was a significant drop in the number of learners enrolling in the School of Business tourism course, and as a result it was not offered in 2022. It has been established that the New Zealand Diploma in Tourism and Travel (Level 5) is not being taught in the polytechnic sector nationally for 2023.

At the same time the tourism industry is struggling to find and keep suitable employees in a VUCA and changing environment. One possible cause, aside from a nation recovering from national lockdowns, could be the changes in immigration settings shifting the heavy reliance the industry had on immigrants and a cheap labour force. According to Williamson (2017) hospitality and tourism continues to offer poor quality jobs and that it is seen as a ‘Cinderella industry’. In 2022 the Prime Minister Jacinda Ardern announced new immigration policies aimed at helping employers have access to a skilled migrant labour force while ensuring wages and working conditions were improved consistently for everyone (Beehive.govt.nz 2022).

The working holiday visa (WHV) programme was also extended in 2022 and a recent survey conducted by Tourism Industry Aotearoa (TIA) and titled Workforce and Industry Readiness Survey, suggested that half of the survey respondents would recruit WHV holders over the summer period. These changes in the industry have had a flow on effect to the tourism education programmes at OP and anecdotally many potential students are either finding jobs or enrolling in other training programmes. In my opinion educators need to adapt and change to the evolving tourism environment and a review of the tourism programme at OP is required to ensure the revival of the programme once travel resumes to full capacity.

In conjunction with the devastating impacts of Covid the Government announced in February 2019 that the country’s 16 polytechnics/institutes of Technology would merge to form one
organisation called New Zealand Institute of Skills and Technology/Te Pūkenga (meaning: to be proficient or skilled in particular roles). The driving force for this merger was to provide financial sustainability and standardisation and consolidation of qualifications across the country, and increase collaboration across the sector with Māori, iwi and industry. Due to the turbulence experienced by the tourism industry and the establishment of a centralised vocational education system, the decision was made to boost and revitalise the OP tourism programme in preparation for the first semester of 2024.

1.4 My research journey.

My early hospitality education and career helped to provide me with the necessary knowledge, skills and exposure to move into teaching tourism at tertiary level. This industry and the opportunities it provided me with, led to a passion, commitment and dedication to supporting learners into the industry. Helping them to build on their skill set, generate a passion and empower them to help to build a resilient tourism industry. This also led to me becoming active in tourism research. In 2019, I contributed to an academic Journal (Scope 2019) on Contemporary Research Topics. I looked at sustainable ways of continuing to support our visitors to New Zealand without causing irreparable damage to the environment that they are coming to see (Geytenbeek, 2019). More recently I was the lead contributor for the Learning and Teaching Scope (Issue 10). The topic reflected on teaching practice and strategies for improving the learners experience while collaborating in teams (Geytenbeek et al, 2021). This introduction to research led me to want to conduct a larger project and look at relevant education and training programmes for the future tourism industry.

Another part of my role includes curriculum development and review and I contributed to the re-development of the tourism programmes during the first national TRoQ review (Targeted Review of Qualifications) initiated by NZQA in their Statement of Intent 2009-2011. This was in response to “employers, employees and unions (concerned) about the clarity and relevance of qualifications, particularly vocational qualifications” (NZQA, 2011). The review of the Tourism qualification, levels 1-6 was completed in February 2014. The tourism industry was consulted during this review, however the review only involved updating the content and did not look at different ways of delivering the programmes i.e., on-line, in work or apprenticeship style delivery methods. It focused on traditional ‘classroom’ style approaches. This experience also led me to want to understand more about the most effective way of delivering tourism education programmes to up-skill the tourism industry.

1.5 My motivation for this research

In my Review of Learning for my Master of Professional Practice (MPP), I outlined the aim of my research as wanting to explore methods of developing a sustainable tourism product (NZ
Diploma in Tourism and Travel) that considers economic, environmental, and social factors. The primary research question that guides my investigation is:

*What approaches can be taken by Otago Polytechnic/Te Pūkenga to provide a sustainable and effective tourism program that accommodates the needs of a dramatically altered environment?*

From the aim and question my learning outcomes were developed and are detailed below:

**Learning Outcomes**

1. Critically analyse the evolving local tourism industry and educational institutions and the industry’s needs for training and education.

2. Systematically evaluate the education and training requirements of learners for the transforming tourism industry, from a local perspective in a post pandemic workforce.

3. Explore and evaluate new models of delivering tourism training and education in the future.

4. Develop recommendations that will influence long term fundamental transformation and change in tourism education and industry.

5. Critically evaluate and enhance understanding of cultural practice that leads to more culturally responsive tourism education.

Chapter One outlines my background and experience, the state of the tourism industry and an overview of the type of tourism education that is offered at tertiary level across New Zealand. Chapter Two of this thesis is the literature review and considers the topics of regenerative tourism the future of tourism education, the capability skills of learners, the sustainability of tourism programmes and cultural competency. Chapter Three outlines the methodology and methods used. Chapter Four details the findings and discussion of the research based on the topics from the literature review. Chapter Five contains the recommendations and conclusions and Chapter Six the critical reflective summary of my learning journey throughout the MPP.
Chapter Two: Literature Review

The purpose of a literature review will help me to develop insight and a good understanding into previous research that is relevant and the trends that have emerged within tourism and education (Saunders et al, 2012).

Figure 1 Literature review topics (Authors own, 2023)

This diagram, see Figure 1, shows how regenerative tourism is at the centre of these concepts, with tourism education and capability skills of learners surrounding it. Sustainability of the tourism programmes and the cultural competency of the tourism industry are important aspects of regenerative tourism that are interconnected. The arrows between the concepts show how they influence and support one another, creating a holistic approach to sustainable tourism.

2.1 Regenerative Tourism

Regenerative tourism is an emerging concept that focuses on creating positive impacts on the environment, society, and economy of a destination. It aims to go beyond sustainable tourism, which seeks to minimise the negative impacts of tourism, by actively working to restore and improve the natural and cultural assets of a destination (Bellato et al, 2022).

The term "regenerative tourism" is relatively new and has emerged in response to the recognition that sustainable tourism, while important, is not enough to address the growing environmental and social challenges facing the tourism industry. The concept is based on the principles of regenerative design, which aim to create systems that not only minimise harm but actively work to restore and regenerate natural and social systems. Camrass (2020) states regenerative design requires a framework that helps to shift entrenched ideas and mindsets beyond harm mitigation to investigate alternative approaches to the formation and sustainability of socially and ecologically resilient communities.
It is important to clarify this natural science idea of regeneration according to Hussain and Haley (2022) as without clarification there is a risk of ‘green washing’ and improper adaptation of a regenerative model by the tourism industry. Anna Pollock (2020), a leading researcher in international tourism and hospitality argues that regenerative tourism requires a fundamental new pattern of thinking, if it is not radical, it is not regenerative. She reinforces Hussain and Haley’s (2022) argument that ‘regenerative’ could just become a buzzword and that if the paradigm shift does not happen from the ‘grass roots’ i.e., local community then no real change will happen and only the symptoms will be treated, not the root cause. She asserts that this will require a huge shift in old ways of thinking and requires a design of a new system.

The idea of regenerative tourism is rooted in the principles of the regenerative movement, which has its origins in the field of agriculture. Regenerative agriculture seeks to restore degraded soils and ecosystems through practices that improve soil health, increase biodiversity, and restore carbon. In a regenerative agriculture context Hussain and Haley’s (2022) view is that “[it is] restoring a holistic system that mimics nature and includes social and economic spheres [that] contribute to improving the whole system” (pg. 1).

Regenerative tourism seeks to apply these same principles to the tourism industry, by creating tourism experiences that support and enhance the natural and cultural assets of a destination. The devastating effects of the global pandemic on the tourism industry in New Zealand has created an opportunity for a shift in behaviours and has created an opportunity to build a new resilient framework of regeneration for the future of the tourism industry. These sentiments are echoed through New Zealand work by Ruckstuhl et al., (2022) whose viewpoint is that out of destruction comes growth, her view is that for the tourism industry to prosper and be sustainable there needs to be a different approach to how sustainability is viewed. This needs to be a regenerative or logical approach with collaboration and co-creation from all stakeholders. Ruckstuhl et al., (2022) asserts that regenerative development is about building the capacity and capability in people, communities and other natural systems to renew, evolve and thrive by being regenerative in our thinking, comprehension and connection to the health of living systems as a whole.

Becken and Kaur, (2022) reinforce this viewpoint by critically evaluating the Department of Conservation’s (DOC) aspiration of Papatūānuku Thrives. Through their research they have developed a values-based tourism framework called the “tourism tree” which integrates cultural values from Te Ao Māori, a regenerative tourism paradigm and recognises that in order for tourism to contribute positively to the wider communities and give back, it needs to have a healthy root structure. This framework was designed for DOC to help them with decision
making, however it could have influence over wider tourism decision making. See Figure 2 for an illustration of the research.

*Figure 2 Papatūānuku Thrives* (Becken & Kaur, 2022, p.g.59)

The Queenstown Lakes District Council (QLDC), in collaboration with Destination Queenstown, Lake Wanaka Tourism and funding from the government have compiled a Destination Management Plan, one of many Regional Tourism Organisations (RTO) that the government has given $47 million in the past two years, to develop plans and prioritise regenerative practices. The tourism minister at the time, Stuart Nash (2022) noted that fewer than half of the RTO's had completed their Destination Plans after two years, indicating that there is still much work to be done.

The Queenstown Destination Plan is a multiyear plan that has included a collective voice of the community, visitor industry and other stakeholders. The aim of the plan is to benefit the local community, including iwi, address the environmental concerns and custodianship while also supporting quality visitor experiences. The Queenstown Destination Plan aligns with Figure 2 (Papatuanuku thrives) and signals that with a collaborative approach, tourism gives back more than it takes. One of the Destination Plan goals is to “encourage investment, partnerships and sustainable growth in high value jobs and businesses” (Regenerative tourism 2030, 2022, pp.3). This forms part of their aspirational goals and indicates the value placed on well trained and well-paid industry workers as part of the future plan. The industry to date has relied on low paid industry workers and the regenerative Destination Plan framework needs to include the training and education of tourism and hospitality employees to change the perceptions of many about working in this industry and according to Minister Nash (2022) at his address to the Tourism Policy School, “…tourism can no longer be built on the back of cheap labour” (RNZ.co.nz, 2022, pp.6). The reliance on overseas workers in resort towns like Queenstown has seen some changes to the visa requirements, under the employer work visa, which came into force in July 2022 and stipulates a minimum hourly rate of $27.76 for all jobs.

Now that the NZ borders are open to international visitors again, staff are scarce and hourly rates differ enormously between businesses. There is a growing need for a sustainable work force that is paid fairly and equitably and that has the skills and abilities to maintain the consistent standard of customer service while being valued in an industry where a career in tourism is seen as a long-term goal (Jamieson, 2022). The main points that have come out of these discussions are that the ability and capacity need to come from the local hosting communities and that tourism models need to be designed from the bottom up and must start with local/community/iwi empowerment. There is a growing tide for change in the way that New Zealand reshapes the way it organises tourism and the government is leading the change
as discussed by Stuart Nash that Milford Sound/Piopiotahi would become the ‘test case’ for the rest of the country when the borders re-open fully (The Guardian, 2022). These comments show the high-level focus and commitment to ensuring NZ’s tourism industry is more sustainable in the future.

Overall, the concept of regenerative tourism is still evolving, and there is much debate and discussion about what it means and how it can be applied in practice (Hussain & Haley 2022; Major & Clarke 2022; Matunga et al, 2020). However, it is increasingly recognised as an important and necessary approach for creating a more sustainable and resilient tourism industry that can support the needs of both tourists and local communities over the long term (McEnhill et al 2020). The success of regenerative tourism depends on the ability of the tourism industry to attract and retain skilled and well-trained workers who can help to create and implement regenerative tourism practices. This means that investing in education and training programmes for tourism workers is essential for the long-term sustainability of the tourism industry and the communities it serves. This emphasises the importance of building the capacity and capability of the workforce and is the next topic to be discussed.

2.2 Tourism education

The perception of working in the tourism and hospitality industry in New Zealand is one of long hours, low wages, heavy reliance on short-term migrant workers and stop-gap jobs on the way to getting a better job in a chosen career (Insch, 2020). Over ten years ago, Sir Paul Callaghan, (2011) in his speech ‘Mapping our Future’ explained that New Zealand is a low productivity country and he asserted that we need to change the way we employ our young people as the knowledge economy is what drives prosperity. In my experience those changes have not necessarily been made in the ensuing years.

Education and training programmes in New Zealand need to provide the tourism industry with graduates that have gained new competencies or ‘sharp skills’ that help them to adapt quickly to a fast changing and dynamic environment. If the tourism industry is going through a transformative change in the next few years, then it is a good time to re-look at the way tourism education and training is provided and whether there needs to be a transformation in the way it is delivered and the way it is perceived. Rather than the perception that this industry is only providing low paid, stop-gap jobs there needs to be opportunity for there to be clear progression for advancement within the industry and for this to be regarded as a highly valued career (Bamford, 2012). This leads to looking at different ways of educating and training for the sustainable future of the industry. However according to Tiwari et al., (2020) in their recent qualitative study of the impacts of COVID 19 on tourism education the current gap between what education institutes provide and what industry wants needs to be shortened by “better
integration and synergy between tourism education and the eponymous industry” (p.315). Attention has been drawn to further evidence of a skills shortage experienced by many industry employers, particularly in areas like Queenstown. Chris Ehmann, Hilton Queenstown General Manager reported that salaries are going up but there is still a lack of employees. He suggests that more workers need to be bought in from overseas as there is also an unwillingness from ‘kiwis’ to fill those positions (Otago Daily Times, 2022).

As mentioned earlier there is a heavy reliance on migrant workers that has led to the creation of experiences for the tourist that may not be authentically kiwi as asserted by Peter Newport (2017) in an article written about the tourist boom pre Covid. His argument is that how can destinations “be authentic if there are no New Zealanders there?” (pp.19). This is further reinforced by Richardson’s (2009) research that explored global tourism and the hospitality sector, including Australia, and found that the industry was facing the challenge of recruiting and retaining talented employees. Despite the absence of Covid, there was already a scarcity of proficient individuals to fulfil the growing needs of the flourishing tourism and hospitality sector. To address this issue, revisiting the teaching methodologies of tourism at the tertiary level can offer more than just vocational instruction and may include practical training in real-life work settings.

Work-integrated learning (WIL) is not a new concept in training and education but according to Khuong (2016) it can often be mistaken for just completing an internship or work placement. It is much more than that and can be used to incorporate a wide range of activities with strong links and support from industry partnerships (Macdonald et al., 2014). This type of education and training can take many forms but according to Lawson et al., (2011) the strong focus is on industry-referenced knowledge, skills and attitudes that are integrated into the development of professional capabilities through activities, learning and teaching experiences. This encompasses industry simulation, industry practitioner delivery and industry placement. According to Kaushal and Srivastava, (2021) new travel and tourism trends are becoming apparent and may remain in a post pandemic future. For example, ‘staycations’ and ‘workcations’, also virtual tourism, small group and solo travel. These new trends may require changes in tourism educational strategies and course design as according to Kaushal and Srivastava, (2021) both educational institutes and the industry will need to adapt and change for survival through the pandemic and the revival of travel. Even pre-pandemic, Batra (2016) found that in Thailand, market conditions were changing and it was recognised that tourism graduates needed to be able to adapt to change, be critical thinkers with receptive and independent minds. Be able to cope with rapid changes, both in Thailand and globally and recognise the influences from economic, social, environmental and cultural perspectives.
Lewis-Cameron et al (2020) add further weight to the argument that education programmes need to present a set of values that provides a foundation for students to be proactive in order to meet the uncertainties of the future. The authors believe that students need to be trained as responsible leaders to anticipate and lead societal and tourism shifts. Consequently, a transformative tourism curriculum is needed, one that is designed to help develop a variety of skills for the future needs of the industry.

Similarly, according to Pranic et al (2021) soft skill capabilities can be seen as competencies or interpersonal skills. Their study argues that conceptual/creative (problem solving), leadership and interpersonal skills are as important as technical and administrative skills for tourism education. Forster et al (2019), assert that educational institutes need to not only address the cognitive needs of their students but also their physical, emotional and social domains. Their argument includes involving students in activities that help them to regulate stress, build creativity and build opportunities for them to explore “new states of thinking, feeling and acting, and fostering self-efficacy” (pp. 15). They also believe that it is necessary to consolidate transformative teaching frameworks that enable experiential learning, outdoor experiences and transdisciplinary approaches. Holfelder’s (2019) argument goes further and emphasises the importance of education for sustainable development (ESD) and the need to educate people to acquire competencies that help them to learn and behave in a sustainable way. These competencies are understood to be a combination of cognitive abilities and skills as well as problem solving motivations in a variety of situations.

Tourism education and soft skill training can be interwoven integrating Māori values and content as a holistic approach with clever course design as it can be recognised that incorporating an integrated approach to education can enhance employability for learners.

2.3 Soft skills

Skill development is defined as an individual’s active engagement in developmental activities to obtain knowledge or further progression of a skill (Dong et al., 2017). It is the process of identifying new skills that could be learnt or developed and then building on those skills. Skill development is essential because the skills obtained can determine a person’s ability to gain or execute ideas successfully (Jackson, 2015). Many of the benefits of skill development is providing the opportunity to build, broaden opportunities and enhance a person’s talent. By improving a variety of skills, it can also increase the prospect of employment by making a person more versatile and adaptable. A common skills theory that is frequently used in the process of skill development is Dekeyser’s skill acquisition theory (Taie, 2014). This theory represents the learning between cognitive and psychomotor skills which allows prolonged understanding and amalgamates elements of both cognitive and behavioural theories.
This theory is relevant because it represents the learning and development from the initial representation of knowledge through to the fluently skilled behaviour. While it doesn’t specifically focus on soft skills, it is open to adaptability to suit soft skill development.

Dekeyser's theory is laid out with three different phases:

- **Step One:** The first task is new to the individual, and performance is cognitively demanding.

- **Step Two:** The learner is no longer reliant on the cognitive process and has strengthened themselves, allowing for a more efficient skilled performance.

- **Step Three:** The performance is automatic and no longer requires conscious control (Taie, 2014).

Each phase of the theory represents a form of development. This theory is consistent in the process of increasing soft skill requirements. Tertiary organisations can incorporate this theory into their programmes and activities to assist in measuring the rate of skills that are being learnt by everyone (Musasia et al., 2012). This simple three-step method may also provide the participants with comfort in their development journey, as it doesn’t seem complicated and overwhelming. By having fewer steps this can make a theory easier to understand, therefore easier to follow and master (Lundberg & Lee, 2017). Although this information can represent a learning style, other literature suggests that this method fails to include any emotional experiences (EI) and internal processes (Seifert et al., 2020). This is supported by Pargeter et al. (2019), who states that limitations in the diversity of the method and adaptability fail to include varieties of different organisations and individuals. This model is a general theory of skill learning and entails the utilisation for it to be expanded or adapted to suit one’s needs.

However, other studies strongly disagree with this statement of it lacking credibility as they express support for Dekeyser’s Theory. According to Taie (2014), the theory provides a coherent practical means of identifying skills, sequences and development. Similarly, Davarani (2014), agrees, stating this theory plays a key role in learning; it creates opportunities for pragmatic meaning. The overall speculation of the theory’s growth abilities in the modern world may not be as durable as suspected. However, given the creation of a simple, durable design, it still provides the opportunity to be adapted to suit one’s skill development needs.

Wesley et al’s (2017) study further emphasises the need for soft skill development in tourism programmes but indicate faculty and industry need to work together to clarify exactly what soft skills students need to successfully compete for employment in the tourism field. In more recent work, Byrnes (2019) further reinforces the concept of soft skill development but takes this further and argues that all people need a complete set of capabilities embedded in their
skillset, both now and in the future. Byrnes (2019) also advocates the deep transformative power of creativity and the need to have a creative mindset and 'sharp' skillset. See Appendix 7 for an adapted summary of Byrnes' (2019) work.

The global Covid pandemic has created opportunities for the need to pivot, be adaptable and agile in this new and challenging environment. The 2022 World Economic (Roslansky 2022), argues that the pandemic has created a shift from the traditional hiring processes where people were hired based on their qualifications, their previous job or the people they knew. However, a skills-based labour market is emerging to one where employees have re-assessed how and where they work but also why they work. Roslansky (2022) also states that most businesses today as either technology businesses or technology-enabled businesses which means that jobs are changing and business demands are changing. Roslansky (20220 further emphasises the move towards skills-first hiring and a focus on up-skilling while on the job, where businesses need to place more value on employee advancement in their careers, invest in skill development and assisting employees to pivot into new roles. This may lead to the sustainability of tourism programmes into the future.

2.4 Future Sustainability of Tourism Programmes

The future sustainability of tourism programmes is critical for supplying a regenerating tourism industry with graduates that can help to reshape, build and influence the direction of the industry in a responsible manner. A report out from the Organisation for Economic Co-operation (OECD) (2022) discusses that to encourage talented individuals to join the sector, countries are taking various measures such as boosting skill levels, improving qualifications, providing training support, and implementing recruitment initiatives. While these actions are essential for short-term recovery, they also play a crucial role in ensuring a steady flow of new workers entering the sector through education and training pathways in the years to come. However, Lewis-Cameron et al., (2022) go further with this assertion and state that education plays a critical role in sustaining any industry by providing the necessary skills, knowledge, and expertise required to maintain and improve the industry. Education acts as a catalyst for development and growth. Earlier work by Boyle et al., (2015) also emphasise that education plays a pivotal role in propelling a transformative agenda. Roberts et al., (2021) looks at this from the tourism perspective and states that tourism holds a significant place in the economy and attracts interest from the wider community.

The post-pandemic recovery of the tourism industry poses a multifaceted challenge and opportunity for governments, employers, and workers. According to the International Labour Organisation (ILO) (2022) the sector has long been plagued by inadequate working conditions and questioned for its environmental and social sustainability, making it necessary to
reconsider its future. However, the situation has also presented novel possibilities such as promoting domestic tourism as a substitute for waning international tourism (Thornber, 2022) or employing digitalisation to its fullest potential (absolute IT, 2020). The question is how can tourism education be transformed? and what will future iterations of it look like? According to Lewis-Cameron et al., (2022), in their research looking at engaging millennials in the Caribbean tourism education it is essential to introduce "learning communities" that immerse students in living communities through community-based projects, enabling them to integrate theoretical knowledge with real-world experiences. These learning communities facilitate interactions with various stakeholders, which are crucial in acquiring soft skills, critical thinking, and problem-solving abilities. Often, these skills are better developed outside the classroom setting. According to a study carried out in Australia by Wang and Ryan (2015), tourism employers are looking for graduates with additional skills beyond specialised knowledge. These skills include effective communication, teamwork, and problem-solving. However, educators tend to focus more on the theoretical aspect of the discipline, which contradicts the employers' opinion. The study also identified a gap between the academic and industry perspectives on language and cross-cultural management, which is not adequately addressed in tourism education.

Therefore, to bridge the gap between employers' expectations and what is taught in tourism schools, there needs to be more collaboration and emphasis on the curriculum. Tsai (2017) emphasises the need to acknowledge these gaps and work towards addressing them. A new model for tourism education that combines both online and offline learning and a move away from the traditional classroom environment may be part of a transformative way of teaching tourism. This hybrid approach according to Baker and Unni (2018) will better prepare students for the rapidly changing tourism industry, which is becoming increasingly digitised. However, the success of which is dependent on identifying clear learning goals and aligning the course with the objectives. Furthermore, this model can offer more flexibility and accessibility to students, allowing them to balance their studies with other commitments. According to a report by the World Tourism Organization (UNWTO, 2011), the tourism industry is expected to continue growing in the coming years, with an estimated 1.8 billion international tourist arrivals by 2030. This growth is likely to be accompanied by an increased demand for skilled workers in the industry who are equipped to deal with new challenges, including changing consumer behaviour and digitalisation.

The traditional model of tourism education, which relies heavily on in-person teaching and face-to-face interaction, may not be able to keep up with the pace of change in the industry. A hybrid approach that combines online and offline learning can offer a more effective and flexible way of teaching students about the industry. This approach can also help students
develop the skills they need to succeed in a digitalised world, such as digital marketing and social media management (absolute IT, 2020). Research has shown that hybrid learning models can be highly effective in higher education. A study by Raes (2021) found that students who participated in a hybrid course performed as well as, if not better than, students who took the course entirely in person, if there were carefully designed constructs in place for guidance and tuition. This research used the activity-centred analysis and design (ACAD) framework (Carvalho & Goodyear 2014: Goodyear et al, 2021) to emphasise the importance of design. The ACAD framework emphasises the importance of considering all three dimensions of design (set, epistemic, and social) when designing learning environments.

- Set design involves the physical environment and resources used to support learning, such as technology, furniture, and materials.
- Epistemic design focuses on the tasks and activities that students engage in to facilitate learning, such as problem-solving or group discussions.
- Social design refers to the ways in which students are grouped and interact with each other, such as through collaborative projects or peer mentoring.

A new tourism hybrid education model would be helpful to ensure that students are prepared for the changing needs of the industry. This model can offer a more flexible and accessible way of learning, while also providing students with the skills they need to succeed in a digitalised world. The evidence suggests that hybrid learning models can be highly effective, making them a suitable choice for tourism education. To ensure a sustainable tourism sector, policies must be enacted that assist businesses, particularly MSMEs, in strengthening their capacity to endure future economic disruptions and train the industry's workforce. Other capabilities needed for a future workforce are those of cultural competency and this is discussed further next.

2.5 Cultural Competency

Worldview can be defined as a set of values and beliefs that people use to make sense of the world around them (Koltko-Rivera, 2006; Hirsto et al, 2019). According to Hephzibah et al (2021) Māori, the Indigenous people of New Zealand have a worldview (Te Ao Māori) that consists of a holistic approach of interweaving all aspects of life and business incorporating values and customary practices. See Table 2 below for the Māori values and principles. Harcourt et al (2021) argue that neoliberalism has failed the sustainability of the flora and fauna of New Zealand, Higgin-Desbiolles (2020) goes further in saying that tourism has assisted in this neoliberal stance regarding the exploitation of indigenous people. She suggests Covid 19 has created the opportunity to reset and rethink tourism to a more
community-centred model that considers the interests, values and rights of the local people. Harcourt et al (2021) point of view considers the environmental aspect where the focus needs to move away from extracting the resource but rather to one of reciprocal exchange. They suggest that Te Ao Māori way of thinking redirects the focus toward a more holistic approach where the natural world and humans can prosper.

In relation to tourism specifically Higgin-Desbiolles (2020) suggests that both tourists and tourism businesses must be socialised; meanings of which could include, socialism, to interact well with others and how to behave in society. This ‘socialise tourism’ offers ways for tourism operators and tourists to be socialised in how to interact and support the local people and the environment supporting the local societies in the destinations.
Table 2 Adapted from Māori values and behaviours (Hephzibah, Mrabure, Ruwhiu & Gray 2021)

<table>
<thead>
<tr>
<th>Indigenous group: Māori</th>
<th>Key values and behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kaitiakitanga:</strong></td>
<td>Guardianship, stewardship and wise use resources such as land, sea and the environment. The sustainable use of natural resources is seen as a responsibility, as a Kaitiaki or a guardian</td>
</tr>
<tr>
<td><strong>Whānaungatanga:</strong></td>
<td>It acknowledges the importance of relationships and networks. It shapes relationships between Māori people and the wider society that also includes non-Māori</td>
</tr>
<tr>
<td><strong>Manaakitanga:</strong></td>
<td>It refers to hospitality, respect and generosity</td>
</tr>
<tr>
<td><strong>Wairuatanga:</strong></td>
<td>It refers to spirituality and connection between the natural and spiritual world</td>
</tr>
<tr>
<td><strong>Kotahitanga:</strong></td>
<td>It refers to unity. It emphasises oneness and unity among Māori and shared sense of belonging</td>
</tr>
<tr>
<td><strong>Māori behaviours/principles:</strong></td>
<td><strong>Tino rangatiratanga:</strong></td>
</tr>
<tr>
<td></td>
<td>Self-determination and control expressed by iwi, hapū and whanau or individual</td>
</tr>
<tr>
<td><strong>Rangatiratanga:</strong></td>
<td>It refers to the exercise of authority, leadership and ownership rights about resource production, use and management</td>
</tr>
</tbody>
</table>

This viewpoint is also reinforced by Ratima et al., (2022) from the previous comments above, that the higher education sector needs to broaden and deepen its attentiveness, value and interweaving of both the western and Māori knowledge streams, to strengthen the cultural competency of the tourism sector. If this integrated, interwoven and ‘socialised’ approach can be streamlined from secondary school through to the tertiary sector with support from an interconnected tourism sector (encompassing local communities, iwi, visitor and government), then this will create a robust and stable tourism education future for Aotearoa.

In relation to education specifically within Te Pukenga a review of Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework took place in early 2022 to establish if it was meeting the needs of the newly established New Zealand Institute of Skills and Technology, Te Pūkenga (Te Turuturu, 2022). In effect the Framework was established to ensure that Te Tiriti o Waitangi was embedded into the curriculum at tertiary level and that equity was ensured for Māori. A
report by the Tourism Teachers Association (TTA-NZ) to the Ministry of Education recognises the importance of tourism and that tourism education currently investigates Māori concepts, for example, tikanga, kawa, kaitiakitanga and manaakitanga as part of the underpinning values of tourism in the curriculum. Their argument is for a more integrated teaching approach at secondary level to teach tourism as a National Certificate of Education Achievement NCEA subject and recognise its value for future study at tertiary level so that there is a more integrated approach preparing ākonga (learners) for some of the key competencies required by the national curriculum (Roberts et al., 2021).

Rātima et al., (2022) go further in their argument and in their publication for a culturally responsive teaching model, and suggest that while some progress has been made to embed an understanding of the values and beliefs of all areas of Te Ao Māori (the Māori world) into the national curriculum, there is a consistent recommendation for the higher education sector to broaden and deepen its attentiveness, value and interweaving of both the western and Māori knowledge streams, into the curriculum to strengthen the cultural competency of the tourism sector. According to Puriri and McIntosh (2019) tourism provides a vehicle for all learners to discover their history, and knowledge through the values and language, to find their identity. Part of this teaching can be through the lens of the Māori worldview which ensures authenticity to the teaching content. Hussain and Forne (2022) argue that authenticity is crucial for the future of tourism because it creates a more meaningful and memorable experience for travellers. They contend that travellers are seeking unique and authentic experiences that allow them to connect with local cultures and communities. While Hussain and Forne (2022) also recognise the importance of authenticity, they suggest that it may not always be feasible or desirable to prioritise it in storytelling. They argue that sometimes fictionalisation or creative embellishment may be necessary to make a story more engaging or to convey a particular message.

Similarly, Bassano (2018) emphasises that effective communication in tourism requires alignment between a region's value proposition and the value co-created by local partners, governance systems, and community. ‘Place’ storytelling is an emerging communication style that enables an integrated collaborative system of narration to present itself to the market and achieve a distinctive competitive advantage. Bassano (2018) states that the ability to tell compelling stories about a place and its culture can attract travellers seeking unique and authentic experiences, but storytelling may also involve some level of creative embellishment to make the stories more engaging or to convey a particular message.

Ensuring the sustainability of tourism programmes requires the right training and development, delivered in the right place with the right skill development. When individuals are equipped
with the appropriate knowledge and skills and storytelling abilities, they can play a critical role in the success of the visitor experience and the tourism industry as a whole. By investing in quality training and development, we can empower individuals to become ambassadors for their communities and provide high-quality experiences for visitors. This not only benefits the tourism industry but also contributes to the overall well-being of the community, as sustainable tourism can help create jobs, promote local culture and preserve natural resources. This has led me to design my research using Case Study Methodology to focus on the most appropriate way to deliver tourism education for the industry.
Chapter Three: Methodology and Methods

An interpretivist stance was taken for the methodological design of this research project. The emphasis is on the subjective nature of human understanding and knowledge. According to Weber (1904) social phenomena cannot be studied objectively, as they are shaped by the meanings and interpretations that individuals give to them. Interpretivism is associated with qualitative research methods, such as case study, which focuses on understanding the meaning and context of social phenomena rather than measuring it quantitatively. Weber (1904) argued that social phenomena are shaped by the subjective meanings and interpretations that individuals give to them and that social scientists must take these meanings and interpretations into account in their research.

3.1 Case study approach

Case study methodology was chosen for this research as it is an in-depth examination of a specific phenomenon within its real-life context, in this case Otago Polytechnic/Te Pukenga's tourism programme. According to Saunders et al (2016) by studying a case in its real-life context it helps to distinguish this research strategy from others. This approach can provide detailed information about the tourism programme, including its strengths and weaknesses and how well the programme is addressing the need for sustainability and adaptability in a rapidly changing environment.

Yin (2014) asserts that with a case study approach there is a need to understand a complex social phenomenon. This research is an exploratory study to discover where the tourism industry is at present and to stimulate change in attitudes to tourism, provide stronger and clearer career pathways into the industry and help to strengthen career opportunities for the person working within the industry. The outcome of the research will be to create a framework for how programmes can be standardised or delivered nationally, while maintaining a local focus.

There are both advantages and disadvantages to using this methodology, it is a useful research approach for gaining in-depth understanding of complex phenomena in real-world settings. However, it also has limitations including its limited generalisability. Because case studies typically focus on a single case or a small number of cases, the findings may not be generalisable to other populations or settings. This can limit the broader applicability of the research findings (Yin, 2014). However, in this case the findings could be generalised across tourism programmes nationally but also across other programmes within the tertiary sector.

Critics of case study methodology argue that it can be difficult to maintain rigor and objectivity in this type of research, as the researcher's interpretations and biases may influence the
analysis and findings (Meyer, 2001; Thomas, 2011). Despite its weaknesses, Case Study approach was chosen to explore how Otago Polytechnic can provide a sustainable and effective tourism programme that accommodates the needs of a dramatically altered environment. According to Saunders et al (2016) an in-depth inquiry can be designed to identify what is happening and why and to understand the effects of the situation and implications for action. This type of research is inductive because the process develops, starting from the secondary data not from theoretical propositions (Eriksson & Kovalainen, 2008). In terms of secondary data, relevant literature from contemporary research and Government departments were sourced to complete an environmental scan of the tourism industry in New Zealand, looking at the factors that have shaped the industry to the present day. The primary data collection consisted of industry tour operators and past tourism programme graduates who were interviewed and participated in a focus group to share their thoughts and opinions on the future of the tourism programme at Otago Polytechnic/Te Pukenga. Opinions were sort from a cross-section of the industry to establish their first-hand knowledge of their requirements. Past graduates from the tourism programme were chosen to establish whether there were aspects of the tourism course that they feel assisted them in their current roles and whether the programme could have been taught in different ways.

3.2 Research Methods: Designing the research.

Figure 3 indicates the roadmap for the design and collection of the data for this research.

*Figure 3 Flowchart of data collection phase (Authors own, 2023)*

Three groups were chosen to ensure they illustrate a range of different perspectives. Eriksson & Kovalainen (2008) emphasise that case studies are often considered convincing, more
precise and valuable when they are based on several sources of empirical data. Using various sources for finding an answer to the research question is a strength of the Case Study approach.

The approach used in designing the data collection phase of the research was influenced by the literature review topics. I designed the interview questions first and added broad open-ended questions per topic. The reason for this was based on the critical thinking premise of who, what, where, when, why and how (Browne & Keeley, 2007). Browne and Keeley (2007) argue that critical questions provide an impetus and direction for thinking critically and provide the basis for gaining better opinions, decisions or judgements. All the questions were open-ended to provide opportunity for the interviewee to expand on their answer and give their opinion. The semi-structured format allowed for a flexible approach that was adaptable and flexible to change and allowed for probing or follow-up questions to obtain more in-depth data (Saunders et al, 2016).

Each interview took approximately 45 minutes and all of the interviews were conducted online over TEAMS, enabling them all to be recorded for the purpose of transcribing the interviewee’s words easily. See Table 3 below for a snapshot of the questions asked for each participant group.

*Table 3 Snapshot of topic questions for each group (Geytenbeek, 2022)*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Focus group</th>
<th>Interview with seven participants</th>
<th>Group interview with graduate learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regenerative Tourism</td>
<td><strong>Q1.</strong> What does regenerative tourism mean to you?</td>
<td><strong>Q1.</strong> What does this term mean to you?</td>
<td>Graduate learners were not asked these questions (Justification for this being the questions asked of this group interview were to find out their personal experiences with the tourism programme at Otago Polytechnic and their views on different aspects of the tourism course, rather than their knowledge of regenerative tourism).</td>
</tr>
<tr>
<td></td>
<td><strong>Q2.</strong> How could this be applied to your business?</td>
<td><strong>Q2.</strong> What barriers could there be to prevent it?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Q3.</strong> How could this be applied to your business?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The number of questions were adjusted for each group of participants, to take into consideration the different dynamics between an individual interview and a focus group. More direct questions were asked to the interview participants and these were designed to contain the direction of the interview. Once the interview questions were designed these formed the basis to re-design more generalised questions to pose to the focus group and group interview.
The reason for this was to ask less questions to the bigger groups to allow them to discuss the ideas and enable the conversation to move in different directions.

3.3 Ethical approval

Once the research was designed, I sought Ethical approval from Otago Polytechnic Ethics committee and the Kaitohutohu office. Ethics was approved on 29/03/22 and the approved documentation can be found in Appendix 1 with the approval letter. Hudson et al., (2010) Te Ara Tika framework outlines a set of incremental standards for conducting ethical research, ranging from minimum to best practice. This framework can be utilised to evaluate research conducted with Māori and about Māori in a culturally appropriate manner, from either a Kaupapa Māori perspective or a Tauiwi (non-Māori) perspective.

When conducting research from a Tauiwi perspective, it is crucial to approach the process as a Treaty partner by adhering to Te Tiriti O Waitangi principles, specifically the principle of partnership. This entails conducting research in good faith and expressing tino rangatiratanga (self-determination, independence, and autonomy) in a way that is mutually respectful. By doing so, I can ensure that I remain an active Treaty partner in my research. Under the Education Act 2020 Te Pūkenga must operate in a way that allows development of meaningful partnerships with Māori employers and communities to reflect Māori and Crown relationships.

Figure 4 Te Ara Tika ethical framework. (© Hudson et al., 2010. All rights reserved.)
3.4 Industry Interviews

Semi-structured interviews were conducted over a period of two months with representatives from small and medium sized tour operators in the Otago and Central Otago districts. The reason for this was to gain the opinions from a cross section of the tourism industry. This was a slow method and utilised a snowball sampling process which, according to Saunders et al (2016) is a non-probability process where subsequent participants are obtained from information provided by the initial participants. The organisation representatives were from two medium sized tourism organisations, two public service providers, two small tourism organisations and one medium accommodation provider.

I connected with an Otago Polytechnic representative that has contacts in Queenstown and gained ideas about possible interview participants. I also emailed a contact within QLDC and used the organisations websites to gain access to email addresses. The total population response rate was 22 and the final sample for data collection was 16 (73%), see Table of Contacts in Appendix 6.

3.5 Industry Focus group

The purpose of the focus group was to gain different and diverse perspectives from each sector of the tourism industry (see industry focus group questions in Appendix 5). There were six participants for the focus group and the research was organised and conducted in one of the classrooms at OP after the group had conducted one of their monthly board meetings. See Table 3 Snapshot of topic questions for each participant group for an example of the focus group questions.

The focus group discussion flowed from there and I was able to ask the next set of questions once I felt that the group had exhausted that particular topic. I guided the group’s conversation back to the main topics once or twice and asked for further clarification when I felt their thoughts needed more explanation.

3.6 Graduate Interviews

Once the focus group was completed, I sent out a Doodle poll to a random selection of six graduates from the tourism diploma and gained four responses (67%). All the graduates had full-time jobs and differing work hours, with only three being able to meet together on-line. The decision was made to conduct a group interview on-line as the graduates were spread around the country. The graduate interview was recorded (audio) so that the findings could be transcribed accurately. The graduate interview followed on from both the interview and focus group appointments and the set of questions were designed to gain a learner perspective. I wanted to find out about their experiences on the one-year tourism programme and whether
there were aspects of the programme that assisted them in gaining employment. I also wanted to know whether they would consider different forms of further study. See Appendix 5 for interview questions.

Data analysis

During the analysis of the data, it was de-identified and codes were used to ensure the anonymity of the participants. During the interview phase there no perceived threats to physical or cultural wellbeing for both the participants undertaking the interview and the researcher. The interviewees voluntarily gave their time to be interviewed and consented to the interview being transcribed. The data was analysed using themes from the literature.

Phase one

I read through the un-edited transcriptions from the interview participants for the first topic of regenerative tourism, key words that were relevant to the topic or phrases were highlighted and I removed any additional words and any identifying features, all the interviewees were de-identified.

The main findings (key words and phrases) for the first theme of regenerative tourism were added to an excel spreadsheet for each of the seven interviewees. See Table 4 below for an example of stage one. This was repeated for all five topics.

Table 4 Phase one: adding findings to the spreadsheet.

| Research Question: How can OP deliver a tourism programme that is sustainable, fit for purpose and meets the needs of a significantly changed environment |
|---|---|---|---|---|
| Interviewee 1 | Interviewee 2 | Interviewee 3 | Interviewee 4 | Interviewee 5 |
| we have the ability to ensure that those treasures are in the same, if not better condition when we pass them on to our children. | it is leaving a place better and better condition than you found it. So actually tourism is adding something to the environment and benefiting the environment. But also I think that the locals, the local community benefit from it as well and thrive from it. So there’s an improved social licence, I guess around tourism and that we are managing it carefully. | so I have very close links to the local mana whenua through the place that I work, even though the place that I work is run by a European trust. So it’s like being paid to work on your own land, or even though your employer isn’t mana whenua. | Our purpose is that we are a conservation business enabled by tourism. So it really is about making sure that we leave things as we find them, or in a better state and part of our commitment is around how we look after these environments and improve them almost to take them back to what they were |

Phase two

The next phase involved analysing the commonalities of words used by all the industry interviewees, these were added to a table and became the sub themes of the main topic. See Table 5 below as an example of stage two.
### Table 5 Phase two: sub themes from the main topic

<table>
<thead>
<tr>
<th>Sub themes</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement of place/giving back</td>
<td>Regenerative Tourism</td>
</tr>
<tr>
<td>Protection of environment</td>
<td></td>
</tr>
<tr>
<td>Mind shift/Climate change</td>
<td></td>
</tr>
<tr>
<td>Change and adapt/collaborate/resilience.</td>
<td></td>
</tr>
<tr>
<td>Collective rather than single approach</td>
<td></td>
</tr>
<tr>
<td>Investment/Skills/capabilities</td>
<td></td>
</tr>
<tr>
<td>Economic model now not an environmental model/travel is changing/the way</td>
<td></td>
</tr>
<tr>
<td>people travel is changing.</td>
<td></td>
</tr>
<tr>
<td>Building relationships with visitors/constraints with infrastructure/better</td>
<td></td>
</tr>
<tr>
<td>safer travel experience</td>
<td></td>
</tr>
<tr>
<td>Lack of communication and transparency between stakeholders</td>
<td></td>
</tr>
</tbody>
</table>

Phase three

On a new spreadsheet the interviewees were transposed down the left-hand side of the page, the sub themes (factors that define the main topic, operational definitions) were added along the top of the page and the interviewee answers were added below in each of the columns. Colour codes were used to match repeat words or phrases used by each of the interviewees.
See Table 6 below:

**Table 6 Phase three: highlighting the repetitive sub themes..**

<table>
<thead>
<tr>
<th>Sub themes</th>
<th>Improvement of place/giving back</th>
<th>Protection of natural environment</th>
<th>Mind shift/climate change</th>
<th>Change and adapt/collaborate/resilience</th>
<th>Collective approach rather than singular approach</th>
<th>Investment/skills/capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewee 1</td>
<td>We have the ability to ensure that those treasures are in the same, if not better condition when we pass them on to our children.</td>
<td>Regeneration isn’t just around our regenerative purposes and ethos it is also just around our natural environments, but it’s our cultural environments, our social environments, etc.</td>
<td>Everything.</td>
<td>As travelers we become more mindful of everything we do and our carbon footprint then the way that we travel is going to evolve and change and look different. So as operators and providers, we need to also change and adapt to move in the same direction or you get left behind.</td>
<td>Can I offset my carbon emissions when I’m going to do this thing like flights for example?</td>
<td>Do you when you get to destination go and help paint a school or plant trees or go and clean the beach?</td>
</tr>
<tr>
<td>Interviewee 2</td>
<td>100% pure advert that they did with the Kaitiaki promise.</td>
<td>Tourism brings places out of poverty.</td>
<td>There needs to be a paradigm shift or a mind shift in terms of how tourism operates work.</td>
<td>There wasn’t collaboration amongst the industry and stakeholders, local government, Doc, everyone. It seemed to me to be all about looking in, having an internal focus into what they wanted to do, and I think what COVID taught us, is that we’re not resilient. We don’t have a thought around how to be or build resiliency into the future.</td>
<td>Or it’s about operators making sure they’re giving something back. So spending time talking to education providers, putting your hand up to chair tourism boards or put a little something back into the community that might not be remunerative, might not be a financial base to it, but it could be another resource, which is this time. So I think that’s what we need to do as an industry to make sure that we’re supporting the two aspects of our industry that makes New Zealand unique, which is our landscapes and our communities.</td>
<td></td>
</tr>
</tbody>
</table>

The sub themes were collated into the findings section in Chapter Four and the repetitive comments from most of the interviewees became quotes and evidence in this chapter.

**Trustworthiness and relevance of the interview phase**

The design of the data collection phase was taken into consideration by planning the process carefully and using the topics from the literature review to inform my question design. As mentioned earlier triangulation was used as a method of data collection and was used in this research as a way of comparing results from three different sources i.e., interviews and two focus groups. This approach could be used as a test for trustworthiness as the three sets of data were analysed against each other to look for patterns of converging themes to confirm an overall interpretation and to ensure the confidence in the data (Pilot & Beck as cited in Connelly 2016). I have also ensured a diverse sample from different demographics, backgrounds and experiences relevant to the research question. I have used different qualitative methods to gather the data and gained different perspectives from different angles.
I have also ensured careful analysis and interpretation to ensure that any conclusions drawn are data driven.
Chapter Four – Findings and Discussion

The chapters below are combined to analyse and discuss the findings.

4.1 Regenerative Tourism - Industry Interviews

The interview participants were asked questions about what regenerative tourism meant to them, what barriers there were to this concept being embraced by the industry and whether they thought tourism would return to ‘normal’ levels after Covid. These answers to the questions all came under regenerative tourism and have been collated and grouped into sub-themes.

Table 7 Sub-themes of regenerative tourism

<table>
<thead>
<tr>
<th>Understanding of regenerative tourism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place improvement (5 interviewees)</td>
</tr>
<tr>
<td>Giving back (5 interviewees)</td>
</tr>
<tr>
<td>Protection of environment (7 interviewees)</td>
</tr>
<tr>
<td>Climate change (4 interviewees)</td>
</tr>
<tr>
<td>Natural environment (4 interviewees)</td>
</tr>
</tbody>
</table>

The interview participants were asked about what regenerative tourism meant to them. They were not asked to define regenerative tourism: nevertheless, several of them gave insightful descriptions of it, including:

- “Treasures are in the same, if not better condition when we pass them on to our children” (Interviewee 2)
- “Tourism is adding something to the environment and benefiting the environment” (Interviewee 3)
- “Ensuring that you leave things for the generation that comes after you better than you found it” (Interviewee 4)
- Sustainable programmes, giving back” (Interviewee 7)

Two differing points of view were:

- “Understanding your place in a holistic view of the environment and conservation and sustainable use of resources” (Interviewee 4)
- “Tourism is part of our natural environment and if we don’t have that protected natural environment then we don’t have the beauty that people come here to experience” (Interviewee 1)

An underpinning premise of seven of the participant responses was that while the answers reflect a basic idea of the term, there is not a sophisticated understanding of what regeneration means and could look like. This may indicate that regenerative sustainability is an emerging concept that needs wider understanding throughout the industry. Without this understanding from the tourism industry from a grass roots perspective the ‘fundamental new pattern of thinking’ that Anna Pollock (2022) asserts, will not happen and the term ‘regenerative’ will just become a ‘buzzword’.
### Table 8: Sub-themes of barriers to the application of regenerative tourism

<table>
<thead>
<tr>
<th>Changes needed and barriers to regenerative tourism.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment needed (5 interviewees)</td>
</tr>
<tr>
<td>Mind shift (4 interviewees)</td>
</tr>
<tr>
<td>Change and adapt (4 interviewees)</td>
</tr>
<tr>
<td>Resilience (2 interviewees)</td>
</tr>
<tr>
<td>Collective approach (2 interviewees)</td>
</tr>
<tr>
<td>Skills and capabilities (2 interviewees)</td>
</tr>
</tbody>
</table>

Questions were also asked about how this concept could be applied to their business and what the barriers might be to moving to a more regenerative tourism model.

- “There needs to be a paradigm shift, or a mind shift in terms of how tourism operators work so the barriers I think are just people who have been in tourism for a long time, just having to make that shift and that change themselves” (Interviewee 2)
- “The public are mindful of climate change and what we can do to reduce the impacts of that” (Interviewee 3)

Four of the participants noted that a mind shift and collective method was needed in terms of adapting to a more holistic approach and being mindful of climate change. Changes to infrastructure would also be needed and financial support was highlighted as a requirement.

- “That’s millions of dollars of change to be able to do that, and I think that so many other companies who don’t necessarily have the infrastructure or don’t know where to start because they don’t have the skills and experience, we’ll need that support” (Interviewee 5)
- “So actually, just need to survive and need to make money in order to do that” (Interviewee 3)
- “Think collectively, think collaboratively work together” (Interviewee 2)

The literature confirms the rhetoric from these participants and Professor Simmons (2022) stated that the industry cannot rebound or bounce back after the Covid 19 pandemic but that it requires transformation, collaboration and participation from academics, government, local communities and industry partners.

### Table 9: Sub-theme: views on tourism returning to normal levels

<table>
<thead>
<tr>
<th>Likelihood that tourism would return to normal levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently an economic model not an environmental model (2 interviewees)</td>
</tr>
<tr>
<td>Travel is changing (3 interviewees)</td>
</tr>
<tr>
<td>Building relationships with visitors (4 interviewees)</td>
</tr>
<tr>
<td>Constraints with infrastructure (1 interviewee)</td>
</tr>
<tr>
<td>Visitors want a better, safer travel experience (1 interviewee)</td>
</tr>
<tr>
<td>Collaboration needed rather than competition (2 interviewees)</td>
</tr>
<tr>
<td>Labour shortage (3 interviewees)</td>
</tr>
</tbody>
</table>
The final question in this theme was their thoughts on the likelihood that tourism would return to ‘normal’ levels after the Covid 19 pandemic. Five of the interviewees believed that visitor expectations are changing, two of which are highlighted below:

- “There is almost an expectation that the industry, the sector, and the way that we consume tourism is going to go back to how it was. And I really don’t think that’s going to be the case, I don’t think people are going to travel the way that they’re used to it,” (Interviewee 2)

- “Travel is changing the people that are travelling is different, and whether they’re different financial circumstances. And different ways of consuming products and is quite different, so people’s habits will change” (Interviewee 5)

Three of the participants felt that the constraints were on infrastructure, flights, staffing, pay and conditions:

- “There were lots of issues around tourism, one of the issues was that it was a low skilled kind of option. Whether working long hours, were they being paid appropriately?” (Interviewee 3)

- “I think there’s lots of international tourists with a pent-up need and they weren’t financially strapped going into COVID and they’re not now and they are just looking for an ability to travel. But there won’t be enough flights coming in and enough providers to bring them here, and that’ll be the constraint” (Interviewee 4)

- “You just gonna burn out your team and there’s a real labour shortage at the moment and I’ve not seen anything like it before” (Interviewee 6)

The insights gained from the findings of visitor expectations changing (5 x participants) is that the tourism industry is at a tipping point for change and must shift with the changing needs of visitors. However, this needs to be balanced with operators need to make money, find staff and provide a consistent level of customer service. Add the complications of limited flights, finding staff and training them (3 x participants) since the Covid 19 pandemic, will slow the progress of any real change.

4.2 Industry Focus Group

The focus group of six local tour operators from the Otago region was conducted over a period of an hour. The questions asked took a slightly different form from the interview questions as the purpose of the focus group was for the participants to be given the freedom to discuss the issues. The regenerative tourism questions from the interviews were broken down into two broad questions for the focus group. The formulation of the two questions were informed by the findings from the previous interviews with local industry. The two questions were what regenerative tourism means to them and how the term could be applied to their business. The idea for these two broad questions, according to Greener and Martelli (2018) is to explore the construction of meaning around the topic relying on the group dynamics and interaction to create rich data. The advantage for this particular group was that they were familiar with each other, and the conversation flowed naturally, with only a little prompting from the facilitator to
return back to the topic when the direction changed. The discussion was audio recorded to ensure accurate transcription of each of the participants contributions.

The following analysis of the findings from the focus group will take the same form as the interviewee analysis above. The answers to the questions were collated and grouped into sub themes as illustrated by the phrases below in Table 10:

| Understanding of regenerative tourism | Leave a place in a better condition (5 FG) | Developing a regenerative ethos in the industry (4 FG) | Community and environmental initiatives (3 FG) | Tourism giving back (2 FG) |

The focus group were asked what regenerative tourism meant to them; the sample of responses are highlighted below.

- “Ensure that visitors leave a place better than they found it” (FG1)
- “You’re not just narrowing it down to regenerative from an environmental perspective, you’re actually looking across the social environment, the cultural environment, the talk about taking staff on the journey and training people along the way” (FG5)
- “It’s regenerative to leave all environments healthy for the future, so the social, cultural, environmental and the economic” (FG6)

The group expanded their understanding of this theme by mentioning that particular attention needs to be paid to the environmental, social, cultural and economic factors surrounding the tourism industry, including training of staff and giving back to the community. The underlying premise from these findings is that the answers reflected a basic understanding of the regenerative tourism term, which is similar to the interview findings. This may indicate that this is an emerging term that needs further exploration and understanding before it can be applied to the industry.

The group were then asked how regenerative tourism could be applied to their business. The sub-themes of their discussion as displayed in Table 11 below:
The main findings from the group’s discussion can be found below:

- “It’s developing your teams; it’s giving them extra skills. wanting them to succeed and progress” (FG 2)
- “How we’re going to move forward with staffing is by getting it right and appreciating and nurturing and helping them to grow” (FG 3)
- “you want your business to succeed and keep fresh and keep evolving” (FG 4)
- “I know they’re gonna move on with those transferable skills and that’s all part of the wider ecosystem” (FG 5)
- “But in the sector of this kind of just moving people around as opposed to looking at, how do we encourage their output?” (FG 6)

The group focused their attention on the importance of the training and support of their staff in terms of ensuring that their businesses thrived and evolved. The emerging theme to surface from the interview and focus group findings is that particular attention needs to be paid to the training and development of staff in order for tourism businesses to evolve into healthy ‘ecosystems’.

4.3 Discussion

These discussion sections will consider all the responses from the interviews and focus groups and attempt to address the research question of: What approaches can be taken by Otago Polytechnic/Te Pūkenga to provide a sustainable and effective tourism program that accommodates the needs of a dramatically altered environment? Each theme will provide a discussion of the findings.

As identified in the findings, regenerative tourism has some understanding by the participants but there is little understanding of how it could be applied to the tourism industry. It is important
to lead the discussion with this topic as it sets the foundation for how tourism should be taught into the future. This data has been extrapolated from Tables 7 and 10:

Figure 6 Diagram of understanding of regenerative tourism (Authors own, 2023)

The need for a better understanding and application of regenerative tourism

Regenerative tourism can be defined as: A living system that is interconnected to place and community with a desire to protect that place for future generations. Rather than just sustaining, growth is possible by nurturing and supporting the ecosystem. There are parallels between Te Ao Māori principles and those of regeneration (Major & Clarke, 2021). Also

Regeneration requires that we shift from the exploitative or de-generative mindset where nature and community resources are ‘there for the taking’ towards a system and set of practices that allow our ecological, social, cultural, and political systems to regenerate (The Islander Way 2023, pp1.).

The findings from this research link to The Better Work Action Plan (BWAP) released by the Government earlier this year, see Appendix 8 for a summary of the Six Tirohanga Hou initiatives (2023) implemented in order to lead to a more regenerative, high value and resilient industry (New Zealand Government, 2023). An industry where the operations of businesses are guided by purpose and values, contributing to a regenerative tourism system with thriving, engaged employees (New Zealand Government, 2023). The Ministry of Education has reviewed the tourism curriculum for NCEA Levels 7 and 8 and has developed the Four Big Ideas one of which is focused on ‘Tourism aspiring to be regenerative and to focus on an ethically responsible future’ (Ministry of Education, 2023). See Appendix 9 for a summary of the NCEA Tourism Curriculum and a summary of the Six Tirohanga Hou initiatives. There needs to be a unified collaborative and collective approach to better understanding and implementation of a regenerative tourism framework for the tourism industry in New Zealand.
For example, Flinders Island Tasmania has created a plan called "The Islander Way" (2023) aimed at transitioning towards a regenerative approach to tourism that involves collaboration with the local community. The goal is to create a system where the act of hosting visitors results in beneficial outcomes for the island, its inhabitants, and the natural environment, thereby contributing to a thriving local economy. The Island has a small population (1020) and is isolated with associated challenges of attracting and retaining its population. The tipping point for this project was the global pandemic and amendments made to their Destination Action Plan where ‘visitor growth’ implied visitor numbers, economic viability and spend. The shift has looked at new approaches and solutions towards a more values-based growth in the resilience and health of the community as a whole. This is disruptive and the island is still in a transition phase (The Islander Way 2023). It is important for our tourism industry to look at other initiatives to learn from these adaptations and look at ways to adopt a different approach.

This requires a transformation of the industry one that will bring with it disruption and resistance. Figure 7 below illustrates the transition process that Flinders Island is going through at present. Our industry will need to progress through this process in order for real change to happen.

Figure 7 Adaptation of Wheatley and Frieze’s theory of change, Berkana Institute. (As cited in The Tourism CoLab, 2022)

Higgins-Desbiolles et al (2020;2021) urge further ‘re-orienting’ of tourism, pivoting to become an industry for ‘public good’, regulating it further to control its scarce resources and, utilising government money only to be used for public good.

4.4 Tourism Education – Industry Interviews

The next set of questions the interviewees were asked followed the same premise as the previous theme of exploring learner capabilities and probed deeper to assess whether qualifications were valued more than soft skills. The broad questions asked were whether qualifications and training or attitude i.e., soft skills were more important when recruiting new staff. The sub themes are displayed in Table 12 below:

Table 12 Sub themes of the value of qualifications or attitude

| Experience and training are important (6 interviewees) |
| Qualifications are valuable (4 interviewees) |
| Attitude/stickability/resilience/passion (4 interviewees) |

The major finding that all six interviewees stated was that training and experience were needed in equal measure, while qualifications are valuable and evidence of soft skills are all important.
Two of the interviewees, saw training and qualifications as a valuable part of the recruitment process, emphasising the content of the training was an important aspect as well. See the findings below:

- “I would look for experience alongside training.” (Interviewee 1)
- “[training] provides us with better staff members and making them more employable”. (Interviewee 4)
- “The tourism and hospitality qualifications include HR, marketing, finance, also, tourism, hospitality and it builds in that business capability into the qualification which I think is great.” (Interviewee 6)

However, some division can be seen in the findings below and the differing points of view from two of the participants. Their views are that with a positive attitude a person can be trained while on-the-job, skills and qualification are not so important. See a sample of the comments below:

- “I think there’s lots of opportunities for on-the-job training and the whole micro credentials side of things, it's maybe an industry where you can learn from experience.” (Interviewee 2)
- “Attitude Always 100%....and then the skills and training we can work with.” (Interviewee 5)

Interestingly, interviewee 1, 3 and 4 all made the comments that in the current staff shortage crisis, they would employ someone with little training or experience if they had the right attitude.

- “I would say attitude… I think a lot of this is driven by the fact that we're in such a labour crisis that anyone with the right attitude could walk in. I don't think employers would be that picky around necessarily training” (Interviewee 3)
- “If they’re only about 50% of the way to where you would normally want a new employee to be, we shouldn’t be hesitating and will take them on". (Interviewee 4)
- “You can take those people on and take them under your wing and nurture them, and maybe they’ll be a dud, but maybe they’ll be the next superstar”. (Interviewee 1)

Similar sub themes are emerging from those in the previous theme of capability skill needs of learners, that attitude and drive or passion are the necessary criteria for entry into the tourism industry. The next sub theme that was analysed was the level of training required by industry. Participant options differed as they represented a variety of different tourism organisations with a wide variety of different job roles. The sub themes are represented in Table 13 below:

*Table 13 Sub themes of the level of training required*

<table>
<thead>
<tr>
<th>Degree over diploma (4 interviewees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification required if no experience (4 interviewees)</td>
</tr>
<tr>
<td>Qualification = level of responsibility (4 interviewees)</td>
</tr>
</tbody>
</table>

The participants answers varied with the explanation that it depended on the type of role and level of responsibility within that role. However, interviewee 7 and interviewee 2 had differing opinions regarding the level of qualification needed to supervise others. Interviewee 2 qualified
their explanation stating that a lower qualification would be accepted if that person had experience. See the comments below:

- “A degree always wins out but a diploma if a supervisory position” (Interviewee 7)
- “I would look at someone with a Level 3 level 4 for a supervisor role if they have had some opportunity to put what they have learned at Level 3 and 4 into practice” (Interviewee 2)

A differing opinion came from interviewee 1, claiming experience is needed alongside a qualification.

“You may have trained and done a degree, but you might not know how to supervise people”. (Interviewee 1)

These findings are inconclusive and may be influenced by the external factors of staff shortages, the effects of a global pandemic and an industry trying to recover from the many restrictions imposed by the borders being closed, international travellers starting to return and visa restrictions for international workers. An assumption could be made here that the employers previous positive experience with hiring staff that had qualifications would influence their perception of the value of a qualification and vice versa. The thoughts and opinions of the interview participants were divided, their only consensus was that they would consider anyone in the current staffing shortage environment with the right attitude, as attested by four interviewees.

The next question that followed on from the value industry place on education was whether the participants had robust in-house training programmes for staff and whether they would consider releasing staff for further training that is part of a qualification. The sub themes are displayed in Table 14 below:

Table 14 Sub themes of in-house training and release for further training

| In-house training programmes (5 interviewees) |
| Use of Service IQ (4 interviewees) |
| Have trained assessors in the workplace (4 interviewees) |
| Professional development (2 interviewees) |

Four interviewees mentioned Service IQ which is a workplace training specialist for the majority of Aotearoa New Zealand, offers workplace training and qualifications for the service industry. A sample of the respondents’ comments are displayed below:

- “We’re developing a training programme at the moment, we also work with Service IQ, some of the training will be on the job training and some of it will be training that we develop ourselves” (5 Interviewee)
- “So, all of our staff had the opportunity to participate in the service IQ, as an industry trainer, we have our own assessors” (Interviewee 4)
- “We are continually upskilling because you know you if you don’t continue to upskill and learning more and getting more knowledge, then what’s the point?” (Interviewee 2)
• “It comes back to the whole transferable skills thing, soft skills. All attitude is transferable to any job that you do” (Interviewee 3).

It can be seen from the findings above that this sample of the tourism industry value the support that an external training provider offers them alongside their own in-house training programmes. All the participant representatives, bar one were from medium sized organisations that have the capacity to provide some form of in-house training, supported by external industry recognised qualifications. However, in the current climate the proposition is that an employee with a ‘can-do’ attitude would be able to assist the business through the peak season and that in-house training would be conducted in the off-season.

4.5 Industry Focus Group

The focus group were asked a similar set of questions regarding the value they place on prospective employees having a qualification, please see Table 15 below:

<table>
<thead>
<tr>
<th>Sub themes of value of qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value life experience/work experience (4 FG)</td>
</tr>
<tr>
<td>Value Degree/Diploma (3 FG)</td>
</tr>
<tr>
<td>Value Sporting/other interests/teamwork (3 FG)</td>
</tr>
<tr>
<td>Value Leadership/stickability/passion/drive (2 FG)</td>
</tr>
</tbody>
</table>

Four of the group emphasised that any life experience including involvement in sports is a necessary indicator of proficiency for the job, especially if the prospective employee has a qualification but no experience, some examples are illustrated below:

• “I look at what other life experience they’ve had and for a young person just out of a tertiary institution, it’s hard. But I look at sporting interests. So, I measure the education levels against the other aspect I can see of their life, what work experience they’ve had. What sports have they done? what are their other interests?” (FG3)

• “If I had ones who do sports, who were doing extra study, I knew that they were gonna be a good employee because they were driven. They knew about teamwork because they’re part of a team and they would be focused”. (FG4)

The underpinning premise for three of the participants was the importance of some level of sporting, teamwork or leadership experience required for someone with no other industry experience, that would demonstrate their level of ‘passion’, ‘drive’ and ‘stickability’. This reinforces the proposition that soft skills are a necessary component, with or without the addition of a qualification. Focus group members 3 and 5 reinforce this assertion:

• “So, if you can have that experience alongside your diploma and then that really goes a long way and you’re much more likely to step up to supervisory level, you’re committed to this industry and you’ve gained some extra skills” (FG5)
• “So if it was at a leadership role and someone came in with a really high level of education but no experience and someone who had all the really good experience leading a team but absolutely no qualifications, I would give the role to the personal experience”. (FG3)

These findings further substantiate the theory of soft skills being an important component of a prospective employee’s skill set.

The focus group were also asked about further training opportunities that they offered their employees, the sub themes are displayed in Table 16 below:

Table 16 Sub themes of in-house training

<table>
<thead>
<tr>
<th>Sub theme</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service IQ (1FG)</td>
<td></td>
</tr>
<tr>
<td>Coaching (2FG)</td>
<td></td>
</tr>
<tr>
<td>Professional development (1FG)</td>
<td></td>
</tr>
<tr>
<td>Online/in house (1FG)</td>
<td></td>
</tr>
</tbody>
</table>

Interestingly the findings in this section indicate that Service IQ the industry training provider is not used by this group of participants and all their training is conducted in-house. The reason for this was not given. See a sample of the findings below:

• “So we used to push towards Service IQ a lot, but we’re not doing that so much, we got an online in house system now.” (FG1)

• “It's meant to be that coaching, just encouraging that coaching and formalizing it really. So professional development with an opportunity for them to progress” (FG3)

• “Very much in house because it's tailored to our needs. And service IQ kind of doesn't really come into it” (FG2)

The group mentioned on-line training as well as coaching as effective forms of professional development. Indicating that the training needed to be “tailored to our needs” (FG2). The assumption here is that the individual organisational needs are quite diverse and require specific skill sets.

4.6 Graduate Interview

The questions asked of the graduate interview participants took a slightly different focus. The emphasis for this group was to explore their experiences of completing the tourism diploma, their experiences during the course and whether they felt they used these experiences in their current roles. The reason for this was to gain an understanding of the content of the course and whether the soft skills they used help them in their present roles. The sub themes are illustrated in Table 17 below:

Table 17 Sub themes of experiences during study

<table>
<thead>
<tr>
<th>Sub theme</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork (3GI)</td>
<td></td>
</tr>
<tr>
<td>Communication/active listening/emails/phone calls/ report formatting (3GI)</td>
<td></td>
</tr>
<tr>
<td>Field trips/guest speakers/role plays/presentations/tour guiding (2GI)</td>
<td></td>
</tr>
</tbody>
</table>
Reflection on a trip (2GI)
The importance of creating a comfortable learning environment (1GI)
Self-awareness (1GI)

The findings include the many opportunities to communicate in written form and verbally, interpersonal communication in teams and reflecting on experiences as being highlights for the graduates, as shown in the sample above. One of the graduates emphasised the comfortable learning environment that enabled them to feel safe and able to speak up.

- “Doing the teamwork with the small teams that we had and working together and coming up with that plan for the business” (GI3)
- “We would have to physically go do a phone call or with the business in a box we had a physical thing I thought was really nice. All the learning was always interesting and everyone was always fun to have around, a reflection on the trip or the experience” (FG1)

One graduate commented on the use of reflection and their growing self-awareness while studying. The results from research conducted by the Learner Capability Project (2021) indicate that employers highly value ‘problem solving’ and ‘teamwork’ capabilities of graduates with ‘effective verbal and written communication’ and ‘interpersonal skills with the ability to think critically’ as ranked highly for employability. All the participants valued the teamwork experiences that they were involved in during their study. The next question that the participants were asked was about the level of qualification they achieved and whether it assisted them in obtaining employment.

Note: Two of the participants completed the Diploma in Tourism and went on to complete a degree and one participant completed the Diploma in Tourism. The sub themes are listed in Table 18 below:

<table>
<thead>
<tr>
<th>Table 18 Sub themes of level of qualification assisted in gaining a job</th>
</tr>
</thead>
<tbody>
<tr>
<td>My degree = level of responsibility (2GI)</td>
</tr>
<tr>
<td>My diploma helped get job (1GI)</td>
</tr>
<tr>
<td>I have a degree but no experience = no job (1GI)</td>
</tr>
</tbody>
</table>

As two of the participants continued to complete a degree and gained employment after that in industries other than tourism, an analysis was unable to be made about a diploma qualification helping a graduate to gain employment. However according to one participant the degree level assisted them in gaining more responsibility within their role.

- “I think that my previous studying has contributed to the level of responsibility I’m at now” (GI2)
- “I think that definitely having a marketing degree helped getting a job, but it didn’t help me as much as I would have liked to because I struggled a lot to get a job” (GI1)
One of the participants that gained employment in the tourism industry, was a mature learner and had years of ‘life experience’, they gained employment because “You got the job because you could communicate” (GI3), rather than the level or type of qualification.

Interestingly one participant was offered the opportunity to complete more study: “And maybe it appeared that I have the capabilities of being able to study further and I guess they give me quite a lot of responsibility” (GI2).

However, one participant’s lack of experience was detrimental to them gaining employment for some time. “I didn't get a proper job for like a year just because everyone wanted people that had at least a year or two experience” (GI1).

The findings correlate with those of the focus group emphasising that a qualification is important, but experience is more important.

Note: The assumptions made here are unclear as two of the graduates gained employment in marketing and childcare. These industries require different set of skills, qualifications and experience.

The participants were asked if they feel they use their skills developed through their qualification within their roles now. The sub themes are illustrated in Table 19 below:

<table>
<thead>
<tr>
<th>Sub themes of use of qualification in current roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone calls/emails/report formatting/presentations (2GI)</td>
</tr>
<tr>
<td>Booking systems (1GI)</td>
</tr>
<tr>
<td>Story telling(1GI)</td>
</tr>
</tbody>
</table>

Considering the diverse industries that the participants are employed in (tourism, marketing and childcare), the findings are focused on the soft skills rather than the management concepts that would have been taught within their degrees.

- “Phone and e-mail assignment, I mean in my current job I have to talk to a lot of parents on the phone and e-mail and talk to people frequently. The report formatting is also useful” (GI2)
- “We used to do a lot of presentations, just like doing the power poses before presenting. I feel like I still do those things now ”(GI1)
- “Learning systems like learning booking systems and all of that sort of thing is really good” (GI3)

The graduate working in a tourism business emphasised the importance that “You have to come up with the story. You know, you have to tell the story about the place” (GI3). This reinforces the proposition that story telling is a vital soft skill in the tourism industry.

The underlying premise from these findings are consistent with and reinforce the emphasis of soft skill requirements that the tourism industry favour.
4.7 Discussion

This section validates the assertion that there is an important need for a qualification to show ‘stickability’ but that practical experience is also highly valued.

Figure 8 Tourism Education Theme and questions (Authors own, 2023)

LO 2: Systematically evaluate the education and training requirements of learners for the transforming tourism industry, from a local perspective in a post pandemic workforce.

The research focused on whether qualifications are valued over soft skills. The findings contain several variables from different industry perspectives indicating a range of opinions and commentary. This data has been extrapolated from Tables 12, 15 and 17:

Figure 9 Triangulation of Tourism Education Findings (Authors own, 2023)

The evidence from the research suggests that industry values both a diploma and degree qualification, from the perspective of the graduate participants, they found that a degree qualification gave them more responsibility within their first job. Opinions differed significantly between the three groups about employability with or without a qualification. Overall, any practical experience i.e., sports, teamwork were seen as potential for employability.
These findings re-enforce the second goal of the Tirohanga Hou initiative, created by leaders of the tourism industry, unions and workers, government and iwi to implement the Better Work Action Plan. Fit-for-purpose education and training is needed. These initiatives recognise that a stronger education and training system is needed for the future of the tourism industry. Lewis-Cameron et al., (2020) and their research in transforming the Caribbean tourism curriculum, suggest that tourism education should be industry sensitive, socially engaged, values based and responsible. Industry sensitivity, as described by Mayaka and Akama (2007), Daniel, Costa, Pita, and Costa (2017), and Hsu (2018), refers to a collection of essential skills that include lateral thinking, creativity, and enterprise. These competencies enable individuals to gain both academic and practical appreciation of the operation, organisation, and management of tourism as a business activity (as cited in Lewis-Cameron, 2020). Socially engaged tourism education, as proposed by Higgins-Desbiolles (2006) and Kim and Jeong (2018), involves the development and packaging of educational programs that respond to societal development imperatives (as cited in Lewis-Cameron, 2020).

Values-based and responsible tourism education, as outlined by Pritchard et al. (2011), aims to prepare future leaders with strong ethical principles and a commitment to creating an improved tourism society regionally and globally. This includes fostering sustainable tourism development, proper stewardship of natural resources, and preserving local cultures, as advocated by Ruhanen and Bowles (2019) (as cited in Lewis-Cameron, 2020).

While the findings give a general indication of the value placed on both an education and soft skills the literature calls for a transformation of the way the tourism industry conducts business and in turn how education and training need to evolve to fit into that new space.

4.8 Soft Skill needs - Industry Interviews

The next set of broad questions that the interviewees were asked came under the topic of soft skill requirements of learners for the tourism industry. Soft skills can be defined as a set of accomplishments, talents and personal qualities that assist graduates in gaining employment with future success in their chosen occupations which aids the graduate, the workforce, the community and economy (Yorke & Knight, 2006). The focus of these questions was on key attributes and key skills employers look for in a prospective employee, and how these would be assessed during the recruitment process.

Industry Interviews

The sub-themes have been categorised and the first one is key attributes, see Table 20 below.
The first question asked was what key attributes the interviewees look for in prospective employees. A sample of the responses is shown below:

- “It’s personality, its attitude, its communication” (Interviewee 3)
- “How passionate are they about what it is that they’re selling or the experience” (Interviewee 5)
- “Good storytellers” (Interviewee 4)
- “You need to love what you do and have that passion, that enthusiasm” (Interviewee 6)

The predominant sub themes that emerged from the respondents were the key attributes of being able to effectively communicate stories and be a ‘people person’ with a good attitude. The overwhelming response from all participants was that they look for ‘passion’ in a recruit. All seven participants mentioned a variety of attributes that they felt were all also important for prospective employees.

The emerging insights from these respondents’ answers is the value they place on an employee having developed interpersonal skills. The second sub-theme that emerged from the question of key skills that employers look for is illustrated in Table 21 below:

<table>
<thead>
<tr>
<th>Key Skills (technical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifications (2 interviewees)</td>
</tr>
<tr>
<td>Health and Safety/First Aid (1 interviewee)</td>
</tr>
<tr>
<td>Health and Safety (1 interviewee)</td>
</tr>
<tr>
<td>Marketing (1 interviewee)</td>
</tr>
<tr>
<td>HR (1 interviewee)</td>
</tr>
<tr>
<td>Engineering (1 interviewee)</td>
</tr>
<tr>
<td>Chef (1 interviewee)</td>
</tr>
</tbody>
</table>

The participants were asked about skills in general, not specifically technical skills which can be defined as skills required for a job (Careers.govt.nz 2022). The participant answers are displayed below:
• “I think what having a diploma or certificate or showing that you’ve done some type of training…. that shows me that they’ve got stickability and resilience” (Interviewee 2)

• “The other technical skills will come; we will help with that” (Interviewee 5)

Interestingly all seven of the participants’ underpinning proposition was that if the prospective employee had a good attitude, training would be given for any technical skills needed. Interviewee 2 stated that gaining a qualification demonstrated “stickability and resilience” rather than the subject/technical skills learnt through the qualification itself. The last sub-theme that emerged from this set of questions was assessing candidates’ capability skills during the interview process. See Table 22 below:

Table 22 Sub themes of assessing capability skills during an interview

<table>
<thead>
<tr>
<th>Assessing capability skills during an interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probing questions (7 interviewees)</td>
</tr>
<tr>
<td>Situational questions (3 interviewees)</td>
</tr>
<tr>
<td>Personality testing (2 interviewees)</td>
</tr>
<tr>
<td>Telephone screening (1 interviewee)</td>
</tr>
</tbody>
</table>

All the participants used a type of interview process unique to their own organisations, they all used scenario-based questions that probed deeper and one interviewee mentioned that it was important to “go on the feel” (Interviewee 4) of the interview, while another emphasised that the interviewee had to have the “same ethos around empowering visitors” (Interviewee 2). A sample of the answers to assessing soft skills during an interview process are illustrated below:

• “They probably do situational based questions just to assess competency and to understand their thinking process” (Interviewee 5)

• “Recruiting for the reservations team, that's a lot of inbound calls and emails, we would undertake a telephone screen” (Interviewee 6)

• “And I think a lot of scenario-based interview questions. You know if this happens, what would you do? Give me an example of you know high stress situation” (Interviewee 2)

In summary these findings re-enforce the view that candidates with soft skills and a good attitude can be trained by the tourism organisation. However, with staffing shortages and the immediate issues of financial sustainability, the question is whether these organisations have the time or resources to train staff adequately.

4.9 Industry Focus Group

The focus group were asked two broad questions about the capability skills they required for entry into the tourism industry. Once again, the questions were formulated from the larger set of questions asked of the industry interviewees. The chosen questions for this group were what attributes they look for in a prospective employee and when recruiting what key skills,
they look for. The sub themes that emerged from the first question are highlighted in Table 23 below:

**Table 23 Sub themes of key attributes**

<table>
<thead>
<tr>
<th>Key attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication/listening skills (3 respondents)</td>
</tr>
<tr>
<td>People skills (3 respondents)</td>
</tr>
<tr>
<td>Personality (2 FG)</td>
</tr>
<tr>
<td>Good attitude (2 FG)</td>
</tr>
<tr>
<td>Problem solvers (2 FG)</td>
</tr>
<tr>
<td>Passion and integrity/respect (2 FG)</td>
</tr>
<tr>
<td>Flexibility and adaptability (2 FG)</td>
</tr>
</tbody>
</table>

The first question focused on attributes and a sample of the answers are illustrated below:

- "Hire for personality, train for skill" (FG 3)
- "Good workers with a good attitude and then, good people skills… problem solving, flexibility, think on your feet" (FG 1)
- "Attitude, some people skills in this industry” (FG 5)
- "Passion and the integrity for what they’re doing and especially respect for themselves” (FG 4)

Analysis of the interviewee responses merged with the focus group responses produced similarities and the key attributes that the focus group value is being able to effectively communicate and be a ‘people person’ with a good attitude, these sentiments echo the sub themes from the interviewees, with focus group member 2 stating “that's communication and it’s people skills”. The most desirable learner capabilities in the Learner Capability Framework (LCF) are listed as ‘communicates effectively verbally and displays effective interpersonal behaviour’ (LCF Project, 2021), this echo’s the sentiments of this group of industry professionals.

The second sub-theme that emerged from the question asked about the skills industry looks for during the recruitment process are listed below in Table 24:

**Table 24 Sub themes of key skills**

<table>
<thead>
<tr>
<th>Key Skills (technical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma (1 FG)</td>
</tr>
<tr>
<td>Finance (1 FG)</td>
</tr>
<tr>
<td>Sales (1 FG)</td>
</tr>
<tr>
<td>Natural history (1 FG)</td>
</tr>
<tr>
<td>Cultural skills (1 FG)</td>
</tr>
<tr>
<td>Leadership skills (1 FG)</td>
</tr>
</tbody>
</table>
There was a variety of skills discussed and highlighted as a requirement by this group as their businesses are all quite diverse and they require different technical skill sets. No dominant themes emerged but one of the focus group participants summed up the requirements by stating “hire for personality, train for skill” (FG3).

- “Diploma level, just enough hard skills to get them through the door” (FG2)
- “Financial sense, sales skills, just commercial skills really” (FG4)
- “Digital skills…. boat skills, natural history skills” (FG5)
- “Accessibility or cultural skills…. understanding other cultures” (FG3)
- “When do you lead and when do you follow?” (FG6)

The findings from this section strengthen the proposition that while technical skills are important a person’s attitude and passion for the industry would give them the opportunity to gain a position in the business in the first place, “problem solving… like adaptability, flexibility, think on your feet” (FG1), these are all sentiments echoed by all members of the focus group.

4.10 Graduate Interview

The third group that were interviewed were recent graduates of the New Zealand Diploma in Tourism and Travel (level 5) a one-year diploma that is taught at Otago Polytechnic in the School of Business. The initial sample size was not determined beforehand and this is known as non-random sampling (Neuman, 2006). The decision was made to conduct a group interview on-line as the graduates were spread around the country. It could be questioned that the sample size was not large enough, however it is believed that enough data was collected to be able to measure the findings against the other two research groups of interviewees and focus group participants.

The questions asked were what soft skills did you learn while studying tourism at Otago Polytechnic and how were they learnt? Also, were you asked about your soft skills during an interview process?

Note: the group were given a definition of soft skills as the interview commenced. As per this definition: Soft skill or learner capabilities can be defined as a set of accomplishments, talents and personal qualities that assist graduates in gaining employment with future success in their chosen occupations which aids the graduate, the workforce, the community and economy (Yorke & Knight, 2006).

The sub themes are listed in Table 25 below and indicate a range of soft skills.
The participants responses were consistent with findings from the interview and focus group participants and a sample of the responses are illustrated below:

- “Communicating with our classmates…organisational skills…. prioritising and goal setting” (GI 2)
- “Communicating when we did those phone assignments…. museum tour guiding” (GI3)
- ” Active listening, self-awareness, a few group projects. It was good to work with different people “(GI1)

The key findings from this group include the importance of a variety of communication skills for example public speaking, conversations over the phone and communicating with diverse groups of people.

Evidence from the literature includes research from Otago Polytechnic that emphasise the importance of effective communication. Their research indicated that employers value the ability in their staff to be able to engage in conversation and clearly communicate a message to a variety of people and these attributes are vital in any workplace (LCF Project, 2021). Other essential interpersonal skills are the ability to listen, read body language and connect with customers and work mates (LCF, 2021).

The second broad question that was asked of the group interview participants was whether they were asked about their soft skills during an interview.

A sample of the responses is displayed below:

- “I had to do a presentation. Organisational skills I had to organise a whole campaign and then show them the timeline, which I learned a lot throughout my studies because we used to do like, Gantt charts, writing content for social media, writing blog posts for our websites” (GI1)
• “You got the job because you could communicate” (GI3)

• “One of the interviews that I just did for this job... they said about the reflection. They said how would you take on constructive criticism of a manager who came up to you and wanted to give you feedback, how would you react to that kind of thing?” (GI2)

The findings were enlightening and suggest that the practical components taught during the tourism course and the competency-based style of interview processes different industries apply, highlighted the graduate’s soft skill capabilities and confidence. As one participant emphasised “I’m more comfortable approaching different people [now]. My biggest fear was public speaking” (GI3).

4.11 Discussion

This section discusses the overall findings in relation to importance of soft skill development during education and the assessment of soft skills during an interview.

Figure 10 Soft Skills theme and questions (Authors own, 2023)

LO3: Explore and evaluate new models of delivering tourism training and education in the future.

The analysis of soft skill attributes from the interviewees, the focus group and the graduate interviewees can be seen below. The reason for this triangulation of measures ensures that ‘attribute’ requirements have been measured in more than one way (Neuman, 2006). This data has been extrapolated from Tables 20, 23 and 25:
Across all the participants the finding of effective communication was prominent indicating an important conclusion, one that is reinforced by researchers from Otago Polytechnic that developed the Learner Capability Framework (LCF) with 25 capabilities identified as being important for employment “The key to supporting learners for this constantly changing environment is the development of capabilities, or transferable skills, that can be applied in multiple and fluid work situations” (Learner Capability Framework: Research project, 2021, p.7). The emerging focus respondents have given to these ‘capabilities’ can be mapped against the Learner Capability Framework. The top four capabilities being:

- Communicates effectively verbally.
- Displays effective interpersonal behaviour.
- Works in teams
- Solves problems.

**Effective communication, people and listening skills.**

From my data it shows the industry requires employees with good verbal communication and interpersonal skills with passion while the graduate group emphasised the range of soft skills like listening skills and problem solving, they experienced during their study experiences. This supports the latest data out from the *World Economic Forum* on the necessary skills needed by the work force for 2025 are problem-solving, self-management, working with people and technology use/development (World Economic Forum, 2020). The types of training required may take the forms of on-line up-skilling, internal workplace training and external consultants. This report also notes that even though digital technologies are making it easier for people to
acquire new skills, individuals will still require both the financial resources and free time to take advantage of new prospects (Whiting 2021). This aligns with goal 5 of the Better Work Action Plan (2023): lifting technology uptake and innovation to support better work.

Note: The graduate sample group were not asked this question, the assumption being that they had made the commitment to one or more years of study to gain a qualification, implying that they realised the value of gaining key technical skills.

The assumption from this data and the individual requirements of industry are that, while a qualification is important there needs to be a range of generic skills within the qualification to fill the requirements of each industry need. The other data analysis was wide ranging, including the range of technical requirements from the industry. Interviewee and graduate interviewees were asked about how capability skills were assessed during an interview. This analysis indicates the value of using competency-based questions in an interview. The process provides the opportunity to assess both technical and personal attributes of the applicant. The assumption being the value placed on both capabilities, soft and technical.

Predictions can start to be made regarding the future of gaining technical and practical skills for the tourism industry. Does the learner spend more time in the workplace gaining the technical and soft skills required while being assessed by an external institution? As outlined in the literature review Work-integrated learning (WIL) is not a new concept in training and education but according to Khuong (2016) it can often be mistaken for just completing an internship or work placement. Others argue it is much more than that and can be used to incorporate a wide range of activities with strong links and support from industry partnerships (Macdonald et al., 2014). This type of education and training can take many forms but according to Lawson et al., (2011) the strong focus is on industry-referenced knowledge, skills and attitudes that are integrated into the development of professional capabilities through activities, learning and teaching experiences. This encompasses industry simulation, industry practitioner delivery and industry placement.

4.12 Sustainable Education – Industry Interviews

The interviewees were asked their opinions of changing the traditional classroom teaching of tourism to a hybrid model where an employee could study while working using blended, online and evidence collecting as part of their assessment.
Based on the responses of the seven interviewees, there is a significant interest in a hybrid training model for tourism. “I think a hybrid work and study system will work well”. (Interviewee 1). Additionally, real-time on-the-job training is also viewed as important. “I think you do have to be flexible or adaptive. I think you know being able to have a face-to-face aspect should always be available, but online is a fairly consistent tone”. (Interviewee 2)

However, the lack of government investment and funding appears to be a concern for a majority of the interviewees, as they believe that more funding and incentives would help support training. “I think funding and incentives that that would really support training in the workplace” (Interviewee 6).

Overall, there is a strong interest in hybrid training models and on-the-job training, but that financial support from the government and practical considerations are also important factors to consider.

The interviewees were asked what would have the most impact on the industry in the future. The findings are shown in Table 28 below:

<table>
<thead>
<tr>
<th>Sub themes of factors having the most impact on the industry in the future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workforce issues/more stable workforce needed/building capability and resilience/flexibility/grow skills and capability in-house (6 interviewees)</td>
</tr>
<tr>
<td>Migrant workers not the answer (3 interviewees)</td>
</tr>
<tr>
<td>Fatigued business owners/people leaving the industry (2 interviewees)</td>
</tr>
<tr>
<td>Businesses need to move forward in a regenerative way (1 interviewee)</td>
</tr>
<tr>
<td>Model needs to change its about training and educating staff (1 Interviewee)</td>
</tr>
</tbody>
</table>

The findings from the interviews suggest that workforce issues, building capability and resilience, and growing skills and capability in-house are viewed as the most important factors that will impact the tourism industry in the future. The interviewees noted that there is a need for a more stable workforce, and businesses need to be flexible and resilient to adapt to changing conditions.

Additionally, half of the interviewees expressed concerns about the use of migrant workers, with three interviewees stating that they do not view this as a viable solution to the workforce.
shortage issue. Two interviewees also noted that business owners and employees are fatigued and leaving the industry, which further exacerbates the workforce issue.

However, there were also positive comments regarding the attitudes and perceptions of tourism, with two interviewees noting that there is a shift towards more positive attitudes and perceptions. One interviewee also suggested that businesses need to move forward in a regenerative way, which may involve changing the current training and education model. “Education and training are going to have the biggest impact. Business moving forward and in a regenerative kind of way” (Interviewee 1).

The workforce issues and building capability and resilience are viewed as critical factors that will impact the tourism industry in the future. “Availability of resources there aren't enough people for the jobs that are coming. So having an available, accessible workforce, it's a huge challenge for those who sit in the regions” (Interviewee 5).

While the use of migrant workers is not seen as a viable solution by some, there is a need for businesses to be flexible and adaptable to overcome the workforce shortage issue.

The next question asked was the capability skill needs of the future leaders in the industry, the findings of which can be seen in Table 29 below:

| Business leaders need to be flexible, generalists/resilient/empathetic/collaborative/patient/proactive/empowering/Innovators (5 interviewees) |
| Feedback and engagement/give good recognition/Strategies to retain staff (2 interviewees) |
| Strong communication/having tough conversations (1 interviewee) |

Based on the responses of the interviewees, tourism leaders in the future will need to possess a range of capabilities and skills to succeed. Five interviewees emphasised the need for leaders to be flexible, generalists, resilient, empathetic, collaborative, patient, proactive, and innovative.

Two interviewees also noted that leaders should focus on providing feedback and engagement, giving good recognition, and implementing strategies to retain staff.

“Leaders need to be able to be flexible, motivate their teams, provide constructive feedback and be engaged”. (Interviewee 7). These factors are essential in building a strong team and keeping staff motivated and engaged.

Another interviewee highlighted the importance of strong communication and having tough conversations. This skill is critical in managing difficult situations and addressing issues that may arise within a team or organisation. “Strong leadership skills and within there, tough
conversations, coaching conversations, honest conversations, good recognition and innovators and good ideas” (Interviewee 5).

The findings suggest that successful tourism leaders in the future will need to possess a combination of technical skills, such as innovation and collaboration, as well as soft skills, such as empathy and communication. The ability to engage and retain staff is also a critical factor in building a strong team and ensuring the success of the business.

4.13 Industry Focus Group

The focus group were asked the same question about changing the traditional classroom teaching of tourism to a hybrid model where an employee could study while working using blended, on-line and evidence collecting as part of their assessment. The findings can be found in Table 30 below:

Table 30 Sub themes of hybrid training model and level of investment

| Class sessions would work in the low season/staff training that works with the seasons (2FG) |
| Apprenticeship type training would work (1FG) |
| Job sharing would work as hard to release staff for training (1FG) |
| Funding needed to encourage more people into the industry (1FG) |
| Staff costs are huge (1FG) |

Based on the focus group findings, there are several insights that can be drawn regarding a hybrid training tourism model and the level of investment required. As indicated by two FG participants, class sessions would work well during the low season, when tourism businesses may have more capacity to release staff for training without affecting their daily operations. This suggests that training opportunities may be more feasible if they can be scheduled during slower periods.

Other comments were more generalised for example apprenticeship-type training was one idea, job-sharing and training during the off-season for staff.

One FG participant suggested that external funding may be necessary to encourage more people to enter the tourism industry. “I think if we can use funding to actually encourage more people into the industry, that’s where I think we really need the help”. (FG4).

This proposes that government or industry support may be required to address skills shortages and promote tourism careers. One FG participant noted that staff costs are a significant factor in the ability of tourism businesses to provide training opportunities, particularly during the off-season when revenue may be lower. “I think if we can use funding to actually encourage more people into the industry, that’s where I think we really need the help” (FG5). This suggests that external funding or support may be necessary to make training more feasible for businesses.
These insights suggest that a hybrid training tourism model may be most effective if it can be tailored to the specific needs and constraints of tourism businesses. For example, training opportunities may need to be scheduled during low seasons, integrated into existing staffing models, and supported by external funding or resources to make them feasible for businesses.

The focus group were asked the same question as the interviewees regarding factors that will have the most impact on the industry into the future. The findings are illustrated in Table 31 below:

<table>
<thead>
<tr>
<th>Table 31 Sub themes of factors having the most impact on the industry in the future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff anxiety/mental health/lacking in confidence (2FG)</td>
</tr>
<tr>
<td>Calibre of staff coming through is low (1FG)</td>
</tr>
<tr>
<td>Wellbeing programmes needed (1FG)</td>
</tr>
</tbody>
</table>

Based on the Focus Group’s responses the three main findings are as follows: Calibre of staff coming through is low: This suggests that there may be a need for more education and training for individuals looking to enter the tourism industry. It could also mean that companies need to improve their hiring practices to attract more qualified candidates. “I’m worried about It’s just the calibre of staff that are coming through. The effects of COVID on skill, the students and their anxiety in the mental health. The effect that’s gonna have for industry later on. … are you going to employ someone who hasn’t got confidence?” (FG3)

These findings indicate that companies in the tourism industry need to focus on improving the skills and wellbeing of their employees to meet the challenges of the future. By investing in education and training programs, mental health resources, and wellbeing initiatives, companies can attract and retain high-quality employees who can drive the industry forward.

<table>
<thead>
<tr>
<th>Table 32 Sub themes of capability skills needed for industry leaders in the future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellbeing (3FG)</td>
</tr>
<tr>
<td>Determination/drive/ambition/think on your feet/problem solve/resilience (2 FG)</td>
</tr>
<tr>
<td>Effective communicators/experience (1FG)</td>
</tr>
<tr>
<td>Risk management (1 FG)</td>
</tr>
</tbody>
</table>

Based on the focus group responses, there are several soft skill needs that future leaders in the tourism industry should possess. Wellbeing was mentioned by the majority of the focus group participants, indicating the importance of leaders prioritising the mental and physical health of their employees. Leaders who prioritise employee wellbeing can create a positive and productive work environment, which can lead to increased job satisfaction, reduced turnover rates, and improved business outcomes (Gavin et al., 2020).
The focus group responses suggest that future leaders in the tourism industry need to possess a wide range of skills, from strong communication and risk management skills to resilience and determination. Prioritising employee wellbeing is also crucial for building a positive and productive work environment. By developing these skills and qualities, leaders can successfully navigate the challenges of the tourism industry and drive long-term success.

4.14 Graduate Interview

The graduate group were asked the question of hybrid training from the perspective of them considering further study while in full-time employment. The findings from the interview are in Table 33 below:

**Table 33 Sub themes of considerations of further study while working**

<table>
<thead>
<tr>
<th>Sub themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-line study/day release for study (2GI)</td>
</tr>
<tr>
<td>Mix it up/hands on/take your time (1GI)</td>
</tr>
<tr>
<td>Good way to do it/deeper understanding (1GI)</td>
</tr>
</tbody>
</table>

Several key findings have been identified regarding the graduates' inclination to pursue further study while simultaneously being employed, based on their responses. On-line study/day release for study: This was mentioned by the majority of the graduates, indicating that they are open to the idea of pursuing further education while still working. This finding suggests that offering these types of programs could be an effective way to support ongoing learning and development among employees.

Overall, the graduates' responses suggest that many are open to the idea of pursuing further study while working, and that there are a variety of approaches that can be effective in supporting ongoing learning and development. Companies that offer flexible, convenient, and varied learning opportunities may be better positioned to attract and retain top talent, and to help their employees continue to grow and develop in their roles.

The graduate interviewees were asked the question about work incentives to study from the perspective of them as employees rather than the employer’s perspective. The findings can be found in Table 34 below:

**Table 34 Sub themes of whether work incentives would encourage study while working**

<table>
<thead>
<tr>
<th>Sub themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work subsidy would push me to study (2GI)</td>
</tr>
<tr>
<td>Train up the junior (1GI)</td>
</tr>
</tbody>
</table>

The response of a work subsidy pushing an employee to study suggests that financial incentives, such as a work subsidy or financial assistance with tuition costs, may be a significant motivator for some graduates to pursue further study while working. “I think definitely a work subsidy with living costs up here. I think that would also even more push me
to study because I know that financially I have support there as well as actually being able to do my study and also then get the experience physically in the centre as well" (GI2). This finding highlights the importance of considering the financial burden that further education can place on employees, and the potential benefits of offering financial support or subsidies to encourage ongoing learning and development.

The response of ‘training up the junior’ suggests that some graduates may be motivated to pursue further study to advance their career and take on more senior or leadership roles within their organisation. However, it also suggests that they may be motivated to share their knowledge and expertise with more junior employees, potentially through mentoring or training programs. I think sometimes it would just be easier for businesses, would be happy with a junior. And they're like, yeah, we'll train you cool. Like, problem solved (GI3). This finding highlights the potential benefits of creating a culture of knowledge sharing and mentorship within the workplace, which can help to build skills and knowledge across the organisation and support ongoing learning and development.

Overall, the graduates' responses suggest that financial incentives and opportunities for career advancement and mentorship may be effective ways to encourage ongoing learning and development while working. Companies that recognise and support these motivations may be better positioned to attract and retain top talent, and to create a culture of continuous learning and improvement.

4.15 Discussion

The evidence from the findings indicates studying while working was a desirable option. Flexibility appears to be the key here with the opportunity to provide a mix of delivery styles that suit the changing needs of the tourism industry. The future needs of the industry are complex and varied.

Figure 12 Sustainable education theme and questions (Authors own, 2023)

The Gateway program is a government effort through Te Pukenga that facilitates the transition of secondary school students from education to employment. It provides an opportunity for
students to get a glimpse of the working environment while still in school, combining hands-on experience with structured learning (Te Pukenga, 2022). There is capacity from the amalgamation of 16 polytechnics to move more into the realm of Work Based Learning as cited by Beaglehole (2023). Te Pūkenga has begun providing an integration of on-the-job and classroom learning to support learners, employers, and communities in acquiring the skills, knowledge, and capabilities needed in Aotearoa New Zealand, both now and in the future. On-the-job training is aimed at various primary sector industries such as agriculture, horticulture, and processing, among others. It is unclear yet whether this will extend into the tourism sector and what the regional educational offering will look like. As previously mentioned, little is being done to progress the re-development of the tourism qualifications and little is known about the format of delivery these qualifications will take. There is a real need for a more co-ordinated ‘gateway’ type and Work Based Learning approach between education providers, industry and the government.

These findings are inconclusive but do address the immediate concerns that the industry is facing and sets the scene for ensuring a more robust source of skilled employees for the sustainability and stability of the tourism workforce into the future. This data has been extrapolated from Tables 27, 30 and 33:

Figure 13 Triangulation of future focus for tourism programmes (Authors own, 2023)

Business leaders in the future may need a different set of capability skills to navigate the complexities of a post covid environment with unpredictable changes in the climate and a call for changes in behaviour. Tourism education focus needs to be on training and development for future leaders in the tourism industry. Cave et al., (2022) state that transformational leaders for the future need to have a strong ethical stance, self-awareness, collaboration and involvement from all communities. Their stance is that a regenerative tourism outlook can be
hindered by entrenched cultural norms, power dynamics and complicated organisational structures. Cave et al., (2022) opinion is that extra resourcing is needed, fresh perspectives and examples from other countries to facilitate communication about regenerative tourism and leadership of this into the future. This focus is needed in education programmes.

4.16 Cultural Competency – Industry Interviews

The interviewees were asked from their industry perspective what tikanga should be taught in tourism programmes. A summary of their responses is detailed in Table 35 below:

Table 35 Sub themes of aspects of Tikanga that should be taught.

<table>
<thead>
<tr>
<th>Sub themes of aspects of Tikanga that should be taught.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whakapapa/pepeha/karakia/Protocols/welcoming visitors/mana whenua’s expectations (3 Interviewee)</td>
</tr>
<tr>
<td>Cultural identity (3 Interviewee)</td>
</tr>
<tr>
<td>Diversity/inclusion (3 Interviewee)</td>
</tr>
<tr>
<td>Values/manaakitanga/kaitiakitanga/environmental sustainability/values-based business planning/regenerative tourism (3 Interviewee)</td>
</tr>
<tr>
<td>Quadruple bottom line – financial, social, cultural and environmental/ (2 interviewees)</td>
</tr>
<tr>
<td>Te Whare Tapa Whare/wellbeing/resilience (1 Interviewee)</td>
</tr>
<tr>
<td>Treaty of Waitangi (1 Interviewee)</td>
</tr>
</tbody>
</table>

This analysis shows that whakapapa, pepeha, karakia, having a cultural identity and embracing diversity and inclusion are practices that are valued by the industry. These are seen as significant cultural practices that help maintain cultural identity and provide a sense of connection to the land, a sample is evidenced below:

- “Manaakitanga and Kaitiakitanga, look after the land and the people will thrive”. (Interviewee 3)
- “More of the Māori language aspect I think that will be really important to educate into the workplace, but I think it’s important to understand the local heritage where you are delivering your business, māori stories”. (Interviewee 6)

The incorporation of Māori values such as Manaakitanga and Kaitiakitanga were indicated as being important cultural practices. Ensuring businesses are environmentally sustainable and have a positive impact on the community are also important.

Responses from the question of what level of Māori language should be taught was emphasised as very important from all seven interviewees. They all agreed that there needed to be a basic understanding in the workplace. Table 36 below indicates the responses.

Table 36 Sub themes of level of Māori language that should be taught

<table>
<thead>
<tr>
<th>Sub themes of level of Māori language that should be taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic te reo greetings/ used in everyday correspondence (7 interviewees)</td>
</tr>
<tr>
<td>Pepeha/karakia at meetings (3 interviewees)</td>
</tr>
<tr>
<td>Build the culture into the workplace (2 interviewees)</td>
</tr>
</tbody>
</table>
Some of the specific comments from the interviewees can be seen below and indicate oral proficiency, especially around proficiency of place names but also with some ability in the written form.

Sample of interviewee comments:

- “I think being confident to be able to sign off an e-mail and to greet someone genuinely and warm welcome in Te Reo Māori I think it’s really important part of our culture and heritage in New Zealand”. (Interviewee 6)
- “Being able to create a sense of cultural identity with the tours that we operate, but even down to the basic pronunciation of the places that you’re visiting. I think it’s really important”. (Interviewee 2)

The interviewees were asked about the value of learners participating in marae (a traditional meeting place of the Māori people of New Zealand) visits and whether this was considered a valuable part of their tourism education. Four of the participants considered this experience to be of benefit to learners in terms of building relationships. In contrast three of the participants felt it is important to learn about other indigenous cultures as well. See Table 37 below:

<table>
<thead>
<tr>
<th>Sub themes of the value of learners visiting a marae</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding marae customs and protocols/understanding the role of marae/ powhiri training (4 interviewees)</td>
</tr>
<tr>
<td>Building relationships with mana whenua (2 interviewees)</td>
</tr>
<tr>
<td>Understanding other indigenous cultures (3 interviewees)</td>
</tr>
</tbody>
</table>

These findings suggest that for many individuals, entering a marae can be intimidating if they are not familiar with the cultural customs and traditions. Therefore, it is important to have a foundation of knowledge about the marae and to learn in a safe space before entering one. This can help individuals feel more prepared and comfortable when entering a marae setting.

Sample of interviewee comments:

- “Actually going into marae scenarios are pretty intimidating. So, if you have that foundation and a safe space where you have been learning [then you are more prepared]” (interviewee 1)
- “I think understanding the mechanics of a powhiri understanding the mechanics of the marae where you are. What happens in this space? who these people are on the walls? Why these carvings are the way they are? So actually bringing it to life for them, because for many of them they wouldn't have stepped onto a marae”. (Interviewee 2)

The suggestion here is that cultural education and preparation can help individuals feel more comfortable and confident when entering a marae and can enhance their understanding and appreciation of the rich cultural traditions and customs of the Māori people.

4.17 Industry Focus Group

The focus group was questioned about the significance they attributed to learning about the Māori culture for the tourism industry’s future. Table 38 illustrates the findings below:
Six participants emphasised that there is a need for increased understanding of Māori business practices and indigenous perspectives on how business is conducted. This could involve learning about Māori history and traditions, as well as undertaking language training in Te Reo. The importance of storytelling is also highlighted, particularly when it is performed by the appropriate individuals in the right context. This can help to communicate important cultural knowledge and values.

The group recognised the significance of sharing Māori traditions with international tourists, which can help to increase understanding and appreciation of Te Ao Māori (the Māori world) and Māori society. The participants indicated that visitors are interested in learning about the history and culture of the indigenous people of Aotearoa New Zealand, and it is important to provide them with accurate information.

- “We find that international tourists have a lively curiosity about Te Ao Māori and the society more than the natural view, but I’m busy pushing where māori came to this country and then Europeans came and what changes were made, how māori lived in this land” (FG4).

The third comment focused on understanding Māori values and how they can be integrated into business practices. This suggests that the group recognises the importance of cultural values and how they can guide decision-making in a business context, “Around understanding the values and what does that mean in a business context and how can you actually put that into context and deliver it in the right way” (FG2).

The alternate viewpoint below emphasises the importance of Māori people being able to tell their own stories and control the narrative. This reflects a view that Māori history and traditions are a taonga (treasure) that should be protected and shared by Māori themselves, rather than being appropriated by others.

“So, I think it’s really important for mana whenua to be able to tell the stories specific to this area because they should be deciding which kai tahu narratives, stories they would like told at institutions and how they would like them told because I don’t feel it’s our story to tell” (FG1).

These viewpoints suggest a recognition of the importance of Māori culture, values, and history in business and society, and a desire to promote greater understanding and respect for Te Ao Māori (Hikuroa, 2017).
The focus group were asked what level of Māori language should be taught and Table 39 below highlights two different sub-themes.

Table 39 Sub themes of level of Māori language that should be taught

<table>
<thead>
<tr>
<th>Sub themes of level of Māori language that should be taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Te Reo Māori training (FG5)</td>
</tr>
<tr>
<td>Introductions/engagement with the language/build a rapport/mihi/pronunciation (FG3)</td>
</tr>
</tbody>
</table>

The first sub-theme, identified by FG5, is focused on Te Reo Māori training as can be illustrated from this comment “and then we are going into Te Reo training for all of our staff” (FG5). This links to findings from the Industry Interviews in Table 39 above.

This suggests a desire for more comprehensive language education that covers a range of topics beyond just basic introductions or greetings. This sub-theme reflects a recognition of the importance of Te Reo Māori as an integral part of Māori culture and identity.

Overall, these findings suggest a willingness to learn and incorporate Te Reo Māori into daily business operations, which aligns with the Māori concepts of whakawhanaungatanga (building relationships) and manaakitanga (hospitality and kindness). Incorporating Te Reo Māori in business practices also reflects a wider recognition of the importance of Māori culture and identity in Aotearoa New Zealand.

4.18 Graduate Interview

The graduates were asked during their group interview, if they believed there was much Māori content taught in the tourism programme. Their responses are shown in Table 40 below:

Table 40 Sub themes of Māori taught during study

<table>
<thead>
<tr>
<th>Sub themes of Māori taught during study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different culture/diversity taught (GI2)</td>
</tr>
<tr>
<td>Māori values/kaitiakitanga/manaakitanga/whanaungatanga (GI1)</td>
</tr>
<tr>
<td>Limited Māori content (GI2)</td>
</tr>
</tbody>
</table>

A summary from the graduate responses indicates there was little Māori content taught and that there is a need to study other cultures as well as the Māori culture. There is also a recognition of the importance of Māori values such as kaitiakitanga (guardianship), manaakitanga and whanaungatanga. This highlights the need for a more inclusive approach to education that includes a greater focus on Māori culture, language, and values as shown in the comments below:

“It’s worth putting Māori heritage and history into a travel and tourism course because that’s what the people see New Zealand is”. (GI2)

All the graduates had gained employment since achieving a qualification and they were asked about the amount of tikanga Māori that they used in the workplace daily. The findings are shown in Table 41 below:
Based on the responses given by the graduates, it appears that there is some level of engagement with tikanga Māori in the workplace. The most used tikanga Māori practice is karakia, which was mentioned by GI2 in their response.

- “We do a karakia and every time before we eat, they use like whare paku for toilet and they use different language like Kai. And we sing a lot of Māori songs just to introduce the basics, I use like kia ora and morena in my emails and stuff like that most days”. (GI2)

This suggests that there is some level of recognition of the spiritual and cultural significance of karakia, and that it is being used to some extent in the workplace.

The use of basic Māori words, Māori songs, greetings, and correspondence were mentioned by all three graduates, indicating that there is some level of effort to incorporate Te Reo Māori into workplace communication. This could be a positive sign of recognition of the importance of Te Reo Māori as an official language of New Zealand. Māori history and heritage were mentioned by GI2, suggesting that there is some interest in learning about and acknowledging Māori history and culture in the workplace. This could be an indication of a growing awareness of the importance of biculturalism and the Treaty of Waitangi in New Zealand. “Last week was Māori language week. Me and some other girls did a, we’re great teams, we videoed ourselves and saying greetings and stuff which was quite nice so just use it within like my emails and use whanau a lot more. I would like to do a part time Māori course” (GI1).

This would connect further by the mention of storytelling by GI3, indicating that there may be some level of recognition of the importance of oral traditions and storytelling in Māori culture. “You start with a base: good morning/Hello/How are you? Knowing the name places and just knowing a little bit of important history about what happened to the Māori in Otago, you have to tell the story about being in place” (GI3)

Overall, these findings suggest that while there was little Māori content taught in the tourism programme there is some level of engagement with tikanga Māori in the workplace, although the extent of this engagement varies between individuals. There may be opportunities for further development in this area, particularly around the use of Te Reo Māori and the incorporation of Māori history and storytelling into tourism education programmes and the workplace culture.
4.19 Discussion

The research findings illustrate that participants from all the groups value and practice some form of tikanga in the workplace, but all to different degrees, demonstrating different stages of competence. The research evidence shows there is a need for a cultural framework of practice that can be implemented in the workplace and a need for a comprehensive educational model that incorporates tikanga, Māori language, customs and protocols in tourism education.

Figure 14 Cultural competency theme and questions (Authors own, 2023)

LO4: Critically evaluate and enhance understanding of cultural practice that leads to more culturally responsive tourism education.

Matunga et al., (2020) call for a framework of practice to align with the emerging concept of regenerative tourism which includes the potential to enhance appreciation and knowledge of mātauranga (knowledge) and tikanga (customs) Māori among the tourism industry and the communities it serves. Goal 4 of the Tirohanga Hou initiative from The Better Work Action Plan involves ‘improving cultural competency and ensuring authentic storytelling within the industry’. It falls short of suggesting a framework of practice for building cultural competency throughout the sector (See Table # for Tirohanga Hou Initiatives).

Further research would be needed to investigate the extent to which tourism organisations promote the Māori culture as part of an authentic kiwi experience and how tourism organisations practice cultural competence and to what extent. This includes the use of the Māori language to indicate and promote a bi-cultural society, the majority of the research participants used the Māori language to some degree during their workday. This data has been extrapolated from Tables 35, 38 and 40:
The use of storytelling featured prominently and numerously in the findings section as evidenced by Tables 11, 19 and 41 in the Regenerative Tourism, Capability Skills and Cultural Competency sections. This traditional form of communication by Māori is being recognised more as a powerful form of creating more authentic and meaningful experiences for visitors in the tourism industry. According to Howison et al., (2017), storytelling in the tourism industry can be used more effectively to create a more immersive and authentic experience for visitors. By sharing stories that connect visitors to Māori culture and history, tourism operators can help visitors gain a deeper understanding and appreciation of the Māori way of life. There was insufficient evidence from the findings to ascertain the importance of marae visits.

The findings and this discussion have provided rich data for the basis of the conclusion and recommendations that will follow.
Chapter Five – Recommendations and Conclusions

The recommendations formulated below are based on the findings and discussion sections and wider research of the literature and address the research question: *What approaches can be taken by Otago Polytechnic/Te Pūkenga to provide a sustainable and effective tourism program that accommodates the needs of a dramatically altered environment?*

Figure 16 encapsulates a need for flexible industry-based education that provides the industry with culturally competent, resilient storytellers that have passion and a regenerative design approach to a sustainable future for the tourism industry.

*Figure 16 Recommendations for a regenerative tourism programme (Authors own, 2023)*

**Recommendations**

LO5: Develop recommendations that will influence long term fundamental transformation and change in tourism education and industry.

5.1 Regenerative Tourism

In the absence of a comprehensive understanding and implementation of a regenerative ethos, the tourism industry needs to adopt a place-based and community led approach. It requires transformation, collaboration and participation from academics, government, local communities and industry partners.
Adopting a design model from another country like The Islander Way Regenerative Tourism approach will help create a regenerative framework that involves the community and iwi at its heart. This framework can be based on the pillars of regenerative tourism and has been adapted from The Islander Way (2023, p.4 & 5),

- **Embrace community-led values (protect, respect and nurture)**
  - Organise community-led events and activities that promote the values of protection, respect and nurturing.
  - Develop educational programs for the local community to teach the importance of these values and how they relate to sustainable tourism.
  - Involve local communities in the planning and decision-making processes related to tourism development.

- **Enhance visitor-host relationships (good visitor behaviour, give back and engage)**
  - Develop a code of conduct for visitors that promotes good behaviour, encourages giving back, and fosters engagement with the local community. For example, The Tiaki Promise
  - Create opportunities for visitors to interact with local residents, such as cultural exchange programs or volunteer opportunities. For example, ‘participants in nature’ planting natives, pest trapping, removing wilding pine and weeds (DOC, 2020). Love Wanaka encourages visitors to make a donation and buy local. Horizon Tours in Dunedin donate a portion of their visitor dollar to support tree planting and maintenance of the Otago Peninsula.
  - Provide training to local residents to help them engage with visitors in a positive and meaningful way.
  - Consult with local iwi in co-creating regenerative design for Destination Management Plans.

5.2 **Tourism Education**

Tourism education needs to be flexible to the needs of the industry and in the current climate the recommendation is that an employee with a ‘can-do’ attitude would be able to assist the business through the peak season and that education would be conducted in the off-season. The research showed there are mixed views on the value of tourism education. Some findings showed it was considered valuable, others that capabilities can be trained on the job. This
points to the need for education providers to ensure their programmes meet the needs of industry and can work with industry to deliver programmes that fit around businesses.

- Design of a Work Integrated Learning curriculum that creates easy access and flexibility to the tourism workforce to up-skill. Te Pukenga to pilot a hybrid training model (Initiated by The School of Business). This would involve an on-line component of the program and may consist of recorded lectures, interactive modules, online discussion forums, and evidence-based assignments. This flexible format allows students to learn at their own pace and on their own schedule, while also accommodating the demands of a full-time job.

- Flexible learning could involve training outside of the busy tourism season, during autumn or spring.

- Explore different methods of delivery to meet the demands of the workplace for example: block courses, on-line facilitation, evidence portfolio’s and workplace assessment.

### 5.3 Soft Skills

Ākonga studying tourism need to be well rounded and display a particular skill set to enter the workforce these consist of:

- Soft skill development in effective communication with different audiences e.g. storytelling skills, problem solving and flexibility to change, building resilience and displaying a passion for the industry. Presentations, tour guiding, problem solving activities, all need to be built into the new assessments for the tourism programmes from Level 2 through to Level 6.

- A collaborative skill set that is community focused, through initiatives that involve ‘giving back’. The new assessments for the tourism programmes will need to have a volunteer and/or internship component in the design.

- Competency around the principles of regenerative tourism, what it means and how it can be applied to the tourism industry. The new tourism programmes will need to have regenerative tourism principals embedded at all levels.

- Creativity that emphasises design principals for new and innovative holistic processes that promote a circular economy. The new tourism programmes will need to utilise case studies of innovative tourism operators and their techniques for change.
5.4 Sustainability of Tourism Programmes

The gaps between secondary school tourism qualifications and tertiary need to be tightened so that there is a clear pathway for ākonga entering tertiary learning. There also needs to be stronger connections between tertiary providers and the tourism industry to provide a standardised education and training programme that is flexible to the needs of employees in the workforce.

- Alignment with The Better Work Action Plan to ensure that education and training is fit-for-purpose (BWAP - Goal 2: Partnership between industry peak bodies and Ringa Hora)

5.5 Cultural Competency

- Cultural competency training and experience in storytelling through authentic activities that focus on the culture and heritage of different regions (BWAP - Goal 4: Pilot programme to build cultural competency through regional resources). This work has already begun as I have incorporated it into the new assessment design of the New Zealand Diploma in Tourism and Travel (Level 5) for nationwide implementation.

These recommendations path the way for a generative future for the New Zealand Diploma in Tourism and Travel and for the future sustainability of the tourism industry.

5.6 Conclusions

In closing, the tourism industry in New Zealand is in a unique position, in so far as there is opportunity for reflection on past tourism levels and the strain this created on communities, the environment and the workforce. Tourism was New Zealand’s largest export industry before COVID-19, providing $40.9 billion to the country’s economy and employing 8.4% of the workforce. There is a need for stakeholders in the destination to engage and be co-creators and co-investors in ‘what could be’.

This research indicates that there needs to be education around the concept of regenerative tourism, for industry, the education sector and stakeholders. Tourism graduates need to have some cultural competency and soft skills that enable them to solve problems, be flexible, passionate and resilient tourism leaders for the future of the industry. Tourism education programmes need to be taught in a hybrid manner, either with staff already employed or with industry placements. There is also a need for staff to be released for further training during the shoulder tourism season. There is potential here for a re-design of the industry using regenerative design principals. The rhetoric in the news is about a ‘Tourism Recovery’ rather than a ‘Tourism Redesign’, the findings indicate that a shift in mindset is necessary to move away from traditional tourism models and towards a regenerative design approach that
focuses on sustainability, community involvement, and long-term economic and environmental benefits. This requires a departure from the 'Tourism Recovery' rhetoric and a more proactive approach to re-designing the industry to be more resilient and adaptable to future crises. By embracing regenerative design principles, the tourism industry has an opportunity to not only recover from the pandemic but also create a more sustainable and equitable future for all stakeholders involved.

5.7 Disseminating and implementing the findings

These findings have been communicated to the School of Business during the fortnightly meetings to indicate that there is a need to design a tourism programme to meet the needs of a dramatically altered environment. A summary of these findings will be communicated to the research interviewees and focus groups in the next few weeks.

My first priority is to create a business plan for the revitalisation of the School of Business's tourism programme. I will collaborate with the head of school to achieve this objective. The aim is to develop a conceptual framework for offering a hybrid Diploma of Tourism and Travel course that allows employees to study at their own pace, build a portfolio of evidence, and work in the industry simultaneously.

My second priority is to build a community of practice between the tourism lecturers across the country, to ensure the resilience of and maintenance of the programmes to all the regions.

I am currently completing the assessments for the New Zealand Diploma in Tourism and Travel (Level 5). I have ensured that the assessment activities include regenerative tourism scenarios, building soft skills and assessing cultural competency.

I also plan to build more links and pathways between the schools and tertiary providers by engaging in conversations with the Tourism Teachers Association in my region, networking and building relationships between organisations.

I will engage in further research around regenerative tourism and contribute to designing the future of tourism.

My research and publication activities will continue having contributed to an academic journal in 2019 about sustainable tourism in New Zealand, an article on teaching strategies for team collaboration and conference submissions. These experiences sparked an interest in conducting a larger research project on education and training programs for the future tourism industry.

I have registered to attend the World Leisure Conference at the end of 2023 and be part of the emerging research and conversations from across the globe.
I have learnt so much during this process and feel that my professional practice, thought processes, connections with industry, knowledge and research skills have been transformed by this process and this is just the beginning of the impact I hope to make.

What next? – Suggestions for future research

Further research is needed to investigate regenerative tourism frameworks to encourage a shift in mindset and for adaptation within our tourism industry (Involvement with local industry workshops).

Further research is needed to investigate the connections between secondary and tertiary providers. Explore if there are clear links and pathways to further tourism education and training and whether alignment is needed with NCEA Tourism Qualifications and the 4 Big Ideas (Tourism Teachers Association NZ and Tourism Lecturers Community of Practice).

Further research is also needed to investigate how to change the general perception that tourism is not a career choice (Involvement with the TTANZ).

Further research would be needed to investigate the extent to which tourism organisations promote the Māori culture as part of an authentic kiwi experience and how tourism organisations practice cultural competence and to what extent. This includes the use of the Māori language to promote a bi-cultural society, the majority of the research participants used the Māori language to some degree during their workday (Closer partnerships with mana whenua).
Chapter Six – Critical Reflective Summary

This critical reflective summary will be influenced by the work of Donald Schön (1991) and his reflective practice theory. His work focused on reflection on action, in action and for action. By using this reflective framework, I can reflect on my past learning experiences through my Master of Professional Practice (MPP) journey (on-action) and how this has helped to shape my intrinsic motivations for the decisions I make today (in-action) and influence me in my future decisions (for-action). This mode of reflection will help me identify the positive and negative aspects of my past experiences and make sense of what I learned from them.

Overall, using Donald Schön's framework for reflection can help me gain a deeper understanding of my past experiences and make more intentional choices about my future decisions. By reflecting on the decisions I have made throughout my MPP experience, I can learn from my mistakes and build on my successes to create more meaningful and fulfilling decisions about the tourism industry and my position within that.

I had spoken to a number of people about their experiences completing their MPP and one of my colleagues was just starting hers when I made the decision to apply. As colleagues we walk every day around the campus and discuss various topics and often, we would offer advice to each other about various aspects of our teaching practice and study opportunities we are thinking of pursuing. We were also beginning to embark on a group research project to expand our knowledge and experience in this area.

I have always enjoyed studying but with working fulltime and having family commitments, there never seemed to be the right time to fit this extra commitment in. I had seen many of my colleagues complete their degree through the Capable NZ process and I felt that this would be a positive move for my career. My children were embarking on university degrees and I felt that this was a good time to study myself.

However, I completed my degree through Capable NZ during one of the most disruptive years that has impacted every aspect of our lives and the disruption of the pandemic added another layer of complication to the process of trying to teach on-line, care for the wellbeing of colleagues and learners and co-ordinate and care for various family members. This disruption, in hindsight helped me to develop my resilience and the ability to bounce back and I recognise that this was a personal growth process during that time that was both empowering and confidence building giving me autonomy over my role as a Senior Lecturer.

The announcement by the government to merge all 16 polytechnics into one entity was the next tipping point that created waves of anxiety through the department as we were all uncertain as to how this new structure would look and how we could play a part in the new
opportunities this could bring. This experience helped me to realise my role as a manager and leader of my student group, act as a mentor to other members of staff and offer support to my manager.

I have a democratic leadership style and at this stage of my life this was not being stifled or undermined by a workplace culture that is oppressive, restrictive, and hierarchical in nature where decision making is slow and micro-management is part of the culture. My critical thinking skills have been developed and I have enough self-awareness and emotional intelligence to recognise how my actions as a facilitator, coach and mentor impact the learning of my student group. However, the extreme external impacts and reactive measures that had to be taken over the last three years have triggered a ‘fight or flight’ response in me that has helped me to re-assess my professional life, build confidence in my abilities and strive to satisfy a set of internal goals that I set for myself. My professional development and experiences to this point can be applied to The Personal Development Cycle model (Worley, 2015), which describes the process of development beginning with an integrated state, or a place of stability and unity. This is followed by a state of confusion due to disintegration, or the disruption of the ‘normal’ equilibrium. However, through intentional efforts towards reinteg ration within a secure environment, development can be achieved. Failure to have access to a secure environment for reintegration may impede the development process.

This can be applied to my experiences over the last three years and how the integrated, secure and stable state of the department prior to Covid 19 enabled me to face the disruption and disintegration of the global pandemic in a secure and supportive environment that enabled me to reintegrate and achieve personal growth and development. This emphasises the importance of having a secure and supportive environment for the process of reintegration. Without such an environment, according to Worley (2015), an individual may not be able to effectively navigate through the challenges of disintegration and may not be able to achieve their full potential. According to Fath et al., (2015) the concept of a system (or person) to bounce back from a disruption is commonly linked to the concept of resilience. It was during this time that I felt the need to take a risk and apply for my Master of Professional Practice.

6.1 What motivated me during the Master of Professional Practice

During the disintegration and confusion state of our day to day (see Figure 13 above) lives during Covid I had time to reflect (in-action) and observed a shift and behaviour change in my sense of what I can achieve. While I am a positive person, my sense of self-doubt can affect my ability to push myself forward and make opportunities for myself. This was my cognitive response to the impacts of Covid and the loss of control with the day-to-day changes that were
frequently happening. My concerns were about the well-being of my students and colleagues, the use of technology and remote teaching and the added concerns of my elderly and vulnerable parents and in-laws. Research by Sokal et al., (2020) on Canadian teachers attitudes during Covid 19 highlighted some unexpected findings that while teacher’s experienced burnout from severe exhaustion this led to increased accomplishment in using technology. This unexpected result may have been caused by the observation that teachers demonstrated increased proficiency in managing behaviour while teaching on-line. As we progressed with teaching on-line during this time my confidence in managing the learners on-line increased and with it a sense of accomplishment. Benjamin Franklin once said, “if you want something done, ask a busy person” and this is how I felt during that time. These experiences were pivotal in me gaining the confidence to take on the challenge of completing my Masters.

During the Covid disruption enrolment numbers for the tourism certificate and diploma were very low and added to my anxiety about whether the programme would be run in 2022. The international tourism market had come to a standstill and focus was shifted to encouraging travel from the domestic market with Tourism New Zealand creating a recovery marketing campaign called ‘Do something new New Zealand?’ (Keanewzealand,2023). The decision not to run both the tourism certificate and diploma were a huge blow to the department and it is very difficult to re-instate a programme once it has gone. After this news, I began to shift my focus to the wider concept of what was happening in the tourism industry in New Zealand. My earlier research had focused on the over-tourism issues New Zealand had been facing and the lack of tourists was completely new territory the industry was experiencing during the pandemic. I could see the opportunities for a re-set for the industry once travel resumed and an opportunity for those environments that had experienced over-tourism to recover and regenerate. I wanted to be part of the solution and saw opportunity to do this through completing some research into this area. All these factors, and the positive experience I had experienced in completing my degree through Capable NZ led me to believe that I could continue my education and complete my MPP.

6.2 What were the highlights of this journey?

There were many highlights within my MPP journey. I thrive on being busy and being challenged and preparing the Course Two learning agreement (see Appendix #) enabled me to start to read and explore the wider literature about the devastating effects that Covid -19 had on the tourism industry in New Zealand. I began to take more notice and become aware of any newspaper articles, discussions on the radio and journal articles. Bellato et al., (2022) Transformative roles in tourism: adopting living systems’ thinking for regenerative futures, and Hussain and Forne, (2022), enhancing regenerative tourism based on authenticity: marketing
identity of visitor experiences in New Zealand were particularly interesting reads. They gave me insight into the concept of regeneration and I began to see how it could be applied to many other environments, socially, culturally and economically. I paid more attention to national news and what was happening internationally, especially within the cruise ship industry and how they became a breeding ground for the virus (Awoniyi, 2020). I started to watch documentaries, about the cruise ships and passenger experiences during the pandemic and listen to podcasts about what the industry was saying about how tourism should look when the borders re-opened, one podcast by Debbie Clarke and Josie Major (2021), interviewed a number of tourism professionals to share their ideas of reimagining tourism after the pandemic. Their platform hopes to provide opportunities for ‘collective discovery’ and commentary on reimagining the tourism industry into the future. Everyone had an opinion and this inspired me to undertake my research and be part of the conversation, because of my passion for the industry and because I felt I could contribute. The conversation was all around me as everyday there was news of another tourism business shutting down or changing the way they did business (Cook, 2020). The pandemic was an opportunity not only to change the way we did business and change our set patterns of thinking, but to re-set, re-design and reimagine the tourism industry that made sense from a social, cultural, economic and environmental perspective. All of these factors influenced the design of my research.

Some of the other highlights of my MPP were the conversations with my supervisors in crafting, shaping and scoping out the direction of my masters. The country was in a very different space at the time that I started the Learning Agreement and I took some time to settle on my research focus. My ideas reflected that and the direction for my research had several different directions. These included changing focus first to the state of the tourism industry and then to the importance of providing effective training and education in the right way for a new and evolving industry. When reflecting on-action and the decision that I made, it was the conversations I had with many other parties including colleagues, industry family and friends that helped me to gain a clearer vision for the direction of my research. This is how I learn; I like to articulate my ideas to others and while I listen and take on board their advice, I am solidifying my thoughts and ideas through this process, visualising what this process might look like and how the final product might look.

Reading the literature was another highlight, as the environment we were in was rapidly changing and there was new research emerging daily with new announcements from government and the industry about what measures were being taken to ensure the safety of the country. Working through this literature also pulled me in many directions, such as the fact that hospitality and tourism are still not considered as a career choice (RNZ, 2022), the importance of gaining cultural competency in the tourism industry and in the workplace.
(2019). Why there is no clear pathway to enter tourism tertiary training from high school (Service IQ, 2021) and how the tourism industry will move into a more regenerative model from the economic model it currently works from (Bellato, 2022). My connection with my supervisors kept me on track and they kept pulling me back to my aim and research question.

Discussing contemporary tourism issues with members of the industry was a particular highlight and what struck me was the level of passion and enthusiasm they all shared for the industry particularly during one of the most challenging times of their careers. My research reinforces the significance of passion and enthusiasm among individuals who possess the soft skills and positive attitude that are drawn to the tourism industry. I have been a regular participant at the local tourism industry operators (Dunedin Host) monthly meetings since 2016 and liaise with industry to discuss contemporary issues that are of concern and opportunities or successes that we are all experiencing. Over the last few years my colleagues and I have shared in their struggles and challenges and I have been impressed by the level of support they offer each other and the passion and concern they have for their industry partners and staff. These connections led me to network and find participants for my research interviews and focus groups. I recognised the importance of valuing the knowledge and experience of these industry professionals in navigating their way through unprecedented times. This led to further connections and choosing the research participants snowballed from there.

Another highlight was becoming involved with one of the working groups that were set up as part of the unification and amalgamation of the polytechnic sector into Te Pūkenga. I have been part of the Tourism and Travel programme unification Working Group for Te Pūkenga since the beginning of 2022. I have been collaborating with colleagues from the Eastern Institute of Technology (EIT), Southern Institute of Technology (SIT) and Manukau Institute of Technology (MIT), this includes liaising with industry stakeholders, to ensure that the development of the travel and tourism qualifications meets industry needs. We have been developing unified programmes of study for level 3 to 6 Certificates and Diplomas in Travel and Tourism. More recently we are working on assessment and marking rubric development and design. I report back to our business team on our progress during fortnightly team meetings and meet with the Working Group weekly, fortnightly or monthly. As a result of my interactions with industry, education practitioners and the breadth of reading on contemporary literature, I feel better equipped to engage in discussions and provide innovative solutions to the challenges we face. Specifically, I am currently writing assessments for the New Zealand Diploma in Tourism and Travel (Level 5) to be shared with the sector. To ensure their relevance, I have incorporated elements of regenerative tourism, assessment of soft skills, and cultural competency into the assessment activities. It is satisfying and reaffirming to use
my new knowledge and skills I have gained in the MPP for the benefit of my organisation and the industry.

I have become more involved in conversations around the tourism and council workshops for the development of the Destination Management Plan for Dunedin through Enterprise Dunedin during 2022, this is as a direct result of my growing knowledge and interest in the direction of the tourism industry. I attended the numerous workshops and provided feedback to the coordinators.

I contributed feedback to the Draft Better Work Action Plan which fed into the Tourism Industry Transformation Plan (TITP). Eight ideas were explored by the leadership team made up of Stuart Nash, Industry Maori and government agencies. This resulted in The Better Work Action Plan and its six Tirohanga Hou Initiatives that was launched in March 2023 by the Tourism Minister Peeni Henare. I now feel more confident in contributing at this level since conducting my research.

6.3 Key learning areas

The most important aspect I have learnt over the course of studying for my MPP is that the tourism environment is in decline, and it urgently needs attention. The tourism industry has contributed to that decline and is now in one of the biggest transitional periods of this century. The Aotearoa Circle (2023) is a collaborative effort among leaders from both the public and private sectors to address the deterioration of natural resources in New Zealand and to take necessary actions to restore them. Their aim is to combat the increasing concern about the environment's decline and its potential hazards for future generations.

As a tourism lecturer teaching about regenerative tourism, I find the Aotearoa Circle's Tourism Adaptation Roadmap valuable. It outlines three possible scenarios for the tourism industry's future in New Zealand. By understanding these scenarios, this will inform my teaching and I can develop assessment activities that inform tourism learners to ensure that tourism in New Zealand is regenerative and sustainable. The Aotearoa Circle's Tourism Adaptation Roadmap outlines three scenarios for the future of tourism in New Zealand:

1. Hiahia (desire) scenario: This scenario involves a smooth transition to achieve net zero CO2 emissions by 2050, with strict climate policies and innovative approaches. The goal is to limit global warming to 1.5°C by the end of the century.

2. Pokanoa (random) scenario: This scenario portrays a chaotic transition with inadequate policy measures until 2030. After that, swift and decisive action is required to restrict the temperature rise to 2°C. The use of fossil fuels to recover from the pandemic leads to increased emissions, making it difficult to meet carbon budgets.
3. Wharewera scenario: In this scenario, greenhouse emissions continue to grow unchecked as no additional climate policies are implemented. The use of fossil fuels continues to rise, leading to a continued increase in global CO2 emissions and severe physical effects of climate change, such as melting glaciers and rising sea levels. The temperature is expected to rise beyond 3°C by 2080.

What I have learnt from this information is that if we don’t change our ways of thinking and ways of living now, because we know it is the right thing to do, then the changes to the climate will happen anyway and we will be forced to make changes. John Kotter a professor from Harvard Business School (2007) stated that if change was to happen it needed to start with changing people’s behaviour and to do this you need to use emotion to influence change (as cited in Deutschman, 2007). The scenarios presented by The Aotearoa Circle are written in a way that needs to influence change. The tourism industry is just one part of the bigger ecosystem that needs to change for the good of the planet.

My research during my MPP has been influenced by Anna Pollock, an individual who works independently as a strategist and change-maker, also a speaker with a strong commitment to transforming the travel, tourism and hospitality industry into a catalyst for renewal and recovery (Pollock, 2023). In 2019 she advocated for a focus to be on this question:

“What knowledge, capacity & skills does a community need to develop in order to create and nurture a flourishing destination that revitalises and regenerates the community? (Pollock, 2019)

I have learnt that there needs to be a change in our economic model and the way that tourism engages with its community and the way that we want tourists to behave while they are visiting our country. Pollock and many others (Pollock, 2019; Fullerton, 2015; BEAM inc, 2019; CBI, 2022) call for a more holistic understanding and a more collective approach and that everything is connected throughout the tourism value chain. There needs to be more stimulation of collaborative partnerships between stakeholders including private, public, the voluntary sector and communities. Regions need to diversify more so that they are less reliant on tourism income. More collaboration is needed to strengthen the support within the community for example, helping workers find accommodation. There is a call for more transformational experiences for visitors to our country that are life changing and showcase our culture, our environment and help to protect the fragile land and wildlife. There is a call for protection of our local cultural heritage and people, empowering them to take charge of the biodiversity and natural ecosystems and the knowledge that has been passed down from different generations. See Figure # for an example of a more regenerative system design that needs to be adopted by the tourism industry.
I have learnt so much from talking with tourism operators during industry events and during the interviews and focus groups. Listening to their struggles over the last few years has been difficult to hear but what always energises me is the level of optimism, enthusiasm, resilience and sheer hard work that binds this industry together. The industry draws in the types of people with the soft skills that have been highlighted in my research. I have learnt to much from listening to and observing the communities that have been bound together by the challenges of the last few years. My research has facilitated a deeper connection to the tourism community.

The process of writing this thesis has also taught me many skills and while I had an idea of what was involved, I had not conducted research before. This research has consumed much of my time, energy and thought processes over the last six months, but has enriched my teaching strategies, helping me to put myself in the ākonga’s position and using practical examples from industry or from the literature to illustrate some of my teaching. This reflection in action has made me realise that being a learner makes me a more informed teacher. I have been highly motivated throughout the process because it has been so interesting and energising to learn about regenerative design and to know I could make a difference in shaping the next generation of tourism professionals. Enabling graduates that are culturally competent, are knowledgeable about regenerative design principals and are able to apply these principles not only in their everyday lives but in assisting the tourism industry to move into that direction.

Many of the soft skills I have learnt have been through my travelling experiences and challenges, for example hitchhiking, freedom camping and living on very limited funds have taught me resilience, problem solving skills and how to be creative on a budget. There have also been situations where I have had to make quick decisions to get myself out of a challenging situation. These skills have all come to the fore with managing my time and juggling the responsibilities of my job, my family and having enough head space to think about and complete my Masters.

6.4 Challenges

The feedback from the assessors for the Learning Agreement (Course Two) of my MPP came as a shock to realise that my mindset about sustainability had still been set in an old way of thinking about tourism. Even though I had attended forums and had let some of the information filter through, I had not made the connection to the full meaning of regenerative. Like the research participants, I did not really understand what regenerative tourism was. This feedback led me to read widely on this topic and talk with one of the assessors about their advice. This response from the assessors helped to lift my learning agreement to another
level and change my mindset and patterns of thinking. I can now see my process of working through the challenges of this MPP as a regenerative cycle and that by gaining this valuable feedback this created deep and transformative change in me. The re-vision of the Learning Agreement included my aspirational statement, a revision of the learning outcomes, wider reading on regenerative tourism and tourism education and training for the future. These additions tightened up my work and set the foundation for a focus on regeneration and transformation. This became my priority and consumed me, I confided in one or two people about this and talked through the process of what needed to be achieved. I time managed this by setting aside hours during the evening to complete the readings and watch you-tube clips on the last Tourism Policy School Forum (Otago Tourism Policy School (2022) I ensured that my supervisors gave me deadlines to work towards so that I could plan ahead and divide my time up.

One of the biggest challenges with completing my MPP was defining the scope of the research and staying within the parameters of the research aim and question. The more I delved into the realms of regenerative tourism the more I wanted to add to my work and the more it took me in other directions. When reflecting on-action my pattern of writing behaviour required many hours of ‘percolating’ (Mayher et al., 1983) my ideas and talking my ideas out with others (Graves, 1983,1994 as cited in Sharp,2016), this included talking through many scenarios with my supervisors to bring me back to the direction of my research. Many of these times have been while walking on my local beach with friends or family and then spending many hours just with my thoughts. While I have found the writing process has gained momentum during my MPP experience, it takes many hours for me to reach a point of concentrated inspiration where I can visualise what the end product will look like. By that stage I have usually over-written and have to go back over the first draft to edit and refine.

Another challenge that I would refine if I was to do more research, would be in the design of the interview, focus group and graduate interview questions. While the type of questions asked aligned well with the themes of the literature review, there needed to be more alignment with each question asked to each sample group. For example, the graduates were not asked about regenerative tourism and the focus group were not asked about whether ākonga would benefit from learning about Māori customs and protocols while visiting a marae. These gaps limited the analysis of the findings and complicated the articulation of what was found.

Halfway through the findings chapter I was beginning to realise how my methods could be improved and even though I was highly motivated to get this chapter completed, I was also beginning to rush the analysis of the data and was not enabling the connections between the data to synthesise I was getting bored with the process and was advised to take a break from
this chapter. In hindsight this process of stepping back and taking my time was a good process to follow and the findings chapter has been the one that has required the most revision. I learnt that as a researcher patience is a good attribute to have.

6.5 Ka mua, ka muri (walking backwards into the future)

I started my MPP journey outlining my early travel experiences and my attitude and motivations for gaining any work that would enable me to continue my travels and exploration of both myself and different countries. I realise now that my experiences of burnout from my first role as a catering manager, triggered an internal motivation to act, or a self determination to change my situation. According to work by Ryan and Deci (2000) on Self Determination Theory (SDT), I had been driven by external regulation or “externally controlled [by] an action” (p.69) in feeling socially pressured to gain a ‘good’ job after graduating. Moving into adulthood I felt the pressure to become more responsible. However, I was in-experienced, managed a young team of staff in my first management role and travelled long distances each day to work and back and therefore, lost motivation to carry on. Ryan and Deci’s (2000) work describes internal motivation as the innate inclination to pursue new experiences and difficulties, to stretch and utilise one’s abilities, to investigate and acquire knowledge. Hence my desire to seek adventure, pursue my own interests, enjoy life and switch off from the responsibilities of becoming an adult. My experience can be illustrated by the Self-Determination Continuum as created by Ryan and Deci (2000), demonstrating my trajectory of behaviour across the Continuum from ‘Non-self-Determined’ to ‘Self-Determined’, see Figure # below:

*Figure 19 The Self-Determination Cycle* (Ryan & Deci, 2000,p.g.72)

These early experiences triggered my intrinsic motivations to act, determine my own destiny and create my own direction in the life I wanted to live.

6.6 Reinventing – I wish I knew then what I know now.

If I was to give my 18-year-old self advice about going into a career in the tourism industry, I would say yes go for it but use your travel experiences to learn about yourself and the countries you are travelling to. This is my advice to my younger self.

As you embark on a career in the hospitality and/or tourism industry, I want to share with you what I have learnt about the principles of regenerative tourism that can help and guide you to a more sustainable and fulfilling life. Regenerative tourism is all about creating positive impacts on people, the environment and the local communities. It goes beyond simply minimising harm or being responsible, but rather seeks to restore and regenerate what has been lost or damaged.
During your travels, learn from the local communities and cultures. While you are travelling and working in hospitality or tourism learn all you can about the environment you are in, talk to people and engage with the local culture, customs and learn about their particular needs.

Think about the way you will travel and the type of accommodation you will book. Look for eco-friendly ways of moving through and between countries, think about minimising waste and supporting local food suppliers. Your actions will have a significant impact on the environment and local community.

You will probably be on a tight budget so seek out a few meaningful experiences, ones that benefit both the traveller and the destination. Give back your time to help others if you can.

Build friendships and relationships along the way, these connections can last a lifetime and it is the experiences you have now that will set you up for collaborations and meaningful conversations, partnerships even, in the future.

Reflect on the transferable skills you are gaining by exploring the world. Take note of the communication techniques you used to understand different languages, the problem-solving skills honed while travelling, and the resilience built from facing challenging situations. These skills will prove useful in both personal and professional life in the future.

Continuously educate yourself, as the tourism industry evolves, it is important to stay up to date with the latest developments and trends in regenerative tourism. Attend workshops, conferences and training sessions to learn from experts in the field and continue to improve your knowledge and skills. By embracing the principles of regenerative tourism, you can make a difference in the world while also pursuing a fulfilling career.

This advice can also be given to my future self and sets the guidelines for my new framework of professional practice. As can be seen in Figure 16 below, this illustrates my new and emerging mindset for the future.

**Breakdown** - represents an analysis of old thought patterns and questioning their validity once new knowledge has been acquired.

**Screw up the status quo** – This next phase requires courage to challenge the status quo and question my long-held beliefs and assumptions, being open to new perspectives and ways of thinking.

**Regeneration** - Once the old ways of thinking have been broken down, I can create new, more empowering beliefs that support my growth and transformation. This will involve me stepping up and seeking out new experiences, setting up a community of practice with other tourism
lecturers at Te Pūkenga. Becoming active with the Tourism Teachers Association NZ and contributing to conferences in the future.

**Breakthrough** – The goal of this process is to create a breakthrough of value and life-enriching impact, in which I am able to use my new mindset and perspective to make a positive difference in my own life and the lives of others.

*Figure 20 Being Regenerative: Your key to flourishing in the future (BEAM.Inc., 2019)*

This critical reflective commentary has demonstrated through a regenerative framework and Schon’s Reflective Practice Theory my development and transformation of my practice that may result in productive improvements in the workplace, the local community and wider education and tourism industries.
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Appendix 1: Ethics Approval Letter

Category B Ethics Application

Candidate: Helen Geytenbeek Application Number: 135 Review Date: 29.03.2022

Application Title: Changing the OP/Te Pūkenga tourism teaching product to meet the needs of a rapidly changing industry.

Thank you for your application for ethics approval for this project. The review panel has considered your application.

We are pleased to inform you that we are satisfied with the revisions made and confirm ethical approval for the project.

All future correspondence regarding this application should include the application number assigned. We wish you well with your research.

Regards

Dr Glenys Forsyth

Chair, Capable NZ Ethics Panel
Appendix 2: Ethics Feedback

**Capable NZ Ethics Committee Feedback**

*Date: 23.03.2022*  
*Application No: 135*  
*Application Title:* Changing the OP/Te Pūkenga tourism teaching product to meet the needs of a rapidly changing industry  
*Applicant/s:* Helen Geytenbeek

<table>
<thead>
<tr>
<th>Item</th>
<th>Issue</th>
<th>Recommendation</th>
<th>Requirement</th>
<th>Applicant Response</th>
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<tbody>
<tr>
<td>No ethical issues identified. Please check KTO feedback and incorporate any suggestions in your research.</td>
<td></td>
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<td></td>
<td>KTO feedback has been responded to in the literature review section of the research.</td>
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<tr>
<td>Focus group interviews - consent; confidentiality and anonymity; and risk of harm</td>
<td>Handling of sensitive material and confidentiality given that there will always be more than one participant in the focus group.</td>
<td>Consider holding a preliminary briefing session prior to the focus group to discuss ‘rules of engagement’.</td>
<td></td>
<td>Rules of engagement were discussed at the commencement of the focus group discussion.</td>
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<td>balance between avoiding or closing down potentially difficult discussion and thus silencing the voices of certain participants to whom such discussion may be important or beneficial?</td>
<td>Make it clear in the consent process whether they would allow or not their data be quoted and reported.</td>
<td>This was made clear prior to the consent form being signed by the participants.</td>
<td></td>
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<td>Revoking consent</td>
<td>When a participant in focus group revokes consent and withdraws from focus group, would that data from the participant be withdrawn too?</td>
<td>Make it clear in the consent process whether they would allow or not their data be quoted and reported.</td>
<td>This was made clear prior to the consent form being signed by the participants.</td>
<td></td>
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Appendix 3: Kaitohutohu feedback

Whāia te pae tawhiti kia tata. Whāia te pae kiā maua.
Pursue the distant horizons so that they may become your reality.

Office of the Kaitohutohu Māori Research Consultation Feedback Date: 12 March

Researcher name: Helen Geytenbeek
Academic mentor: Michael Simmons/Jo Kirkwood
Department: CWBL

Project title: How to produce a tourism product (NZ Diploma in Tourism and Travel) that is sustainable from an economic, environmental and social standpoint.

<table>
<thead>
<tr>
<th>Your research asks: “How can Otago Polytechnic/te Pūkenga deliver a tourism programme that is sustainable, fit for purpose, and meets the needs of a significantly changed environment?” You aim to create an educational product that is sustainable economically, environmentally, and socially.</th>
<th>Applicant Response</th>
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<tr>
<td>Case study methodology was chosen for this research as it is an in-depth examination of a specific phenomenon within its real-life context, in this case Otago Polytechnic/Te Pūkenga’s tourism programme.</td>
<td>On reflection action research will not form part of the methodology for this research. The main factors include the amount of time the researcher has to complete the MPP and scope of the project as action research requires a cycle of iterations through multiple stages and this would be time consuming.</td>
</tr>
</tbody>
</table>

Your project will be guided by Grounded Theory – the idea that themes emerge through analysis of the data. You also suggest this is an interpretivist approach – there is a constructivist grounded theory (see e.g. Charmaz, 2000) that assumes data and theories are constructs of the researcher, which you may already be aware of.

The study is an action research project – a cycle of identification, practical engagement and reflection on practice to achieve particular goals. You intend to interview tourism graduates working in the industry via two focus groups. The aim is to communicate industry’s understanding of an appropriate graduate profile in light of the current Diploma in tourism. This will come from representatives of the local tour operators and graduate students. We recommend gathering demographic data, so that you have the opportunity to analyse data against key indicators such as culture, ethnicity, age, gender etc. In addition to the focus groups, there will be semi-structured interviews with “tourism experts” including Ngāi Tahu. The research will use the data from the interviews to identify themes that can support an educational framework in tourism.

We are pleased to note you recognise the significance of tourism to Māori, including in this rohe. You are ensuring The Kaupapa Māori research you mention will be incorporated into the literature review.

You explore your own cultural practices in relation to your professional practice and make links to Māori concepts, particularly to manaakitaka and Kaitiakitaka. We think there is room for more explicit discussion about how your own cultural practices relate to your research methods and analysis. Being explicit about your positioning as a researcher can sometimes assist with the kind of reflexivity concerns you made in the validity section. It may be that some tikanga Māori principles can help support the language to describe your place in the research and we believe this can be appropriate, outside of kaupapa Māori research, but requires care and due mana to avoid tokenism and appropriation.

If you did want to draw on kaupapa Māori, as your proposal suggests, we would encourage discussing te Tiriti o Waitangi as a way to explain the importance of cultural understanding between treaty partners and thus the need for Te Ao Māori (and e.g. the tikanga you present) in educational frameworks in our schools. These moves help you engage with kaupapa Māori thinking in research without claiming you are doing kaupapa Māori research which would be by Māori, for Māori. That is, the context and mana of the Treaty can help support non-Māori to respectfully learn and draw upon aspects of te Ao Māori.

Finally, it would be valuable to explore and discuss the complexities in the general term “Māori” worldview defined for many by iwi, hapū, whānau relationships.

Thank you for this, I will add in my research methods section to explain my positioning as a pakeha researcher ensuring my duty of care to the Treaty of Waitangi, bringing with me my values of manāki and kaitiaki through this process.

Kaupapa Māori will be explored in the literature review.

The research will explore how to provide a tourism product that includes all the important aspects of the tourism sector including aspects of the Māori culture.

I will seek support from Kaitohutohu office at this stage.
Given your research proposals’ introduction of kaupapa Māori do you have facilitation and/or support from someone with experience in kaupapa Māori research or who can give you cultural advice?

Unlocking the innovation potential of Māori knowledge, resources and people.

Name: Scott Klenner

Position: Tumuaki: Rakahau Māori | Director: Māori Research, Otago Polytechnic
Appendix 4: Ethics Application

**Capable NZ**

**DELEGATED CATEGORY B2 ETHICAL CONSIDERATION**

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**Part 1: Background Information**

Title: ... Changing the OP/Te Pūkenga tourism teaching product to meet the needs of a rapidly changing industry

Date (start): 1 April 2022  
Date (finish): ...01 December 2022.

Researcher(s): Helen Geytenbeek...  
Academic/Ethical Supervisor: Jo Kirkwood

Brief description: **Aim:** The context for this research is to investigate how to produce a tourism product (NZ Diploma in Tourism and Travel) that is sustainable from an economic, environmental and social standpoint. The methodology is a qualitative approach involving interviews and focus groups from a sample of the population that are stakeholders of the tourism industry. The reason for this is to gain points of view from different perspectives.

---

**Complete Part 2**

---

**Part 3: Pathway Categories**

**CATEGORY A:**
Research or practice that involves:
- Vulnerable participants
- Identifiable personal information;
- Taking / handling of any form of tissue / fluid sample from humans / cadavers;
- Any form of physical / psychological stress;
- Situations which might place safety of participants / researchers at risk;
- Administration / restriction of food, fluid or drug to a participant;
- Potential conflict between applicant’s activities as researcher, clinician or teacher and their interests as professional / private individuals (inc. students, clients, patients);
- Any form of deception.

**CATEGORY B:**
- Outside Cat. A but still with current ethical considerations
I have considered the ethical implications of this research and consider it to be Category B. I will raise potential ethical issues that arise with the supervisor. I furthermore undertake to carry out action/s: The research will be designed to consider potential harm to the participants, the researcher, the wider community, and the organisation. Harm can vary from physical, loss of resource, emotional and reputational. Thus, the approach will eliminate and mitigate any possible risk, with the research participants being wholly informed on what the risks are.

---

...
Part 2: Details of ethical issues involved and actions taken.

<table>
<thead>
<tr>
<th>ISSUES AREA</th>
<th>COMMENT/RELEVANT ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>What human subjects are involved? Provide an overview of each group of participants you will be working with (i.e. 50 people from the general public over 18 years, or two managers and three of their subordinates in [name] department).</td>
<td>The participants in this research will include two focus groups and interview participants over the age of 18. Interviewees: There will be 2 participants being interviewed, both of which are operations managers from Real NZ and a representative from Ngāi Tahu Tourism. The first focus group will consist of owners and operators representing tourism businesses in Otago from the accommodation, transport, attractions and activities, education and retail sectors. The intention is to invite a group of 5-6 participants to engage with this process. The second focus group (5-6 participants) will consist of Otago Polytechnic tourism graduates working in various industry roles. The researcher will contact the first focus group through email and the second focus group through social networks. The</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>How have you ensured potential participants clearly have a choice about participation (i.e. no coercion)?</td>
<td>Participation in the research is voluntary. Participants will be given the choice to take part or not and can change their mind at any point when the focus group and interview is being conducted or before the data is analysed. Participants of the interview and focus group will be provided with the information sheet (Appendix 2) and consent form (Appendix 3) at least seven days ahead which will explain to them they can withdraw their comments prior to the data being analysed.</td>
</tr>
<tr>
<td>How will participants know about the purpose of the study and possible consequences to themselves or others of their participation? (Evidence they understand)</td>
<td>The information sheet will be sent to the participants by email 1 week prior to the interview and focus group. Then they will have to sign a consent form (please see below) before the interview and focus group commences. Please see the email template that will be used in Appendix 4.</td>
</tr>
<tr>
<td>How will anonymity and or confidentiality be maintained? Explain the processes you have put in place to ensure this.</td>
<td>Interviewees and focus group participants will be made aware through the information sheet and at the start of the interview that their identity will remain confidential. Participants will be given a number, such as being named FG1, Int 1, FG2, Int2.</td>
</tr>
<tr>
<td>How are potential threats to physical, emotional, cultural wellbeing being managed? (Particularly to participants, but also to researchers and others)</td>
<td>There are no perceived threats to physical or cultural wellbeing for any of the participants that will be undertaking the interviews and focus group. There is also no predicted physical, cultural or emotional harm to the researcher. The researcher has full support from their supervisor and mentor throughout the project. The researcher will inform their academic supervisor and mentor the time and location of their interviews and focus group at the start and finish.</td>
</tr>
<tr>
<td>Is there any conflict of interest or role? How will this be managed?</td>
<td>The researcher does not work directly in the tourism industry but does teach tourism in a tertiary institution, however they will ensure that they remain objective throughout the research and do not perceive any conflict. For this reason, the researcher has decided to not interview current students and only alumni. If this changes through the project, the researcher will make their supervisor aware of this and ensure it is managed immediately.</td>
</tr>
<tr>
<td>How is the research methodology justified, and how will you ensure it is properly carried out?</td>
<td>A qualitative research methodology and chosen methods (focus groups and interviews) have been chosen. The strengths and weaknesses of each method has been analysed and threats to validity have been noted within the Learning Agreement and will be discussed further in the final research project.</td>
</tr>
<tr>
<td>How will confidentiality of potentially sensitive information be maintained?</td>
<td>Potentially sensitive information is not being sought in this study. All raw data (eg. Interview transcripts and recordings) will be stored on safe, password protected computers at the organisation or the researcher will email and ring both the manager of Real NZ and the representative from Ngāi Tahu Tourism.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(Information already in the public arena is not an issue)</td>
<td>researcher’s laptop. The laptop will be in the researcher’s possession. Interviewees will be identified by Int1 and Int 2.</td>
</tr>
<tr>
<td>How will the data be managed? What will they be used for? How will they be stored and for how long?</td>
<td>All research data will be stored on a password protected laptop that only the researcher has access to. Interview recordings will be transcribed and then checked by the interview participants. Once these have been checked then the recordings can be destroyed. The transcriptions will be stored on a password protected folder by the School of Business for seven years. The data will have no identifying information.</td>
</tr>
<tr>
<td>Who will receive a copy of the completed report? How will it be made available to participants?</td>
<td>All research participants will be emailed a summary of the research. Permission will be gained to attach the final summary of the document to the Dunedin Host website. A copy of the summary will also be sent to the Real NZ and Ngāi Tahu representative via email.</td>
</tr>
<tr>
<td>Evidence of engagement with Kaitohutohu Office</td>
<td>Please see the response from Kaitohutohu office and my reply in the Appendix 5 below.</td>
</tr>
<tr>
<td>Potential threats to Otago Polytechnic Sustainability policy</td>
<td>There are no perceived threats to the Otago Polytechnic sustainability policy as the interview participants are local, the researcher will travel to the participants.</td>
</tr>
</tbody>
</table>
Participant Information Form for tourism operators

**Project title:** Changing the OP/Te Pūkenga tourism teaching product to meet the needs of a rapidly changing industry

**General introduction:** This research project will gain insights from the tourism industry regarding the skills and attribute requirements for their future employees. Based on this information the NZ Diploma in Tourism and Travel will be reviewed and updated to reflect the changing needs of the industry.

**What is the aim of the project?** The context for this research is to investigate how to produce a tourism product (NZ Diploma in Tourism and Travel) that is sustainable from an economic, environmental and social standpoint.

**How will potential participants be identified and accessed?** A local industry body has been set up on a membership basis for its tourism operators that represent the accommodation, transport, attractions and activities, education and retail sectors. This cross-section of the industry will be accessed during a monthly meeting.

**What type of participants are being sought?** Local tourism industry owner/operators that are part of a professional network.

**What will my participation involve?**

Should you agree to take part in this project you will be asked to participate in a focus group of 4-5 tourism operators in Dunedin about the training and education of future employees in the tourism industry. Your knowledge, advice and informed discussion will form the basis of a review of the teaching tools, methods and activities within the tourism programme. The time required for this should be about 30-45 minutes at a venue TBC or on-line if this is more suitable for all the participants.

**How will confidentiality and/or anonymity be protected?** Potentially sensitive information will be maintained/collated in an unidentifiable way. All data will be stored on safe, password protected computers at the organisation or the researcher’s laptop. The laptop will be in the researcher’s possession. Interviewees will be identified by Person A or Person B to avoid being identified.

**What data or information will be collected and how will it be used?**

Results of this project may be published but any data included will in no way be linked to any specific participant without prior consent. You may request a copy of the results of the project and once permission has been granted a summary will be sent through to the Dunedin HOST Chair.

**Data Storage**

The data collected will be securely stored in such a way that only those mentioned above will have access to it. The data will be password protected, stored in a locked cupboard, stored in a locked room. At the end of the project any personal information will be destroyed for any raw data on which the results are based. This will be retained in secure storage for a period of seven years, after which it will be destroyed (in line with what is stated on the consent form).

**Can participants change their minds and withdraw from the project?**

You can decline to participate without any disadvantage to yourself of any kind. If you choose to participate, you can stop participating in the project at any time, without having to give any reasons. You can also withdraw any information that has already been supplied until the stage agreed on the consent form.

You can refuse to answer any particular question and ask for the audio to be turned off at any stage.
What if participants have any questions?

If you have any questions about the project, either now or in the future, please feel free to contact either: helen.geytenbeek@op.ac.nz or: Academic mentor - Jo Kirkwood: Jo.kirkwood@op.ac.nz This project has carried out under the auspices of the Otago Polytechnic Research Ethics Committee Category B Delegated Authority. Contact Dr Glenys Forsyth for further information (glenysf@op.ac.nz 021 0549 233)
Participant Information Form for graduate learners

Project title: Changing the OP/Te Pūkenga tourism teaching product to meet the needs of a rapidly changing industry

General introduction: This research project will gain insights from tourism graduate learners regarding the skills and attribute requirements for their future employers. Based on this information the NZ Diploma in Tourism and Travel will be reviewed and updated to reflect the changing needs of the industry.

What is the aim of the project? The context for this research is to investigate how to produce a tourism product (NZ Diploma in Tourism and Travel) that is sustainable from an economic, environmental and social standpoint.

How will potential participants be identified and accessed? The group to be accessed for this research are a group of graduate learners that successfully completed the Diploma in Tourism and Travel in the last couple of years. The focus group will either be conducted on-line or face to face and will take approximately 30-45 minutes.

What type of participants are being sought? Recent OP graduate learners from the NZ Diploma in Tourism and Travel.

What will my participation involve? Should you agree to take part in this project you will be asked to participate in a conversation about your experience of the skills and training you received from studying the diploma and whether these skills helped to equip you with gaining employment.

How will confidentiality and/or anonymity be protected? Potentially sensitive information will be maintained/collated in an unidentifiable way. All data will be stored on safe, password protected computers at the organisation or the researcher’s laptop. The laptop will be in the researcher’s possession. Interviewees will be identified by Person A or Person B to avoid being identified.

What data or information will be collected and how will it be used? Results of this project may be published but any data included will in no way be linked to any specific participant without prior consent. You may request a copy of the results of the project and once permission has been granted a summary will be sent through to the individual participant.

Data Storage
The data collected will be securely stored in such a way that only those mentioned above will have access to it. The data will be password protected, stored in a locked cupboard, stored in a locked room. At the end of the project any personal information will be destroyed for any raw data on which the results are based. This will be retained in secure storage for a period of seven years, after which it will be destroyed (in line with what is stated on the consent form).

Can participants change their minds and withdraw from the project?
You can decline to participate without any disadvantage to yourself of any kind. If you choose to participate, you can stop participating in the project at any time, without having to give any reasons. You can also withdraw any information that has already been supplied until the stage agreed on the consent form.

You can refuse to answer any particular question and ask for the audio to be turned off at any stage.

What if participants have any questions?
If you have any questions about the project, either now or in the future, please feel free to contact either: helen.geytenbeek@op.ac.nz or: Academic mentor: Jo Kirkwood Jo.kirkwood@op.ac.nz

Any additional information given or conditions agreed to will be noted on the consent form.

This project has carried out under the auspices of the Otago Polytechnic Research Ethics Committee Category B Delegated Authority. Contact Dr Glenys Forsyth for further information (glenysf@op.ac.nz 021 0549 233)
Participant Information Form interviewees

Project title: Changing the OP/Te Pūkenga tourism teaching product to meet the needs of a rapidly changing industry

General introduction: This research project will gain insights from the tourism industry regarding the skills and attribute requirements for their future employees. Based on this information the NZ Diploma in Tourism and Travel will be reviewed and updated to reflect the changing needs of the industry.

What is the aim of the project? The context for this research is to investigate how to produce a tourism product (NZ Diploma in Tourism and Travel) that is sustainable from an economic, environmental and social standpoint.

How will potential participants be identified and accessed? It is important to gain feedback from representatives of small and large tourism operations so you have been asked to participate in an interview.

What type of participants are being sought? Representatives of large tourism operators to gain your perspective.

What will my participation involve?

Should you agree to take part in this project you will be asked to participate in a conversation about the training and education of future employees in the tourism industry. Your knowledge, advice and informed discussion will form the basis of a review of the teaching tools, methods and activities within the tourism programme. The interview will take approximately 30 minutes and can be conducted either on-line or face to face, this can be confirmed with the participants to ensure the most convenient option for them.

How will confidentiality and/or anonymity be protected? Potentially sensitive information will be maintained/collated in an unidentifiable way. All data will be stored on safe, password protected computers at the organisation or the researcher’s laptop. The laptop will be in the researcher’s possession. Interviewees will be identified by Person A or Person B to avoid being identified.

What data or information will be collected and how will it be used?

Results of this project may be published but any data included will in no way be linked to any specific participant without prior consent. You may request a copy of the results of the project and once permission has been granted a summary will be sent through to the individual participant.

Data Storage

The data collected will be securely stored in such a way that only those mentioned above will have access to it. The data will be password protected, stored in a locked cupboard, stored in a locked room. At the end of the project any personal information will be destroyed for any raw data on which the results are based. This will be retained in secure storage for a period of seven years, after which it will be destroyed (in line with what is stated on the consent form).

Can participants change their minds and withdraw from the project?

You can decline to participate without any disadvantage to yourself of any kind. If you choose to participate, you can stop participating in the project at any time, without having to give any reasons. You can also withdraw any information that has already been supplied until the stage agreed on the consent form.

You can refuse to answer any particular question and ask for the audio to be turned off at any stage.

What if participants have any questions?
If you have any questions about the project, either now or in the future, please feel free to contact either: helen.geytenbeek@op.ac.nz or: Academic mentor: Jo Kirkwood Jo.kirkwood@op.ac.nz

This project has carried out under the auspices of the Otago Polytechnic Research Ethics Committee Category B Delegated Authority. Contact Dr Glenys Forsyth for further information (glenysf@op.ac.nz 021 0549 233)
Consent Form

**Project Title:** Changing the OP/Te Pūkenga tourism teaching product to meet the needs of a rapidly changing industry.

I have read the information sheet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

- my participation in the project is entirely voluntary and I am free to refuse to answer any particular question
- I am free to stop participating at any time prior to or after the focus group or interview process.
- I can choose to withdraw information provided without giving reasons and without any disadvantage
- I cannot withdraw any information I have supplied after the data is analysed
- my data will be destroyed at the conclusion of the project but any raw data on which the results of the project depend will be retained in secure storage for seven years after which it will be destroyed. If it is to be kept longer than seven years my permission will be sought
- the results of the project may be published and used at a presentation in an academic conference but my confidentiality will be preserved
- I will receive a copy of the summary research findings if I wish

I agree to take part in this project under the conditions set out in the Information Sheet.

……………………………………………   (signature of participant)
……………………………………………   (date)
……………………………………………   (signature of researcher)

This project has carried out under the auspices of the Otago Polytechnic Research Ethics Committee Category B Delegated Authority. Contact Dr Glenys Forsyth for further information (glenysf@op.ac.nz 021 0549 233)

Email invite:
Kia ora

I am completing my Master in Professional Practice and am undertaking some research that will look at the current tertiary tourism education and training that Otago Polytechnic offers. The aim of the research is to ascertain if the current content of the education programmes match the requirements of the industry.

I would like to invite you to participate in this research by being part of an *interview/focus group to find out your points of view regarding the industry requirements for entry level graduates. Attached is an information sheet where you can read more about the research.

2nd focus group: *to find out your points of view regarding the tourism education/training you received during your time at Otago Polytechnic.

Could I please ring you to arrange a time to meet up? The *interview/focus group will take about 30-45 to complete and this research will not proceed until ethics approval has been gained from the research office at Otago Polytechnic.

Please let me know if you are interested in participating in this research and whether it is convenient for me to ring you and organise a time and date.

Kā mihi nui

*Delete/change as appropriate
## Appendix 5: Interview and focus group questions.

**Research Aim:** To investigate how to produce a tourism product (NZ Diploma in Tourism and Travel) that is sustainable from an economic, environmental and social standpoint.

**Research Question:** How can Otago Polytechnic/Te Pukenga deliver a tourism programme that is sustainable, fit for purpose and meets the needs of a significantly changed environment?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Focus group</th>
<th>Interview with seven participants</th>
<th>Group interview with graduate learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regenerative Tourism</strong></td>
<td>Q1. What does regenerative tourism mean to you?</td>
<td>Q1. What does this term mean to you?</td>
<td>Graduate learners were not asked these questions</td>
</tr>
<tr>
<td></td>
<td>Q2. How could this be applied to your business?</td>
<td>Q2. What barriers could there be to prevent it?</td>
<td></td>
</tr>
<tr>
<td><strong>Tourism Education</strong></td>
<td>Q1. Tell me your thoughts on the value you put on training and qualifications when looking for a prospective employee?</td>
<td>Q1. Tell me your thoughts on the value you put on training and qualifications when looking for a prospective employee?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q2. Do you currently have a training programme for staff? If so, what does it look like?</td>
<td>Q2. Which are more important education and training or attitude? Please explain.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q3. If you were to employ a tertiary educated graduate which level of training, would you view as most important for a supervisor or trainee manager role? (Certificate, diploma, degree)</td>
<td>Q3. If you were to employ a tertiary educated graduate which level of training, would you view as most important for a supervisor or trainee manager role? (Certificate, diploma, degree)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q4. Do you currently have a training programme for staff? And what knowledge and skills does it cover? If so, what does it look like? e.g. in-house or external</td>
<td>Q4. Do you currently have a training programme for staff? And what knowledge and skills does it cover? If so, what does it look like? e.g. in-house or external</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q5. Would you consider having staff completing on-the-job training with an</td>
<td>Q5. Would you consider having staff completing on-the-job training with an</td>
<td></td>
</tr>
</tbody>
</table>

Q1. During your tourism studies what aspects of the class experience did you value most? (Examples could be teamwork, guest speakers, role plays, presentations, fieldtrips, day trips, tourism activities)

Q2. What was the level of qualification you achieved and did the level of qualification assist you in gaining a level of responsibility in your role? (Examples could be supervisor, managing others, responsible for a department)

Q3. Can you explain a time when specific aspects of your studies have
| **Soft skills of learners** | Q1. What attributes do you look for in a prospective employee?  
| Q2. When recruiting what are the key skills you look for? and why? | Q1. What key attributes do you look for in a prospective employee?  
| Q2. What are the most important skills you look for when recruiting staff?  
| Q3. Would you assess a candidates capability skill in an interview process?  
| Q4. If so, how would you do this and why? | Q1. While studying at OP did you learn any soft skills?  
| If so, can you describe which ones and how you learnt them?  
| Q2. What examples do you have of being asked about your soft skills during an interview process? |

| **Sustainability of education programmes** | Q1. Would a tourism apprenticeship type model fit into your business?  
| Q2. If a hybrid training model was considered, what level of investment would you consider for releasing staff for study?  
| Q3. What would be your thoughts on government funding for training? Would it incentivize the industry?  
| Q4. What top external factors are going to have the biggest impact on your industry in the next 3-5 years?  
| Q5. What top internal factors are going to have the biggest impact on your industry in the next 3-5 years? | Q1. What are your thoughts of an industry training hybrid tourism education model?  
| Q2. If a hybrid training model was considered, what level of investment would you consider for releasing staff for study?  
| Q3. What would be your thoughts on government funding for training? Would it incentivize the industry?  
| Q4. Would you consider employing a member of staff if they were on a work-based/education/training hybrid model?  
| Q5. What top 3-5 external factors are going to have the biggest impact on your industry/organisation in the next 3-5 years?  
| Q6. What top 3-5 internal factors are going to have the biggest impact on your industry/organisation in the next 3-5 years? | Q1. Would you consider further study while working?  
| Q2. If you were to study again, would you consider a hybrid model of work and study with time out to attend classes?  
| Q3. Would work incentives encourage you to study and work at the same time?  
<p>| Q4. What capabilities will you need as a leader to overcome challenges or take advantage of opportunities? |</p>
<table>
<thead>
<tr>
<th>Q6. What capabilities will your leaders need to overcome these challenges or take advantage of these opportunities?</th>
<th>Q7. What capabilities will your leaders need to overcome these challenges or take advantage of these opportunities?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Māori World View</strong></td>
<td><strong>Māori World View</strong></td>
</tr>
<tr>
<td>Q1. What aspects of tikanga Māori could be taught at tertiary level?</td>
<td>Q1. What aspects of tikanga Māori could be taught at tertiary level?</td>
</tr>
<tr>
<td>Q2. To what level should Māori language be taught for entry into the tourism industry?</td>
<td>Q2. To what level should Māori language be taught for entry into the tourism industry?</td>
</tr>
<tr>
<td>Q3. What value do you put on learners participating in Marae visits as part of their study?</td>
<td>Q3. What value do you put on learners participating in Marae visits as part of their study?</td>
</tr>
<tr>
<td>Q1. What aspects of training in tikanga māori do you remember from your study?</td>
<td>Q1. What aspects of training in tikanga māori do you remember from your study?</td>
</tr>
<tr>
<td>Q2. Did you feel that there was enough Māori content during your tourism studies?</td>
<td>Q2. Did you feel that there was enough Māori content during your tourism studies?</td>
</tr>
<tr>
<td>Q3. Are there aspects of your current role where you use the Māori language or use customs and protocols in your day-to-day activities?</td>
<td>Q3. Are there aspects of your current role where you use the Māori language or use customs and protocols in your day-to-day activities?</td>
</tr>
</tbody>
</table>
## Appendix 6: List of contacts and participants

<table>
<thead>
<tr>
<th>Company</th>
<th>Interview/Focus group time</th>
<th>Consent form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adventure tour 1</td>
<td>TBC</td>
<td>No reply</td>
</tr>
<tr>
<td>Adventure tour 2</td>
<td>No reply</td>
<td></td>
</tr>
<tr>
<td>Industry body</td>
<td>No reply</td>
<td></td>
</tr>
<tr>
<td>Adventure tour 3</td>
<td>No reply</td>
<td></td>
</tr>
<tr>
<td>Adventure tour 4</td>
<td>No reply</td>
<td></td>
</tr>
<tr>
<td>Public Service Provider 1</td>
<td>Thurs 14 July</td>
<td>✓</td>
</tr>
<tr>
<td>Public Service Provider 2</td>
<td>Tuesday 19 July</td>
<td>✓</td>
</tr>
<tr>
<td>Medium public service providers tourism operator</td>
<td>Thursday 28 July</td>
<td>✓</td>
</tr>
<tr>
<td>Tourism Industry 1</td>
<td>TBC</td>
<td>No show</td>
</tr>
<tr>
<td>Small tourism operator</td>
<td>Friday 12 August</td>
<td>✓</td>
</tr>
<tr>
<td>Small tourism operator</td>
<td>Friday 19 August</td>
<td>✓</td>
</tr>
<tr>
<td>Industry Representatives (6 participants)</td>
<td>Tuesday 30 August</td>
<td>✓</td>
</tr>
<tr>
<td>Medium accommodation provider</td>
<td>Wednesday 14 September</td>
<td>✓</td>
</tr>
<tr>
<td>Medium tourism operator</td>
<td>Thursday 15 September</td>
<td>✓</td>
</tr>
<tr>
<td>Graduates (3 participants)</td>
<td>Tuesday 20 September</td>
<td>✓</td>
</tr>
</tbody>
</table>
### Appendix 7: Example of SHARP skills needed for Tomorrow’s Learners

*Table #: Adapted from SHARP skills: the need for creativity for tomorrow’s learners (Byrne, 2019).*

<table>
<thead>
<tr>
<th>SHARP SKILLS</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Structure</td>
<td>Acquiring technical and practical skills in a particular domain and having a structured approach towards problem-solving and creative work</td>
</tr>
<tr>
<td>Habit and Heuristic Knowledge</td>
<td>Developing habits of mind that support creativity, such as openness to new experiences, curiosity and persistence. Learning through trial and error.</td>
</tr>
<tr>
<td>Awareness and Agility</td>
<td>Being aware of the environment, trends and cultural nuances to create relevant and impactful work. Agility and the ability to adapt and pivot quickly.</td>
</tr>
<tr>
<td>Risk and Responsibility</td>
<td>Taking risks and exploring uncharted territories while balancing a sense of responsibility towards the impact of one’s work on society and the environment.</td>
</tr>
<tr>
<td>Position and Perspective</td>
<td>One’s identity, experiences, and worldview shape the perspective from which one approaches creative work. Developing a diverse range of perspectives is essential for creating inclusive and culturally sensitive work</td>
</tr>
</tbody>
</table>
Appendix 8: Better Work Action Plan

WHY BETTER WORK?

The Better Work Action Plan (Action Plan) is part of the first phase of the Tourism Industry Transformational Plan that aims to transform tourism in Aotearoa New Zealand towards a regenerative model—one that gives back more than it takes from people, communities, and the environment.

The Action Plan seeks to address key systemic challenges affecting the tourism workforce that make it difficult for the industry to attract and retain quality employees. The initiatives in the Action Plan pave the way towards Better Work for people in the tourism industry and will help to deliver better outcomes for employees, businesses, and visitors.

FOR PEOPLE WORKING IN TOURISM TO THINK...

This action plan has been created in partnership; is designed to address key challenges; and is practical but contains transformational actions.

- THERE SURROUNDING ENVIRONMENT MUST ALSO BE HEALTHY

Better Work Action Plan

The Leadership Group identified the four key systemic challenges for the tourism workforce as:

- Demand fluctuations
- Pay and conditions
- Firm Maturity and scale
- Current and future skills gap

Our six Tirohanga Hou to overcome these challenges:

1. Recognising quality employers and improving employment standards and practices
2. Fit-for-purpose education and training
3. Embrace the flux, enable the flex
4. Improving cultural competency and ensuring authentic storytelling
5. Lifting technology uptake and innovation to support Better Work
6. Showcasing the great—pathways and people in tourism

OUR VISION FOR BETTER WORK

This plan aims to pave the way for a future where...

- Those who work in tourism are consistently treated well and can easily identify which businesses to work for and where they’ll find rewarding work.
- Businesses are driven by purpose and values, and contribute to a responsive tourism system with thriving, engaged employees.
- Businesses make better use of emerging technologies.
- The tourism workforce is regarded as one of the most naturally competent workforces.
- Entitle within tourism collaborate with each other, and with other industries, to embrace opportunities presented by peaks and troughs of consumer demand.
- Tourism is recognised as a sector which provides skills for life, and where there are many ways to learn.
- Tourism is recognised for its capable and knowledgeable leaders, operators, and owners.
- People are proud of working in the sector, and it is an industry that people want to work in.
- Tourism is able to welcome all people into the industry—not only those who are gendered and ethically diverse, but also people starting out in their careers and older/returning workers, people living with disabilities, and workers who are seeking flexibility.

What it will take is staying the course together.
Our Tirohanga Hou

1. Recognising quality employers and improving employment standards and practices

- Challenges: Adverse
- Initiative: 1. Establish a Tourism and Hospitality Accord

The establishment of a Tourism and Hospitality Accord will enable both workers and consumers to identify businesses that meet a set of voluntary standards relating to decent pay, appropriate training and career progression, and a safe and supportive work environment. The Accord aims to 'lift the middle' creating a positive movement, leading directly to better work outcomes that benefit employees and employers.

2. Fit-for-purpose education and training

- Challenges: Adverse
- Initiative: 2. Stronger partnership between key peak industry bodies and Rangatahi
- Initiative: 3. Design/develop a new tourism qualification(s)

There are a number of priority areas to improve the education and training system and make it more fit-for-purpose for the current and future tourism industry. A stronger channel of communication between the industry itself and the education ecosystem will support this outcome. These changes will help equip the tourism workforce to meet the demands of a rapidly evolving industry and help deliver a regenerative tourism system.

3. Embrace the flux, enable the flex

- Challenges: Adverse
- Initiative: 1. Conduct a tourism conservation employee-sharing pilot building on the benefits of the Jobs for Nature programme
- Initiative: 2. Undertake a systems analysis of barriers to employee-sharing models of work
- Initiative: 3. Explore options for clearer long-term immigration settings

The seasonality of tourism demand leads to fluctuations in the availability of work, across seasons, weeks and days. This can be beneficial and desirable for many as it allows flexibility and diversity of work, but for some, fluctuation impacts the perception of the industry as a viable career path. There is an opportunity to support entities to collaborate with each other (within and across sectors), and work with the industry's seasonality to retain and attract more people to work in the industry.

4. Improving cultural competency and ensuring authentic storytelling

Improving cultural competency will enable organisations to tell more authentic stories and will build a workplace culture for employees where their cultural values (including te ao Māori values and other cultures) are understood and respected, in order to build more diverse and inclusive workplaces in the longer term.

- Initiative: 1. Pilot programme to build cultural competency through regional resources

5. Lifting technology uptake and innovation to support Better Work

Innovation and the adoption of technology are key to lifting productivity, offering better work, and enhancing the value of the tourism offering. There are a range of opportunities to increase adoption of technology across the industry, to boost business efficiencies and/or lead to better work, as well as to stimulate more innovation.

- Initiative: 1. Develop Digital Boost tourism and hospitality content
- Initiative: 2. Expos/trades shows to showcase existing and emerging technologies to the tourism industry
- Initiative: 3. Engage more utilisation of business support tools and resources
- Initiative: 4. Accelerator programme for innovation in tourism
- Initiative: 5. Innovation in tourism business models, to support purpose-led, and intergenerational objectives

6. Showcasing the great – pathways and people in tourism

While most of the Better Work Action Plan focuses on delivering change, there are numerous positive stories already of people with fulfilling careers in tourism. Showcasing and celebrating the diverse career pathways, points of entry for careers in tourism, the variety the industry has to offer, and positive employee and business experiences through public campaigns and engagement will help attract more workers to the industry.

- Initiative: 1. A public campaign to showcase Better Work
- Initiative: 2. Build on the success of Go with Tourism to continue to attract workers to the sector
Appendix 9: Tourism Learning Matrix

**Tourism Learning Matrix**

**Curriculum Levels 7 and 8**

*Learning Area Whakatauākī:*

- *Unuia te rito o te hanaekie kei wero te kamakoa e kō?* (Remove the heart of the flax bush and where will the kamakoa sing?)
- *Whakatauākī* — *ere kā uru, ere kā tātū o mātou koe ki ahau he aha te mea nui o te ao. Mōku e ki atu he tangata, he tangata, he tangata.* (The heart is big, and the flax bush becomes my heart. Talk to me, people, people, people.)

---

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Tourism aspires to be regenerative, and to focus on an ethically responsible future</th>
<th>Tourism aspires to positively shape, enrich, and empower communities, and to protect and preserve environments</th>
<th>Tourism is a complex and dynamic system shaped by interconnected internal and external forces</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Placing maori oranga at the centre of destination management and decision-making is essential to the future of tourism</strong></td>
<td><em>Honour people and places through manaakitanga, whanaungatanga, kaitiakitanga, and tino rangatiratanga.</em> These tourism values are woven through and are implicit in all Big Ideas and Significant Learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- build knowledge about maori oranga as an indigenous, holistic, and intergenerational approach to wellbeing</td>
<td>understand the impact of maori oranga as an indigenous, holistic, and intergenerational approach to wellbeing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- investigate the development of tourism and its positive and negative impacts on environments, the Pacific region, indigenous communities, and culture through a variety of perspectives</td>
<td>critically analyse the impacts of tourism, historically and today, on communities in different contexts through a variety of cultural lenses and perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- understand how colonisation has shaped, and continues to shape, how indigenous people experience tourism</td>
<td>understand the decision-making processes and critically analyse the processes used currently in the tourism industry — who has the power and who is accountable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- understand how whakapae with the natural world underpins values from te ao Māori and the Pacific</td>
<td>participate in problem solving and creating solutions to current tourism issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- explore ‘strategic thinking’ and ‘problem solving’ by critiquing past and present policy and approaches to tourism</td>
<td>critically assess and synthesise information from tourism data to inform decision-making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- inquire into the elements and significance of the visitor experience, behaviours, and psychology</td>
<td>critically evaluate how tourism can empower and enrich communities, including suggesting positive solutions for tourism in local communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- examine and understand the fundamental elements in the structure and business of tourism</td>
<td>critique tourism visitor experience, behaviours, and psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- interpret basic tourism data to inform decision-making</td>
<td>explain a theoretical model relating to tourism systems and apply it to a context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- explore how tourism connects with international conventions</td>
<td>make connections and understand relationships between different stakeholders in the tourism system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- explore and understand the values, perspectives, psychology and behaviours, and relationships of various stakeholders in the tourism industry</td>
<td>evaluate how tourism connects with international conventions and understand how this applies/what this looks like in real world contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- investigate how innovation and emerging technologies can provide opportunities to create measurable social, environmental, and economic benefits for all through tourism</td>
<td>investigate and critique legislation and initiatives relating to tourism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- understand how tourism can empower and enrich communities whilst applying a tourism value or concept</td>
<td>analyse the policy and marketing of the tourism industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- consider and compare tourism’s development regarding ethical dimensions, diversity, inclusion, and accessibility</td>
<td>critique the practices tourism businesses are developing to ensure a positive impact on host communities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- investigate how the tourism industry is trying to rectify and mitigate any negative impact of tourism.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>