

Ready for the Job:

Understanding Occupational and Skill Demand in New Jersey's Tourism and Hospitality Industry

A Report of the New Jersey State Employment and Training Commission



Prepared by the
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With the Assistance of the Workforce Investment Boards of
Bergen, Cumberland/Salem, Hudson, Mercer and Passaic Counties,
and Cumberland County College, Mercer County Community College, and William Paterson University

James E. McGreevey, Governor

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Preface and Acknowledgements

The *Ready for the Job* project was developed by the New Jersey State Employment and Training Commission (SETC) with the New Jersey Departments of Labor and Education. The project was directed by Henry Plotkin, Executive Director of the SETC, and was funded by the New Jersey Department of Education. The research was conducted by the John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey, with assistance from the local Workforce Investment Boards of Bergen, Cumberland/Salem, Hudson, Mercer, and Passaic Counties and from researchers at William Paterson University, Cumberland County College, and Mercer County Community College.

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Project Summary

Economic prosperity for New Jersey, its citizens, and its businesses depends on a well-trained workforce. This joint effort of the New Jersey State Employment and Training Commission, the New Jersey Department of Education, and the New Jersey Department of Labor is designed to collect up to date information from employers on the skill needs of eight key industries in the state. The eight industries that are the focus of this effort are: health care, finance/insurance, construction, utilities/infrastructure, manufacturing, tourism/hospitality, transportation/logistics, and information technology.

The entire effort, led by the local Workforce Investment Boards of Bergen, Cumberland/Salem, Hudson, Mercer, and Passaic Counties and guided by Industry Advisory Groups, involved over thirty focus groups and eighty interviews with employers and educators. The Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey, with assistance from researchers from William Paterson University, Cumberland County College, and Mercer County Community College, conducted this research to identify the skills, knowledge, and educational requirements of seventy-four select occupations and eleven areas of work. The Heldrich Center and its research partners also identified the key trends in each industry that affect skill requirements and identified strategies for meeting the key workforce challenges of each industry.

The information collected through this effort will be disseminated through this series of reports and through an Internet website (www.njnextstop.org) that will include a searchable database of each profiled occupation. This information will assist a variety of users. Students and job seekers can use this information to make decisions about education and careers. Educational and training institutions can use this information to develop course and programs of study that will provide individuals with necessary skills. Policy makers at the state level can use this information to ensure that government resources are invested in programs and efforts that will benefit individuals and businesses.

Understanding Occupational and Skill Demand in New Jersey's Tourism and Hospitality Industry

Executive Summary

The tourism and hospitality industry is a crucial one for the state, employing large numbers of residents and attracting millions of tourists and visitors each year. While the industry boasts the leisure opportunities of the Jersey Shore, Atlantic City, Six Flags Great Adventure and other regional attractions, the industry also benefits from its close proximity and easy access to New York City and Philadelphia. Currently, the industry generates \$17 billion in annual state wages and is an important contributor to state revenue, yielding over \$3.8 billion in state tax dollars each year.¹ In total, consumers spent \$31 billion in New Jersey's tourism and hospitality industry in 2001. More importantly, individuals from outside of the state contributed eighty-five percent of these expenditures.²



Its three primary sectors, hotels and lodging, eating and drinking places, and amusement and recreation services, employ over 300,000 people in the state.³ However, New Jersey employers are experiencing serious difficulties in attracting and maintaining the skilled workforce they need to remain a vital contributor to the state economy. This report summarizes the skill, knowledge, and educational requirements of key occupations in the tourism and hospitality industry and identifies strategies for meeting the key workforce challenges facing the industry.



Skill Requirements of Selected Job Groups

Ten occupations selected for this study largely fall into four "job groups" that share a common set of core competencies, basic educational requirements, and skill sets. While within each job group the level of skill mastery required varies, the occupations within the job group share a common continuum of competencies and tasks. In a dynamic and fluid economy, the definitions and requirements of occupations change often and can vary from one employer to another. The grouping of occupations into job groups minimizes the effect of these differences.



Customer Service and Support

The Customer Service and Support job group includes occupations such as waiters and hotel clerks. The performance of these frontline workers is critical to an organization's image as these are the individuals who interact directly and daily with tourism and hospitality customers. Work in this area requires that employees be able to assess and respond to customer needs, introduce and market products persuasively, as well as

make quick and accurate referrals when necessary. Communication skills are essential for successful performance in this job group, as are a sense of initiative, commitment to quality, and problem solving skills. Customer Service and Support staff must also possess the ability to remain organized and calm under pressure, as they seek to meet the many and varying needs of their customers.

Occupations: Waiter and waitress, gaming dealer, amusement and recreation attendant, hotel, motel and resort desk clerk	
Core Competencies	Sample Skills
Demonstrate emotional maturity when interacting with employers, colleagues, and clients	Coordination
Identify customer needs quickly and accurately and take appropriate actions to address those needs	Communication and teamwork
Introduce and market products persuasively, relying on strong product and firm-specific knowledge	Problem solving and critical thinking
Make referrals appropriately and quickly, relying on strong knowledge of others' roles within the firm	Service orientation
	Social perceptiveness

Labor and Skilled Trade Work

Labor and Skilled Trades workers in the tourism and hospitality industry work to insure the consistency and reliability of the establishment's "product," be it a meal or the cleanliness and comfort of a hotel room. The occupations in this category include low to medium-skilled positions such as maids and housekeepers and food preparation workers. Employers typically require workers to have a high school or equivalent degree and provide the necessary on-the-job training. Strong skills in mathematics, reading comprehension, and communication are

considered desirable among employers as is awareness of customer service. These individuals must be adept at meeting employer standards, plus understanding customers' needs and enhancing customer satisfaction through use of strong problem solving and critical thinking skills. All positions in this area require strict adherence to standards, safety procedures, and regulations. In addition, Labor and Skilled Trades workers need to be adept at selecting and maintaining their occupational equipment.

Occupations: Food preparation worker, maid and housekeeper	
Core Competencies	Sample Skills
Select and use tools and materials with precision to meet task specifications	Mathematics
Apply knowledge of math concepts relevant to industry	Problem solving and critical thinking
Understand and adhere to safety precautions with consistency	Equipment selection and maintenance
Apply knowledge of technology concepts relevant to industry	Operation and control
Demonstrate initiative and an ability to think critically and solve problems in a time and cost efficient manner	Installation and repairing
Some positions in this job group require workers to conduct quality control analysis, relying on thorough knowledge of product and service delivery specifications	Reading comprehension
Use technology effectively to complete tasks	
Demonstrate a thorough and consistent awareness to "red flags" in order to prevent fraud	



Management/Supervision

Management/supervision workers are responsible for creating a seamless experience for the tourism and hospitality consumer, whether it is a night of entertainment or a business stay over at a hotel. For the managerial positions, employers prefer applicants with an associate's or bachelor's degree. Employers tell us that key skills in this category include: industry knowledge, ability to problem solve and remain organized and calm under pressure, commitment to quality, and strong communication and teamwork skills. Specialized skills and

knowledge in information technology, culinary arts, gaming, marketing, or finance may also be required. Entrepreneurship and business skills are increasingly desired in all aspects of the industry, even among entering managers. In addition to possessing solid operational knowledge, the manager must also handle administrative matters plus personnel selection and development. Managers/supervisors must use strong decision making skills in order to allocate resources effectively so that project goals, budgets, and deadlines are met.

Occupations: Gaming supervisor, food service manager, first-line supervisor - food preparation and food serving worker	
Core Competencies	Sample Skills
<p>Use effective judgment and decision making to allocate resources and personnel to meet project budget and deadline.</p> <p>Communicate and coordinate the efforts of multiple project partners, vendors, and workers to share common organizational goals.</p> <p>Understand and adhere to safety precautions with consistency.</p> <p>Provides technical leadership across projects/disciplines.</p>	<p>Problem solving and critical thinking</p> <p>Entrepreneurship and business skills</p> <p>Coordination</p> <p>Communication and teamwork</p> <p>Monitoring</p> <p>Time management</p> <p>Management of personnel resources</p>

Safety and Security

Those employed in this job group (security guards) contribute directly to the customers' perception of the security of tourism and hospitality establishments. These individuals represent a critical and growing occupation in the tourism and hospitality industry. The guards perform traditional functions of patrolling and protection in hotels and resorts, or on the premises of clubs, bars, and restaurants. Guards also answer security-related calls or respond to alarms and monitor security systems. Employers typically require a high school degree and provide necessary on-the-job training. Skills that are needed in the security occupations include: social perceptiveness, critical thinking, decision-making, and knowledge of law enforcement and local regulations. In a resort or casino location, guards may have considerable interaction with patrons, requiring strong monitoring skills, problem sensitivity, and strong communication and interpersonal skills. The ability to speak and understand other languages, particularly Spanish, is highly desired by employers in their Safety and Security staff. In more advanced positions within the security profession, the skills of pattern recognition, communications, and the ability to remain focused under pressure are at a premium.

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Occupations: Security guard	
Core Competencies	Sample Skills
<p>Communicate effectively with the public, coworkers, and others</p> <p>Identify and investigate suspicious activities and/or accidents effectively</p> <p>Demonstrate ability in speaking other languages. Spanish language skills are particularly desirable.</p>	<p>Problem solving and critical thinking</p> <p>Communication</p> <p>Monitoring</p> <p>Social perceptiveness</p>

Key Workforce Challenges

The tourism and hospitality industry in New Jersey is facing two primary workforce challenges:

Challenge 1: Attracting and Recruiting Workers. As a result of industry growth and difficulties in attracting new workers for lower-skilled, harder to fill positions (due to the perception that industry benefits and advancement opportunities are poor), the tourism and hospitality industry is confronting a serious and continuing shortage of skilled workers.

Challenge 2: Preparing Skilled, Qualified Entry-Level Workers. Employers report that new entrants into the tourism and hospitality industry lack the necessary workforce readiness, basic skills, and cross-industry demand skills.

To address these challenges, the tourism and hospitality industry must work with the public and the private sector, as well as educational institutions, to create and coordinate a comprehensive set of workforce development strategies. Recommendations for doing so must recognize the complex needs of this changing industry.

Recommendations

The tourism and hospitality industry is faced with two major challenges in meeting the current and future labor and skill needs. First, many of the jobseekers who have the skills necessary for tourism and hospitality jobs have a low degree of interest in the industry. Secondly, many of the potential entrants who may be interested in taking jobs in the industry lack the necessary qualifications for the jobs.

1. Recommendations to Attract and Recruit Workers

Recruit Workers from Untapped Labor Pools

Attract Immigrants and Senior Citizens to the Industry in South Jersey: Employers in South Jersey tell us that they have been slow to embrace the immigrant labor pool. They stress, however, that they are a viable source of labor, particularly for lower-skilled, harder to fill positions, of which there is an abundance in the tourism and hospitality industry, although some of these jobs do not offer high pay or security. Employers suggest that the local One-Stop Career Centers could play a role in accessing these workers, perhaps through ESL classes, citizenship classes, and other strategies to integrate this labor pool into the workforce.

Some senior citizens have expressed interest in the gaming industry if they could be assured of part-time, daytime shifts. Seniors may also be recruited by employer provision of desirable benefits, particularly prescription drug coverage.

Offer Transportation Incentives: Employers offering transportation incentives can recruit a pool of unemployed and underemployed workers who would otherwise not consider the industry for employment given their geographic distance from employers. Options include subsidization for transportation (either through reimbursement or wage differentials for those employees commuting from further away) or provision of alternative transportation options. These options include: organizing car pools, providing a shuttle bus, and by lobbying for increased means of public transportation.

Improve the Working Environment

Improve the Working Environment: To increase the supply of qualified new workers to the industry, employers should make efforts to minimize the unattractive aspects of tourism and hospitality jobs that were identified in the Atlantic-Cape May WIB focus groups. For example, casinos in Atlantic City should review security concerns such as poor lighting in employee parking facilities and inadequate staffing of security personnel. Increases in the perceived safety of the workplace could entice some potential employees to the industry. Hospitality employers could also combat their image as antifamily by offering some potential workers with guaranteed shift assignments that will better allow them to balance their work and family obligations.⁴ Finally, by creating clear career advancement opportunities for entry-level workers, employers may help to attract new workers to careers in the industry.

2. Recommendations for Preparing Skilled, Qualified Entry-Level Workers

Strengthen Secondary Education

Incorporate Workplace Readiness and Cross-Industry Demand Skills Needed in the Workplace into School Curricula:

Employers in this and other industries report that many entry-level workers lack workplace readiness skills and cross-industry demand skills that are necessary to succeed in nearly all jobs in the twenty-first century world of work. High schools should work to incorporate these key skills into the curriculum. Since cross-industry demand skills, such as teamwork/communication and problem solving/critical thinking, can be applied in any discipline, these skills can be incorporated into existing curricula.

Workplace readiness skills should also be integrated into the high school experience as well. While still in its infancy, the *SchoolCounts!* Program, in place in several counties in New Jersey and developed by the Business Coalition for Education Excellence at the New Jersey Chamber of Commerce, may be a promising approach. This program rewards students by issuing an employer-recognized certificate to students for promising behavior such as consistently high attendance rates, above average academic performance, finishing high school on time and taking initiative by enrolling in extra courses. Local employers enrolled in the program agree to accept the *SchoolCounts!* Certificate as evidence of workforce preparedness.

Continue and Support Existing Industry Efforts: Atlantic City employers have developed a robust in-house program and partnership with the local college to enhance the skills for entry-level and other incumbent workers through their state-of-the-art technology laboratory. Employers should continue to make these training resources and opportunities available to their workers to keep them competitive. Educators, workforce development professionals, and policy makers should work closely to employers to support and help coordinate this and other industry efforts, such as the Eagle Academy Project.

Atlantic City Partners, in conjunction with the local WIB and local 54 of the Union of Restaurants and Hotel Workers has proposed a model for training entry-level workers to fill “back of the house” jobs. The model asks employers to provide five cents per employee hour worked for training costs. The training fund, to be administered by the Partnership, would be spent to renovate a local firehouse and convert it into a training center. Since this agreement requires negotiation via the union contracts, the first casino to consider the plan is the Borgata, which is currently in the process of ratifying their contract.

Reader's Note

Ready for the Job Identifies Four Skill Types

The *Ready for the Job* project identifies four types of skills that are required by or important to employers. Employers require basic skills and workplace readiness skills for nearly all jobs. Cross-industry demand skills, identified through the focus groups and interviews with employers, are important in a variety of occupations in many industries. Finally, employers require advanced technical and professional skills for many jobs. These skills are job-specific and are typically obtained through post-secondary education and training either provided by educational institutions or by employers.

Type of Skill	Definition	Level of Importance
Basic Skills	Ability to read, write, and perform basic mathematical calculations.	Criteria for most entry level or low-level or low-skilled types of jobs.
Workplace Readiness Skills	Minimum expectations for functioning in the workplace, that include meeting standards for attendance and promptness, reliability and integrity, as well as dress and decorum.	Criteria for all jobs in the workforce.
Cross-Industry Demand Skills	Broader skills sets that are in the highest demand among employers in today's economy, and indicative of success in the workforce. These cross-industry demand skills include: - Math and technology skills - Problem solving and critical thinking skills - Communication and teamwork skills - Entrepreneurship and business skills	Strength in these skill areas can lead to expanded employment opportunities and career success across industries.
Advanced Technical/Professional Skills	Skills acquired through education and training needed to perform specific tasks and succeed in specific jobs.	Criteria for performance in specific jobs. Education and training is provided by post-secondary education institutions and /or employers.

¹ Office of the Governor, State of New Jersey. “McGreevey Kicks Off Summer Tourism Advertising Campaign.” Press Releases. 19 May 2003. <http://www.state.nj.us/cgi-bin/governor/njnewsline/view_article.pl?id=1211>

² Longwoods International. *Travel and Tourism in New Jersey: A Report on the 2001 Travel Year*. May 2002.

³ New Jersey Department of Labor. *Occupational Employment Statistics Wage Survey: 2003 Edition*. January 2003. <<http://www.wnjp.in.state.nj.us/OneStopCareerCenter/LaborMarketInformation/lmi23/TOC001.htm>>

⁴ Atlantic Cape May Workforce Investment Board. *Atlantic City Partners: A Phase I Sectoral Strategic Plan for Workforce Development in the Atlantic City NJ Hospitality Industry*. Funded by the US Department of Labor. July 2002.

Understanding Occupational and Skill Demand in New Jersey's Tourism and Hospitality Industry

I. Introduction

The tourism and hospitality industry in New Jersey is an integral part of the state's economy. Its three primary sectors, hotels and lodging, eating and drinking places, and amusement and recreation services, employ over 300,000 people in the state.⁵ This report summarizes the skill, knowledge, and educational requirements of key occupations in the tourism and hospitality industry and identifies strategies for meeting the key workforce challenges facing the industry.

An in-depth sectoral study of Atlantic City's hospitality industry conducted by the Atlantic-Cape May Workforce Investment Board (WIB) in 2002 forms the foundation of this report.⁶ The Atlantic-Cape May WIB sectoral study, funded by a US Department of Labor Phase I Sectoral Initiative Grant, included a review and analysis of labor market data and an environmental scan of trends impacting the Atlantic City hospitality industry. The study also included twelve focus groups with potential employees for the Atlantic City hospitality industry in six South Jersey counties, as well as focus groups with human resource managers in the industry. The Heldrich Center used the findings from Atlantic-Cape May WIB sectoral study and employment projections developed by the New Jersey Department of Labor to select ten key occupations for skill demand analysis. The Heldrich Center then used information from the O*NET system to determine the skill and education requirements of these key occupations. Finally, the Heldrich Center conducted interviews with industry stakeholders to further identify key industry trends and the skill, knowledge, and educational requirements of the selected occupations.

II. Profile of the Industry and Its Skill Needs

a. *Background of the Tourism and Hospitality Industry and its Importance to New Jersey*

The tourism and hospitality industry is a crucial one for the state, employing large numbers of residents and attracting millions of tourists and visitors each year. While the industry boasts the leisure opportunities of the Jersey Shore, Atlantic City, Six Flags Great Adventure and other regional attractions, the industry also benefits from its close proximity and easy access to New York City and Philadelphia. Currently, the industry generates \$17 billion in annual state wages. The industry is also an important contributor to state revenue, yielding over

\$3.8 billion in state tax dollars each year.⁷ In total, consumers spent \$31 billion in New Jersey's tourism and hospitality industry in 2001. More importantly, individuals from outside of the state contributed eighty-five percent of these expenditures.⁸

Despite the economic downturn of recent years and the events of September 2001, the tourism and hospitality industry in New Jersey, and especially its resort/gaming component, continues to remain strong. In fact, many regional leisure consumers have opted to spend their vacations in New Jersey, instead of more distant destinations. Visits to Atlantic City casinos rose by 4 percent between September of 2001 and June of 2002, increasing casino revenues by 3.5%.⁹ According to the state's Office of Travel and Tourism, the number of visitors to New Jersey in 2002 exceeded the level in 2001 by 2 percent and spending increased by 8 percent.¹⁰

The tourism and hospitality industry is comprised of multiple sectors including hotels and other lodging places, eating and drinking places, and amusement and recreation services, among others. All industry sectors employ managers overseeing planning, operations and personnel for the industry's many establishments. However, employment in this industry falls largely within the entry-level service positions such as those held by waiters, housekeepers, gaming dealers, and food preparation staff, among others. Most entry-level jobs in the tourism and hospitality industry do not require formal education. The bulk of tourism and hospitality jobs are within the eating and drinking places sector.

Individuals employed in the tourism and hospitality industry across the nation are more likely to hold part-time or seasonal positions, work in service occupations, and earn below average wages, than those employed in most other industries. Two out of three of those employed in the hotel and lodging sector held service occupations in 2000, while 56 percent of amusement and recreation sector employees held the same. Nearly nine out of ten jobs in the nation's eating and drinking sector are service jobs. Non-supervisory workers in lodging earned \$298 a week in 2000 while eating and drinking places non-supervisory employees averaged just \$177. Amusement and recreation non-supervisory employees earned an average of \$262 a week in 2000.¹¹ Average earnings of workers in the tourism and hospitality industry are significantly higher in New Jersey than in other states.

**Figure 2.1: At-a-Glance:
The Tourism and Hospitality Industry**

	Eating & Drinking Places	Hotels & Other Lodging Places	Amusement & Recreation Services
Economic Impact: National and State			
Industry as share of GDP (2001) ¹²	N/A	0.9%	0.8%
Industry as share of GSP (2001) ¹³	N/A	1.4%	0.7%
Employment and Compensation: National¹⁴			
Number employed (2000)	8.1 million	1.9 million	1.7 million
Average Weekly Earnings (2000) ¹⁵	\$177	\$298	\$262
Projected Growth in Employment from 2000-2010	18%	13%	35%
Employment and Compensation: New Jersey			
Number employed (2003) ¹⁶	179,920	71,420	42,550
Average Weekly Earnings (2003) ¹⁷	\$356	\$474	\$522
Projected Growth in Employment from 2000-2010 ¹⁸	13.5%	10.8%	30.1%

b. Skill Requirements of Selected Occupational Groups

Ten occupations were selected by the Heldrich Center in conjunction with the Atlantic-Cape May WIB for in-depth skill demand analysis in this study. These occupations were among those with the largest number of annual openings or were expected to experience significant growth in openings during the next 10 years. These occupations represent a diversity of educational requirements and incomes.

In 2000, 197,900 individuals were employed in these ten selected occupations in the state (Figure 2.2). The number of individuals employed in these occupations is expected to grow by 17% from 2000 to 2010 and produce 10,780 openings each year. The mean annual wages of these occupations ranged from \$15,785 to \$52,345 in 2003.

Figure 2.2: New Jersey Employment¹⁹ and Earnings²⁰ in Selected Occupations* Throughout All Industries

Occupation	Mean Annual Wages 2003	Estimated Number Employed 2000	Projected Number Employed 2010	Percent Change 2000–2010	Annual Openings (due to both growth & replacement)
CUSTOMER SERVICE/SUPPORT					
Waiter and Waitress	\$17,510	62,300	70,600	13.3%	4,330
Gaming Dealer	\$17,350	8,900	10,900	23.2%	510
Hotel, Motel and Resort Desk Clerk	\$20,205	3,800	4,700	23.4%	260
Amusement and Recreation Attendant	\$15,785	4,800	6,000	24.6%	280
LABOR AND SKILLED TRADE WORK					
Food Preparation Worker	\$18,345	26,400	30,300	14.8%	1,410
Maid/Housekeeping Cleaner	\$18,800	24,300	30,100	23.8%	1,110
MANAGEMENT/SUPERVISION					
Gaming Supervisor	\$47,245	2,600	3,001	2.6%	110
Food Service Manager	\$52,345	5,700	6,200	8.1%	120
First-Line Supervisor of Food Preparation & Serving Workers	\$31,045	13,900	15,100	8.8%	470
SAFETY AND SECURITY					
Security Guard	\$21,395	45,200	54,600	20.8%	2,180

* Totals may not add due to rounding. Employment data are rounded to 100. Percent changes are based on unrounded data.

The ten selected occupations in the tourism and hospitality industry largely fall into four job groups that share a common set of core competencies, basic educational requirements, and skill sets (see Figure 2.3). These include Labor and Skilled Trade positions (food preparation worker, maid/housekeeping cleaner); Management/Supervision positions (such as gaming supervisor, food service manager, and first-line supervisor of

food preparation and serving workers); Customer Service/Support positions (such as waiter/waitress, hotel desk clerk, amusement and recreation attendant, and gaming dealer); and Safety and Security work (security guard). A description of these selected occupations, their skill requirements, and key workforce issues can be found in Appendix B.

Figure 2.3: Profile of Tourism and Hospitality Industry Job Groups

Job Groups	Description of Job Group	Occupations Included in Job Group	Education/Training Required or Preferred by Employers	Core Competencies ²¹	Sample Occupational Skills
Customer Service/Support	Work that involves interacting with customers on the front-line. Workers may perform different technical tasks, depending on the business they work within, but generally includes fielding customer concerns and inquiries. Increasingly, workers in these positions must market and sell company products or services.	Waiter and Waitress Gaming Dealer Amusement and Recreation Attendant Hotel, Motel, and Resort Desk Clerk	HS diploma/GED	<p>Demonstrate emotional maturity when interacting with employers, colleagues, and clients</p> <p>Identify customer needs quickly and accurately and take appropriate actions to address those needs</p> <p>Introduce and market products persuasively, relying on strong product and firm-specific knowledge</p> <p>Make referrals appropriately and quickly, relying on strong knowledge of others' roles within the firm</p> <p>Apply math and finance concepts routinely and accurately</p> <p>Use technology effectively to complete tasks</p> <p>Demonstrate a thorough and consistent awareness to "red flags" in order to prevent fraud</p>	<p>Coordination</p> <p>Communication and teamwork</p> <p>Problem solving and critical thinking</p> <p>Service orientation</p> <p>Social perceptiveness</p>
Labor and Skilled Trade Work	Work that involves building, repairing, installing, controlling, or operating equipment and other materials. Also includes work such as cleaning buildings, landscaping grounds, and preparing foods.	Food Preparation Worker Maid/Housekeeper	<p>Union workers: HS diploma/GED and apprenticeship, which includes classroom and on-the-job training</p> <p>Non-union workers: On-the-job training</p> <p>Often, technical/vocational certification required</p>	<p>Select and use tools and materials with precision to meet task specifications</p> <p>Apply knowledge of math concepts relevant to industry</p> <p>Understand and adhere to safety precautions with consistency</p> <p>Apply knowledge of technology concepts relevant to industry</p> <p>Demonstrate initiative and an ability to think critically and solve problems in a time and cost efficient manner</p> <p>Some positions in this job group require workers to conduct quality control analysis, relying on through knowledge of product and service delivery specifications</p>	<p>Mathematics</p> <p>Problem solving and critical thinking</p> <p>Equipment selection and maintenance</p> <p>Operation and control</p> <p>Installation and repairing</p> <p>Reading comprehension</p>

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Figure 2.3: continued

Job Groups	Description of Job Group	Occupations Included in Job Group	Education/Training Required or Preferred by Employers	Core Competencies ²¹	Sample Occupational Skills
Management/Supervision	Work that involves supervising, coordinating, and planning work of site and staff	Gaming Supervisor Food Service Manager First Line Supervisor—Food Preparation and Food Serving Workers	HS diploma/GED Work experience. Bachelor's degree preferred for managers, especially among those applicants who do not have past experience with the hiring company. Associate's degree preferred for first-line supervisors.	Use effective judgment and decision making to allocate resources and personnel to meet project budget and deadline. Communicate and coordinate the efforts of multiple project partners, vendors, and workers to share common organizational goals. Understand and adhere to safety precautions with consistency. Provides technical leadership across projects/disciplines.	Problem solving and critical thinking Entrepreneurship and business skills Coordination Communication and teamwork Monitoring Time management Management of personnel resources
Safety and Security	Work that involves investigating suspicious activity and/or accidents, enforcing laws and regulations, and interacting with the public to ensure safety and security.	Security Guard	At least 2 years of college education or military experience generally preferred.	Communicate effectively with the public, coworkers, and others Identify and investigate suspicious activities and/or accidents effectively Demonstrate ability in speaking other languages. Spanish language skills are particularly desirable.	Problem solving and critical thinking Communication Monitoring Social perceptiveness

While within each job group the level of skill mastery required varies, the occupations within the job group share a common continuum of competencies and tasks. In a dynamic and fluid economy, the definitions and requirements of occupations change often and can vary from one employer to another. The grouping of occupations into job groups minimizes the effect of these differences.

Customer Service/Support

Description and Skill Requirements

The Customer Service and Support job group includes many entry-level positions that generally require a high school degree. The positions are often part time and may be seasonal in nature. The performance of these frontline workers is critical to an organization's image as these are the individuals who interact directly and daily with tourism and hospitality customers. As such, Customer Service and Support workers are

a key component of the customer's experience and desire to return to the establishment or recommend it to others. Occupations in this area focus on customer interaction, understanding clients' needs, and satisfying clients in a manner consistent with the image and financial requirements of the firm. Work in this area also requires that employees be able to introduce and market products persuasively, as well as make quick and accurate referrals when necessary.

Customer Service and Support workers must be able to communicate effectively with customers and their fellow colleagues and possess a strong service orientation. Other key skills or attributes sought by employers in their customer service/support staff include: sense of initiative, commitment to quality, and problem solving skills. Customer Service and Support staff must also possess the ability to remain organized and calm under pressure, as these are the individuals who must coordinate the many needs of their customers, often at the same time. English proficiency and social perceptiveness are essential for successful performance in all customer service/support occupations.

Workforce Trends and Issues

Wages in this job group are traditionally low, seasonally affected, and are often intended to be supplemented by tips, causing many job seekers to view this job group as undesirable. As a result of this job group's negative image, employers report experiencing difficulty in attracting and recruiting for these positions. In the gaming industry, many casinos are increasing the number of automated slot positions and decreasing the number of gaming tables, decreasing the demand for gaming dealers.

Emerging Skills

While occupations in this job group have not been subjected to major changes in skill requirements, technology has resulted in some minor changes in the skill needs of some occupations. For example, hotel, motel, and resort desk clerks are now asked to make increasing use of database management software and other customized applications. The data from these applications support not only customer service, but also security, marketing, and entertainment functions. Typical applications include tracking rooms and projecting vacancies. Computer familiarity and an ability to learn new technology are therefore emerging skills desired by employers in their customer service/support workforce.

Labor and Skilled Trades

Description and Skill Requirements

Labor and Skilled Trades workers in the tourism and hospitality industry work to insure the consistency and reliability of the establishment's "product," be it a meal or the cleanliness and comfort of a hotel room. The occupations in this category include low to medium-skilled positions such as maids and housekeepers and food preparation workers. Employers typically require workers to have a high school or equivalent degree and provide the necessary on-the-job training.

Mathematics and reading comprehension skills are required of all jobs in this category. These jobs sometimes require direct customer contact (though less often than those employed in the industry's customer service/support job group). Consequently, strong communication skills and a service orientation are considered desirable among employers. These individuals must be adept at meeting employer standards, as well as understanding customers' needs and enhancing customer satisfaction through use of strong problem solving and critical thinking skills. All positions in this area require strict adherence to standards, safety procedures, and regulations. In addition, Labor and Skilled Trades workers need to be adept at selecting and maintaining their occupational equipment (whether it be the correct cutting knife or cleaning solution) as well as the operation and control of that equipment. Oftentimes, Labor and Skilled Trades workers must possess installation and repairing skills as well.

Workforce Trends and Issues

As with many entry-level jobs in the tourism and hospitality industry, employers report that the low wages and lack of advancement opportunities for these jobs, as well as the competition from other industries make it difficult to recruit and retain workers in these positions.

Management/Supervision

Description and Skill Requirements

Management/supervision workers are responsible for creating a seamless experience for the tourism and hospitality consumer, whether it is a night of entertainment or a business stay-over at a hotel. There are many Management/Supervision positions in the growing tourism and hospitality industry. Some of the Management/Supervision occupations include: gaming supervisors, food service managers, and first-line supervisors of food preparation and food serving workers.

For the managerial positions, employers prefer applicants with an associate's or bachelor's degree. In addition, in-house training programs are generally available at the larger tourism and hospitality establishments to assist incumbent workers who are seeking to rise through the ranks and into management positions. While pay is still relatively low, as in the rest of the industry, the managers are likely to supplement pay with bonuses and industry perks. Employment as a manager in a large hospitality firm (such as a chain hotel), management trainees and even experienced managers may be rotated to gain experience or solve problems. Most of the industry establishments function around the clock or feature extended hours, requiring workers in this job group to be extremely flexible on their availability to work.

Employers tell us that key skills in this category include: industry knowledge, ability to problem solve and remain organized and calm under pressure, commitment to quality and strong communication and teamwork skills. Specialized skills and knowledge in information technology, culinary arts, gaming, marketing or finance may also be required. Entrepreneurship and business skills are increasingly desired in all aspects of the industry, even among entering managers. In addition to possessing solid operational knowledge, the manager must also handle administrative matters plus personnel selection and development. Managers/supervisors must use strong decision making skills in order to allocate resources effectively so that project goals, budgets, and deadlines are met. Guaranteeing safety, security and adherence to applicable regulations is also part of the managers' job.

A recent survey conducted by the Cornell School of Hotel Administration identified the following managerial skills as key to successful performance on the job:²²

- Ability to manage effectively with a lean staff
- Forecasting and planning for recovery
- Reinforcing superior guest service even in difficult times
- Understanding the budget process and how to stretch a modest budget
- Creating and managing local partnerships

Workforce Trends and Issues

The burdens of running a business in markets where costs are continually under scrutiny, and qualified workers are difficult to recruit and retain are significant for the industry's managers. Managers must devise solutions to overcome shortages and manage workers whom they want to retain through the inevitable peaks and slow times of the year.

Emerging Skills

Managers need increased computer skills so they may apply industry-specific software. In the gaming sector, increased computer skills are needed so that managers can apply more sophisticated games and tracking mechanisms. In all sectors of the industry, security has become a paramount concern, resulting in more applications of technology designed to better guarantee safety.

Safety and Security Work

Description and Skill Requirements

Those employed in this job group (security guards) contribute directly to the customers' perception of the security of tourism and hospitality establishments. Consequently, effective performance of Safety and Security work is critical to the customer's decision to become a return customer or to recommend the establishment to others. These individuals represent a critical and growing occupation in the tourism and hospitality industry. The guards perform traditional functions of patrolling and protection in hotels and resorts, or on the premises of clubs and bars or restaurants. Often the guards work for security companies which provide the services to hospitality establishments. Guards also answer security-related calls or respond to alarms and monitor security systems. Employers typically require a high school degree and provide necessary on the job training. Guards who carry firearms are certified to do so and require additional training. Security personnel in casinos have additional requirements and skills related to the gaming business.

Guards have opportunities to progress from relatively simple functions such as night patrol to more complex functions such as detecting potential fraud on a gaming floor. However, the relatively low wage structure and barriers to entry in the

occupation, plus the prevalence of outsourcing often contribute to high turnover in these occupations. Also, drug screening and the requirement for stringent background checks further limits the entry-level pool.

Skills that are needed in the security occupations include: social perceptiveness, critical thinking, decision-making, and knowledge of law enforcement and local regulations. In a resort or casino location, guards may have considerable interaction with patrons, requiring strong monitoring skills, problem sensitivity, and strong communication and interpersonal skills. The ability to speak and understand other languages, particularly Spanish, is highly desired by employers in their Safety and Security staff.

In more advanced positions within the security profession, the skills of pattern recognition, job-related communications, and multitasking, plus the ability to remain focused under pressure are at a premium.

Workforce Trends and Issues

Guards are increasingly involved in plans to respond in the event of terrorist or other security threats. In addition, the security systems that monitor premises for threats are becoming more complex.

Emerging Skills

Individuals employed in this job group are increasingly exposed to new and more advanced technologies, and should be able to learn and adapt to the changing requirements of the job.

III. Key Workforce Challenges

In New Jersey, employers report that they experience difficulty in attracting workers to the industry and experience even greater difficulty in recruiting skilled, qualified entry-level workers. These labor and skills shortages are only anticipated to deepen in the coming years. Of particular concern is the need to attract and train new workers for Atlantic City's gaming and hospitality industry, with the recent opening of the Borgata Hotel Casino and Spa and the continuing expansions of existing casinos such as Harrah's and the Tropicana expected to create huge demands for new labor in 2003 and 2004.

Across the nation, projected job growth in the amusement and recreation services sector between 2000 and 2010 is anticipated to be 35 percent, compared to just 16 percent for all industries combined. Projected job growth for the lodging sector is anticipated to be 13 percent over the same time period, while the eating and drinking places sector is expected to experience 18 percent job growth.²³

Challenge 1: Attracting and Recruiting Workers. As a result of industry growth and difficulties in attracting new workers (due to the perception that industry benefits and advancement opportunities are poor), the tourism and hospitality industry is confronting a serious and continuing shortage of skilled workers.

Perhaps the most severe labor shortages in the industry are found in South Jersey where casinos and other hospitality establishments average 300 to 1,000 job openings at any given time. While the “shore” tourism trade is highly seasonal, casinos operate 7 days per week year round. It is anticipated that the casino industry alone will require more than 7,000 new workers between 2002 and 2004 to meet both industry expansion and openings due to turnover.²⁴ Other key industries in the region (particularly health care and retail), are growing and compete with the tourism and hospitality industry for the same workers.

Challenge 2: Preparing Skilled, Qualified Entry-Level Workers. Employers report that new entrants into the tourism and hospitality industry lack the necessary workforce readiness, basic skills and cross-industry demand skills.

Because the tourism and hospitality industry is comprised primarily of service occupations, it is vital that employers have access to a pool of employees with a strong customer service orientation, solid cross-industry demand skills, and the communication skills necessary to perform effectively on the job. However, many employers feel that these qualities are strongly lacking in their entry-level staff.

Despite the large percentages of South Jerseyans employed in the tourism and hospitality industry, employers conclude that the education of young people does not coincide with future industry needs. Some area leaders feel that children are not given adequate exposure to the opportunities within the tourism and hospitality industry while they are in the classroom, and that they do not receive any education on the nature of the tourism industry and its importance to the regional economy.²⁵ Focus groups conducted by the Atlantic-Cape May WIB revealed that individuals in the Southern New Jersey region in a variety of age groups possessed little knowledge of industry employment opportunities and are ill prepared to join the tourism/hospitality workforce.²⁶

IV. Current Efforts to Meet the Challenges

As the demand for workers in the tourism and hospitality industry increases, the industry must work to better attract and retain workers as well as enhance the skills of their workforce. The local Workforce Investment Boards (WIBs), particularly the Atlantic-Cape May WIB, have begun intensive research to better identify the key barriers to obtaining a skilled workforce. In addition, the Atlantic-Cape May WIB continues to work to mobilize the key industry stakeholders towards collaborative efforts for strengthening and better preparing the tourism and hospitality workforce.

Strategies to Attract and Recruit Workers

In order to inform the efforts to recruit and attract workers, the Atlantic Cape May WIB, funded by a US Department of Labor Phase I Sectoral Initiative Grant, conducted twelve focus groups with potential employees for the Atlantic City hospitality industry in six South Jersey counties between July of 2001 and July of 2002.²⁷ Focus group participants cited concerns with available wages, the time and cost associated with transportation to Atlantic City, and negative perceptions about the industry as reasons they do not view employment in Atlantic City’s hospitality industry as desirable.²⁸

Wage Satisfaction: Most participants of the Atlantic-Cape May focus groups indicated that the wages for Atlantic City hospitality wages would have to start in the \$12-\$15 an hour range to entice them to work in the industry.

Transportation Issues: Every focus group raised the cost and time associated with transportation to Atlantic City as a major barrier to industry employment. All felt that a wider and more affordable array of transportation options should be made available. Some participants suggested that the casinos should provide an express bus or shuttle for employees. Others felt that a wage differential should be offered to those employees who commute farther distances into Atlantic City to compensate for their commute.

Negative Perceptions of the Industry: Many employers have difficulty staffing tourism and hospitality positions because the industry is perceived negatively by local job seekers. Focus group participants highlighted some of the key components of the industry’s negative image:

- Atlantic City hospitality jobs are viewed as lacking in job security. Some participants feel that this is especially true in the industry’s higher-level positions.
- Job seekers perceive advancement opportunities in the industry to be heavily affected by favoritism and “who you know.”
- In Atlantic City, the physical work environment of casino-hotels is perceived by potential job seekers to be unsafe. In particular, the employee parking lots are characterized as lacking in sufficient lighting and security staff.

- Finally, many of the focus group participants noted that industry positions are considered undesirable because they are perceived as requiring night and weekend shifts.

Focus group participants were asked to list benefits or perks that could entice them to seek employment in the Atlantic City hospitality industry. Some of the items listed include²⁹:

- reduction or elimination of employee premium for medical and dental benefits,
- wages starting at \$12/hour (Senior participants listed wages starting at \$9/hour but also wanted assistance with paying for prescription medications),
- assignment of preferred shifts,
- transportation assistance (express shuttles or subsidization for transportation costs),
- social work environment with coworkers in same age groups (this was listed by young people, or new entrants into the workforce),
- tuition reimbursement,
- and on-the-job training opportunities.

In addition to identifying ways to attract more workers to the industry, industry stakeholders have also begun to target their recruitment efforts to the available labor pools. In 2002, Telemundo, one of the largest television stations for the Spanish-speaking population in the region, aired a series of segments on Atlantic Cape Community College training programs that help place Spanish-speaking individuals into the tourism and hospitality industry. These segments aired in the New York region, and peaked the interest of many potential workers, including many who had been displaced from the Manhattan tourism and hospitality industry by the economic fallout of September 11th. More than four hundred viewers called the television station to get more information on industry opportunities. Quick to respond to the spiked interest in their industry, Atlantic City employers partnered with the Atlantic Cape May WIB and Atlantic Cape Community College to hold an industry-wide job fair. Promotion for the event included mailings, internet postings, radio ads, and strategic word of mouth through contacting community agencies, other WIBs, and government agencies. The event was considered to be very successful, resulting in many matches between employers and new recruits.³⁰

Strategies to Prepare Skilled, Qualified Entry Level Workers

Industry leaders in South Jersey are implementing a number of promising initiatives designed to better prepare entry-level workers with the necessary skills.

In May of 2003, ten casino-hotels partnered with Atlantic Cape Community College and the State of New Jersey to develop a state-of-the-art technology laboratory at Caesars Casino for the

training of workers. This laboratory was funded with Customized Training grant funds from the New Jersey Department of Labor as well as matching funds and in-kind donations from consortium partners. The consortium's project—South Jersey Hospitality Opportunities for Potential Employees (or South Jersey HOPE)—offers a career advancement program for 105 entry-level workers in the gaming industry. In addition, the technology lab is available for 1,351 Park Place employees for training in technology literacy as well as for online course work with Atlantic Cape Community College and other educational institutions. Some of the training provided in the lab includes:

- an introduction to computers and e-learning,
- basic skills for front desk and hotel operations,
- food preparation and culinary, marketing, and cashier training,
- introduction to MS Office programs,
- introduction to proprietary software programs,
- and self paced skill building, including accent reduction, safety training and software systems.³¹

In addition to their involvement in the South Jersey HOPE project, the Atlantic Cape Community College has sought to prepare a skilled tourism workforce through its various specialized programs. Most notable among these are the Academy of Culinary Arts and the Casino Career Institute. The Academy of Culinary Arts offers an associate in applied science degree in both culinary arts and food service management as well as a certificate program in baking/pastry specialization. The Casino Career Institute offers specialty training for gaming dealers, slot technicians, and surveillance employees. Both the Academy of Culinary Arts and the Casino Career Institute place many of their graduates in Atlantic City hospitality and gaming employment.

While the Atlantic-Cape Community College is providing skills training for the college-age population, the Eagle Academy Project in Atlantic County seeks to prepare a targeted group of high school students for future industry employment. This project, a collaboration of hospitality and tourism employers (as well as other industry employers), local government, the Atlantic-Cape May Workforce Investment Board, and a veterans association, aims to provide an alternative educational setting for at-risk high school students. General program goals include: increasing basic skills, workplace readiness skills, and professional and technical skills of students, as well as increasing the likelihood of high school completion of these students. The Eagle Academy, founded in 1999, currently has fifty enrollees who engage in a wide array of industry-related training activities. These activities may include: job shadowing in the hospitality and tourism industry, casino-related training with Bally's Corporation, or casino dealer training with the Tropicana Hotel and Casino. In addition, some students learn culinary and hospitality skills by staffing and managing the Academy Café, which serves breakfast and lunch daily to community patrons. The Eagle Academy Project was recently awarded with a 2003

Exemplary Partnership Program Award by the New Jersey Association of Partners in Education.³²

The Atlantic-Cape May WIB, HERE Local 54, and the Atlantic Cape Community College, along with the local One-Stop Career Center, and some employers, have undertaken a planning process to improve the labor conditions in the Atlantic City gaming industry. The group, known as Atlantic City Partners, has outlined a sectoral model designed to better meet the labor and skill needs of South Jersey's tourism and hospitality industry. This model includes four primary components: conduct additional market research, launch a recruitment campaign, and offer both pre and post placement training.

Outside of New Jersey, other states are implementing innovative strategies to meet the workforce needs of their tourism and hospitality industries. In Maryland, the state seeks to enhance the skills of its tourism workforce through the provision of a certificate program. The "Hospitality, Maryland Style" program (H.M.S) seeks to increase the communication and customer service skills of the state's hospitality workers, while enhancing their understanding and knowledge of the industry. Upon completion of this 20-hour program, graduates receive the H.M.S. certificate. The state also offers an abbreviated version of this program; the four-hour "Maryland Smiles" seminar pursues similar program goals to that of "Hospitality, Maryland Style."

The State of Michigan is pursuing skills gains in its tourism workforce through its provision of online training modules. The Michigan Tourism Virtual Training Academy (MTVTA) offers self paced, specialized tourism and hospitality skills training courses. Available courses address such topics as overcoming challenging situations, communicating effectively, developing service expertise, enhancing leadership skills, and writing a marketing plan for tourism. Like the "Hospitality, Maryland Style" program, the MTVTA offers a certificate of accomplishment to successful course completers, which is recognized by industry employers.

V. Recommendations

The tourism and hospitality industry is faced with two major challenges in meeting the current and future labor and skill needs. First, many of the jobseekers who have the skills necessary for tourism and hospitality jobs have a low degree of interest in the industry. Research shows that among the target populations to expand the labor pool, misconceptions about the industry are common. Also, many of the potential entrants who may be interested in taking jobs in the industry lack the necessary qualifications for the jobs.

1. Recommendations to Attract and Recruit Workers

Recruit Workers from Untapped Labor Pools

Attract Immigrants and Senior Citizens to the Industry in South Jersey: Employers in South Jersey tell us that they have been slow to embrace the immigrant labor pool. They stress, however, that they are a viable source of labor, particularly for lower-skilled, harder to fill positions, of which there is an abundance in the tourism and hospitality industry. Employers suggest that the local One-Stop Career Centers could play a role in accessing these workers, perhaps through ESL classes, citizenship classes, and other strategies to integrate this labor pool into the workforce.

Some senior citizens have expressed interest in the gaming industry if they could be assured of part time, daytime shifts. Seniors may also be recruited by employer provision of desirable benefits, particularly prescription drug coverage.

Offer Transportation Incentives: Employers offering transportation incentives can recruit a pool of unemployed and underemployed workers who would otherwise not consider the industry for employment given their geographic distance from employers. Options include subsidization for transportation (either through reimbursement or wage differentials for those employees commuting from further away) or provision of alternative transportation options. These options include: organizing car pools, providing a shuttle bus, and by lobbying for increased means of public transportation.

Improve the Working Environment

Improve the Working Environment: To increase the supply of qualified new workers to the industry, employers should make efforts to minimize the unattractive aspects of tourism and hospitality jobs that were identified in the Atlantic-Cape May WIB focus groups. For example, casinos in Atlantic City should review security concerns such as poor lighting in employee parking facilities and inadequate staffing of security personnel. Increases in the perceived safety of the workplace could entice some potential employees to the industry. Hospitality employers could also combat their image as antifamily by offering some potential workers with guaranteed shift assignments that will better allow them to balance their work and family obligations.³³ Finally, by creating clear career advancement opportunities for entry-level workers, employers may help to attract new workers to careers in the industry.

2. Recommendations for Preparing Skilled, Qualified Entry-Level Workers

Strengthen Secondary Education

Incorporate Workplace Readiness and Cross-Industry Demand Skills Needed in the Workplace into School Curricula:

Employers in this and other industries report that many entry-level workers lack workplace readiness skills and cross-industry demand skills that are necessary to succeed in nearly all jobs in the twenty-first century world of work. High schools should work to incorporate these key skills into the curriculum. Since cross-industry demand skills, such as team-work/communication and problem solving/critical thinking, can be applied in any discipline, these skills can be incorporated into existing curricula.

Workplace readiness skills should also be integrated into the high school experience as well. While still in its infancy, the *SchoolCounts!* Program, in place in several counties in New Jersey and developed by the Business Coalition for Education Excellence at the New Jersey Chamber of Commerce, may be a promising approach. This program rewards students by issuing an employer-recognized certificate to students for promising behavior such as consistently high attendance rates, above average academic performance, finishing high school on time and taking initiative by enrolling in extra courses. Local employers enrolled in the program agree to accept the *SchoolCounts!* Certificate as evidence of workforce preparedness.

Continue and Support Existing Industry Efforts: Atlantic City employers have developed a robust in-house program and partnership with the local college to enhance the skills for entry-level and other incumbent workers through their state-of-the-art technology laboratory. Employers should continue to make these training resources and opportunities available to their workers to keep them competitive. Educators, workforce development professionals and policy makers should work closely to employers to support and help coordinate this and other industry efforts, such as the Eagle Academy Project.

Atlantic City Partners, in conjunction with the local WIB and local 54 of the Union of Restaurants and Hotel Workers has proposed a model for training entry-level workers to fill “back of the house” jobs. The model asks employers to provide five cents per employee hour worked for training costs. The training fund, to be administered by the Partnership, would be spent to renovate a local firehouse and convert it into a training center. Since this agreement requires negotiation via the union contracts, the first casino to consider the plan is the Borgata, which is currently in the process of ratifying their contract.

Figure 5.1: Recommendations by Stakeholder

	State Government	Workforce Investment Boards	Secondary Education	Post Secondary Education	Employers/Associations	Unions
Strengthen Secondary Education						
Incorporate Workplace Readiness and Cross-Industry Demand Skills Needed in the Workplace into School Curricula	x		x			
Continue and Support Existing Industry Efforts	x	x	x	x	x	x
Recruit Workers from Untapped Labor Pools						
Attract Immigrants and Senior Citizens to the Industry in South Jersey	x	x			x	x
Offer Transportation Incentives					x	
Improve the Working Environment						
Improve the Working Environment					x	x

VI. Conclusion

While revenues may be strong, the ability of New Jersey's tourism and hospitality employers to meet workforce demands is strained. The industry is facing two key workforce challenges, including difficulties attracting and recruiting workers to the industry as well as hiring the prepared, skilled entry-level workers they need. Employers report that they find it difficult to compete with other regional industries when trying to attract potential employees, due to the perception that industry wages, advancement opportunities, and working conditions are less desirable than those offered by other industries.

Employers are critical of the workforce preparedness of today's younger workers and cite a lack of basic math and literacy skills and unfamiliarity with expected workplace behavior (punctuality, responsibility, a strong work ethic) as serious impediments to finding enough qualified employees. Given

that the tourism and hospitality industry is and is expected to remain a key employer of South Jerseyans, employers are disappointed that young people today are not typically provided with any background knowledge of the industry or basic occupational preparation while in school.

Employers in the tourism and hospitality industry are beginning to engage in activities to raise the profile of the industry and increase the supply of skilled workers. The industry should continue and expand upon these efforts, including recruiting from untapped labor pools such as older workers and immigrants, creating career advancement opportunities, and improving the working environment. In addition, industry stakeholders should continue to work with county colleges and other educators to develop and advance needed curriculum and degree and certificate programs. Finally, there is a strong need to incorporate workplace readiness and the cross-industry demand skills needed in the workplace into school curricula.

⁵ New Jersey Department of Labor. Occupational Employment Statistics Wage Survey: 2003 Edition. January 2003. <<http://www.wnjin.state.nj.us/OneStopCareerCenter/LaborMarketInformation/lmi23/TOC001.htm>>

⁶ Please see Appendix B for further detail on the methodologies employed by the Atlantic Cape May WIB for their research.

⁷ Office of the Governor, State of New Jersey. "McGreevey Kicks Off Summer Tourism Advertising Campaign." Press Releases. 19 May 2003. <http://www.state.nj.us/cgi-bin/governor/njnewslines/view_article.pl?id=1211>

⁸ Longwoods International. *Travel and Tourism in New Jersey: A Report on the 2001 Travel Year*. May 2002.

⁹ Seneca, Joseph J. *NJ Mid Year Review and Economic Outlook for 2002-2003*. New Jersey Council of Economic Advisors.

¹⁰ Chebium, Raju. "Tourism Industry Optimistic." *Courier Post Online: South Jersey Business*. 20 April 2003. <<http://www.southjerseynews.com/issues/april/b042003b.htm>>

¹¹ Bureau of Labor Statistics, U.S. Department of Labor. "Eating and Drinking Places." *Career Guide to Industries: 2002-2003 Edition*. <<http://www.bls.gov/oco/cg/cgs023.htm>>

Bureau of Labor Statistics, U.S. Department of Labor. "Hotels and Other Lodging Places." *Career Guide to Industries: 2002-2003 Edition*. <<http://www.bls.gov/oco/cg/cgs036.htm>>

Bureau of Labor Statistics, U.S. Department of Labor. "Amusement and Recreation Services." *Career Guide to Industries: 2002-2003 Edition*. <<http://www.bls.gov/oco/cg/cgs031.htm>>

¹² Bureau of Economic Analysis, U.S. Department of Commerce. "Industry Accounts Data. Gross Domestic Product by Industry." 28 October 2002. <<http://www.bea.doc.gov/bea/dn2/gposhr.htm>>

¹³ New Jersey Department of Labor. "Gross State Product for New Jersey by Industry, 1977-2001 (Millions of Current Dollars)." 7 July 2003. <http://www.wnjin.state.nj.us/OneStopCareerCenter/LaborMarketInformation/lmi09/gsp_NJ01C.xls>

¹⁴ Bureau of Labor Statistics, U.S. Department of Labor. *Career Guide to Industries: 2002-2003 Edition*. <<http://www.bls.gov/oco/cg/>>

¹⁵ This figure reflects earnings of non-supervisory workers.

¹⁶ New Jersey Department of Labor. *Occupational Employment Statistics Wage Survey: 2003 Edition*. January 2003. <<http://www.wnjin.state.nj.us/OneStopCareerCenter/LaborMarketInformation/lmi23/TOC001.htm>>

¹⁷ Ibid.

¹⁸ New Jersey Department of Labor. "Estimated and Projected Employment by Industry, 2000-2010." November 2002. <<http://www.wnjin.state.nj.us/OneStopCareerCenter/LaborMarketInformation/lmi04/state/detailind.htm>>

¹⁹ New Jersey Department of Labor. Occupational Employment Projections, 2000-2010. <http://www.wnjin.net/OneStopCareerCenter/LaborMarketInformation/lmi04/state/index.html#occ>

²⁰ New Jersey Department of Labor. New Jersey Occupational Employment Wage Statistics Survey, January 2003. <http://www.wnjin.net/OneStopCareerCenter/LaborMarketInformation/lmi23/TOC001.htm>

²¹ Core competencies are a cluster of skills, knowledge, and abilities a worker needs to master to perform this job.

²² Staff. "Cornell Survey Identifies Management Survival Skills." *Hotel and Motel Magazine*. 22 March 2002. <<http://www.hotelmotel.com>>

²³ Bureau of Labor Statistics, U.S. Department of Labor. *Career Guide to Industries: 2002-2003 Edition*. <<http://www.bls.gov/oco/cg/>>

²⁴ Atlantic Cape May Workforce Investment Board. *Atlantic City Partners: A Phase I Sectoral Strategic Plan for Workforce Development in the Atlantic City NJ Hospitality Industry*. Funded by the US Department of Labor. July 2002. <<http://www.southjerseyworks.info/counties/atlantic/partners.htm>>

²⁵ New Jersey Legislature. *Public Hearing before Assembly Tourism and Gaming Committee*. "Testimony from South Jersey businesses on the status of the tourism industry in South Jersey." 1 August 2002. <<http://www.njleg.state.nj.us/legislativepub/pubhearings2002.asp#ATG>>

²⁶ Atlantic Cape May Workforce Investment Board. *Atlantic City Partners: A Phase I Sectoral Strategic Plan for Workforce Development in the Atlantic City NJ Hospitality Industry*. Funded by the US Department of Labor. July 2002. <<http://www.southjerseyworks.info/counties/atlantic/partners.htm>>

²⁷ This report has relied heavily on the research conducted by the Atlantic Cape May WIB. For more detail on the methodologies employed by the Atlantic Cape May Workforce Investment Board for their study, see Appendix A.

²⁸ Atlantic Cape May Workforce Investment Board. *Atlantic City Partners: A Phase I Sectoral Strategic Plan for Workforce Development in the Atlantic City NJ Hospitality Industry*. Funded by the US Department of Labor. July 2002. <<http://www.southjerseyworks.info/counties/atlantic/partners.htm>>

²⁹ Atlantic Cape May Workforce Investment Board. *Atlantic City Partners: A Phase I Sectoral Strategic Plan for Workforce Development in the Atlantic City NJ Hospitality Industry*. Funded by the US Department of Labor. July 2002. <<http://www.southjerseyworks.info/counties/atlantic/partners.htm>>

³⁰ Atlantic Cape May Workforce Investment Board. *Atlantic City Partners: A Phase I Sectoral Strategic Plan for Workforce Development in the Atlantic City NJ Hospitality Industry*. Funded by the US Department of Labor. July 2002. <<http://www.southjerseyworks.info/counties/atlantic/partners.htm>>

³¹ Staff. "ACCC, Casino, Government Collaboration Opens Technology Laboratory." Park Place. 9 May 2003. <<http://www.parkplace.com/hilton/atlanticcity>>

³² New Jersey Association of Partners in Education. "Exemplary Partnership Program Award: Eagle Academy." 2003. <<http://www.njapie.org/awards/03eagle.html>>

³³ Atlantic Cape May Workforce Investment Board. *Atlantic City Partners: A Phase I Sectoral Strategic Plan for Workforce Development in the Atlantic City NJ Hospitality Industry*. Funded by the US Department of Labor. July 2002. <<http://www.southjerseyworks.info/counties/atlantic/partners.htm>>

Appendix A: Methodology

Methodology for Industry Reports

The Workforce Investment Boards of Bergen, Cumberland/Salem, Hudson, Mercer and Passaic Counties, in partnership with the New Jersey State Employment and Training Commission, selected the industries for study based on their prevalence in the state and regional economies, their current employment rate, and their potential for job creation.

The Heldrich Center, with input from each WIB, conducted a thorough literature search, or “knowledge inventory,” for each industry. The Heldrich Center compiled background research using the Internet and published research reports on the current and emerging national and state trends, and focused on emerging trends and growth projections in the selected industries. The knowledge inventory formed the basis of the industry reports.

The Heldrich Center utilized New Jersey Department of Labor Labor Market Information (LMI) data to create a list of occupations for each industry. The primary criterion was gross openings and expected growth. The secondary criterion was occupations with a shortage of qualified workers and those that displayed a diversity of income and educational levels. Using these occupational lists, the Heldrich Center, in conjunction with the Atlantic-Cape May Workforce Investment Board, selected ten key occupations for in-depth analysis. For each of these occupations, tasks, skills, and educational requirements were identified from already established O*Net material. Labor gaps, skill gaps, and regional strategies to address these problems were identified through the literature review, as well as through interviews that were conducted with industry leaders and employers. Educators in the southern region, principally from Atlantic Cape Community College, have also been consulted regarding training issues and initiatives.

Much of the research relied upon in this report was conducted by the Atlantic Cape May Workforce Investment Board. The Atlantic Cape May WIB, funded by a US Department of Labor Phase I Sectoral Initiative Grant, undertook a labor market review and analysis, and produced an environmental scan of trends impacting the Atlantic City hospitality industry. They also conducted twelve focus groups with potential employees for the Atlantic City hospitality industry in six South Jersey counties between July of 2001 and July of 2002, as well as focus groups with human resource managers in the industry. Their research has sought to establish a commitment from Atlantic City employers to workforce issues, create a wide collaboration of industry partners called Atlantic City Partners, and develop an action plan to address the major workforce issues faced by the Atlantic City tourism/hospitality industry.³⁴

³⁴ Atlantic Cape May Workforce Investment Board. *Atlantic City Partners: A Phase I Sectoral Strategic Plan for Workforce Development in the Atlantic City NJ Hospitality Industry*. Funded by the US Department of Labor. July 2002.
<<http://www.southjerseyiiworks.info/counties/atlantic/partners.htm>>

Appendix B: Profile of Selected Occupations

1. GAMING SUPERVISORS

Gaming supervisors are responsible for the oversight of gaming operations and personnel. They usually circulate on the gaming floor at a casino or similar establishment, ensuring the smooth running of the casino's operations. They dictate and implement personnel shift schedules, as well as planning and organizing events for guests. Gaming supervisors also interact heavily with the casino's patrons, often explaining or interpreting rules of games or conduct. They are often used in conjunction with the casino's security staff to guard against cheating and fraud. They may also serve as the first line for the receipt of complaints and problems.

Gaming supervisors must have excellent conflict resolution skills. Whether managing employees or interacting with customers, gaming supervisors are required to be superb communicators, with the ability to sense and correct problems. They should have basic familiarity with math, and should have good number facility; they are often called on to handle or compute large sums of money. Supervisors should be very observant, and be effective monitors. Employees in this occupation are expected to have a high school diploma or GED. Employers often prefer these individuals to have an associate's degree.

2. FOOD SERVICE MANAGERS

Food service managers work in restaurants, hotels, and other establishments that serve food. They plan and direct much of the organization's operation, responsible for planning menus, estimating consumption, and placing and reviewing supply orders. Food service managers are also often called on to monitor budget and payroll information. They set health and nutritional standards, and ensure compliance with outside health and safety regulations. They're also responsible for fielding complaints and suggestions from customers.

Food service managers should have intricate knowledge of the rules and regulations governing the food service industry. They should have basic skills in economics and accounting, as well as solid familiarity with math. They should be excellent problem solvers, with a focus on critical thinking. Employees in this occupation should have solid judgment, and excellent interpersonal skills. Employers usually require a bachelor's degree for this job.

3. FIRST-LINE SUPERVISORS/MANAGERS OF FOOD PREPARATION AND SERVING WORKERS

First-line supervisors engage in direct supervision of workers preparing and serving food. They devise and implement work schedules, inspect workers and facilities, and recommend improvements. First-line supervisors are often responsible for the hiring and firing of new preparation employees. Additionally, they're often responsible for the training of new employees. They sometimes consult with other personnel to determine menus and serving arrangements.

First-line supervisors should be good communicators. They must be effective negotiators who are able to interact equally well with labor and management. They're often required to be observant, and should demonstrate an excellent attention to detail. Management of resources is a crucial part of their responsibility, so this should be a focus. First-line supervisors should also be good educators, able to train and instruct the staff in new techniques or concepts. Increasingly, knowledge of a second language is preferred. Employees in this occupation are typically required to have an associate's degree or extensive on-the-job experience.

4. HOTEL, MOTEL, AND RESORT DESK CLERKS

Hotel, motel, and resort desk clerks are responsible for registering guests, tracking and assigning rooms, and processing payments. They also are responsible for taking and delivering messages, answering guest inquiries, and making and confirming reservations. The performance of these frontline workers is critical to a lodging establishment's image as these are the individuals that guests are most likely to interact with in a direct and daily manner.

Hotel, motel, and resort desk clerks must be skilled communicators and have the ability to understand and address guests' needs quickly and satisfactorily. Coordination skills are key to successful performance in this job since clerks must communicate guest needs across various departments of the lodging establishment (such as the hotel management, restaurant, maintenance and cleaning, or retail areas). Because these individuals process payments, clerks should also possess strong number facility. Employers typically require a high school degree or equivalent for employment in these positions.

Employers are increasingly seeking computer familiarity and an ability to learn new technology in their new hires for these positions. This is because these positions now often require the use of database management software and other customized applications. Typical applications include tracking rooms and projecting vacancies.

5. WAITERS AND WAITRESSES

Waiters and waitresses are responsible for taking food and beverage orders, relaying orders to food preparation staff and/or bar, and serving these items to restaurant patrons. They are also responsible for preparing the patron's bill and making change. They must also anticipate and respond to patron needs through such tasks as monitoring tables and answering questions about the menu or the facility.

Waiters and waitresses must possess excellent communication skills, particularly listening skills. They should also have a strong service orientation and an ability to be aware of and understand the needs of patrons. Waiters and waitresses are a key component of the patron's experience and contribute greatly to their desire to return to the establishment or recommend it to others. Most employers do not have a minimum education requirement for this position. However, prior experience is typically necessary for waiters and waitresses seeking employment at some of the higher-end dining establishments.

6. GAMING DEALERS

Gaming dealers operate casino games for patrons. Typical tasks include: dispensing cards, operating game equipment, and handling bets. These individuals also participate in the game on behalf of the employer and explain game rules to patrons.

Gaming dealers must possess strong knowledge of all game and casino rules and be able to communicate them effectively to patrons where needed. Because dealers calculate and pay out winnings, they should be able to perform basic math functions both quickly and accurately. It is also important that gaming dealers possess strong monitoring skills. Typically, employers require new hires to have a high school degree or equivalent and provide in-house training, though specialty training from a vocational program is considered desirable among employers.

7. AMUSEMENT AND RECREATION ATTENDANTS

Amusement and recreation attendants work directly with customers on a daily basis. These individuals perform a wide array of tasks that may include operating a ride or concession stand or maintaining or distributing equipment at a recreation facility.

Amusement and recreation attendants should possess excellent coordination skills, as they seek to meet the needs of numerous customers, often at the same time. They should also be strong communicators, both with customers and their fellow colleagues. Other key skills sought by employers include: commitment to quality, problem solving skills, and the ability to remain organized and calm under pressure. English proficiency is essential for successful performance in this job. Employers do not typically have a minimum education requirement for these positions though a high school degree or equivalent is preferred.

8. SECURITY GUARDS

Security guards are direct contributors to the customers' perception of the safety of an area or establishment. Consequently, effective performance of this job is critical to the customer's decision to become a return customer or to recommend the establishment to others. In the tourism and hospitality industry, security guards perform traditional functions of patrolling and protection in hotels and resorts, clubs, bars and restaurants, and other establishments. Guards also answer security-related calls, respond to alarms, and monitor security systems.

Needed skills include: social perceptiveness, critical thinking, decision-making, and knowledge of law enforcement and local regulations. In a resort or casino location, the guards may have considerable interaction with patrons, requiring problem sensitivity and strong interpersonal skills. At more advanced levels of this position, the skills of pattern recognition, job-related communications and multitasking, plus the ability to remain focused under pressure are at a premium. Typically, a minimum of a high school degree and training is required. Guards who carry firearms are certified to do so and require additional training.

Guards are increasingly involved in plans to respond in the event of terrorist or other security threats. The security systems that monitor premises for threats are becoming more complex, requiring greater technology skills for these positions. Individuals employed in this position should be able to learn and adapt to new technologies and the changing requirements of the job.

9. FOOD PREPARATION WORKERS

Food preparation workers prepare food for their supervising chefs. Typical tasks include: cleaning and cutting meat and produce, measuring needed ingredients, moving ingredients from storage area to preparation area, and distributing food to wait staff.

Key skills for this occupation include an attention to detail and the ability to follow directions precisely. Knowledge of the materials and ingredients they are working with is also important. There are no educational requirements for this occupation, though employers typically prefer that workers have a high school degree or equivalent.

10. MAIDS AND HOUSEKEEPING CLEANERS

Maids and housekeeping cleaners work to insure the cleanliness and comfort of a hotel room, as well as all other areas of the hotel or hospitality establishment. Typical tasks include cleaning floors, changing linens, and removing garbage.

These jobs require some customer contact. Consequently, strong communication skills and a service orientation are considered desirable among employers. Maids and housekeeping cleaners must be adept at meeting employer standards, plus understanding customers' needs and enhancing customer satisfaction. In addition, maids and housekeeping cleaners must be knowledgeable in selecting and maintaining their occupational equipment. Typically a high school degree or equivalent and on-the-job training is required.

