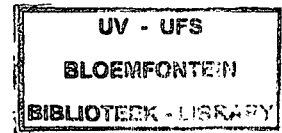


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**COMPETENCE DIRECTIVES FOR ENHANCING THE
EMPLOYABILITY OF HOSPITALITY MANAGEMENT GRADUATES
IN SOUTH AFRICA**

by

Hermanus Johannes Moolman

**Thesis submitted in fulfilment of the requirements for the degree
Philosophiae Doctor in Higher Education Studies
(PhD Higher Education Studies)**

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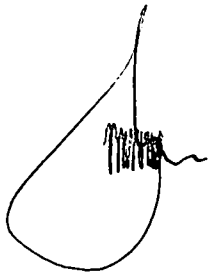
**THE SCHOOL OF HIGHER EDUCATION STUDIES
FACULTY OF EDUCATION
UNIVERSITY OF THE FREE STATE
BLOEMFONTEIN**

December 2012

**PROMOTOR Prof AC Wilkinson
CO-PROMOTOR Prof Dr FE Van Schalkwyk (CUT)**

DECLARATION

I hereby declare that the work submitted here is the result of my own independent investigation. Where help was sought, it has been acknowledged. I further declare that this work is submitted for the first time at this university/departments towards a PhD degree and that it has never been submitted to any other university/faculty/department for the purpose of obtaining a degree. I furthermore cede copyright of the thesis in favour of the University of the Free State.



19 FEB 2013

HJ Moolman

Date: 2 February 2013

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LIST OF FREQUENTLY USED ACRONYMS

AQF	Australian Qualifications Framework
BCom	Bachelor of Commerce
BTech	Bachelor of Technology
CATHSSETA	Culture, Art, Tourism, Hospitality and Sport Education and Training Authority
CBE	Competency-based education
CBT	Competency-based training
CUSHA	Cornell University School of Hotel Administration
CUT	Central University of Technology, Free State
DHET	Department of Higher Education and Training
DoE	Department of Education
DoL	Department of Labor/Labour
DoT	Department of Tourism
DQR	German Qualifications Framework for Lifelong Learning
DTI	Department of Trade and Industry
EI	Emotional intelligence
EQF	European Qualifications Framework for Lifelong Learning
ESCI	Emotional and Social Competency Inventory
ESCI-U	University version of the Emotional and Social Competency Inventory
EU	European Union
FET	Further Education and Training
GDP	Gross Domestic Product
GIHE	Glion Institute of Higher Education
HE	Higher Education
HEFCQ	Higher Education Funding Council for England
HEI(s)	Higher education institution(s)
HTH	Hotelschool The Hague
LRISHM	Les Roches International School of Hotel Management
MCI	Management Charter Initiative
NCIHE	National Committee of Inquiry into Higher Education
NDip	National Diploma

NTSS	National Tourism Sector Strategy
QUAL/qual	Qualitative
QUAN/quan	Quantitative
RSA	Republic of South Africa
SACHE	South African Council on Higher Education and Training
SAHEQF	South African Higher Education Qualifications Framework
SANQF	South African National Qualifications Framework
SAQA	South African Qualifications Authority
SAT	South African Tourism
SCANS	Secretary's Commission on Achieving Necessary Skills
SI	Social Intelligence
SMEs	Small and medium enterprises
SMMEs	Small, medium and micro enterprises
SQA	Scottish Qualifications Authority
SSA	Stenden South Africa
STATSSA	Statistics South Africa
THETA	Tourism, Hospitality and Sport Education and Training Authority
TQM	Total quality management
TSA	Tourism Satellite Account
UK	United Kingdom
UKNCVQ	United Kingdom National Council for Vocational Qualifications
UKNVQs	UK National Vocational Qualifications
UNWTO	United Nations World Tourism Organization
UoT(s)	University/Universities of Technology
USA	United States of America
VET	Vocational Education and Training
WBL	Work-based learning
WTTC	World Travel & Tourism Council

LIST OF COMPETENCE DOMAIN ACRONYMS

ATT	Attitudes and Values
COM	Communication
CUL	Culinary
CUS	Customer Satisfaction
ECO	Economic
EMO	Emotional and Social Intelligence
ENT	Entrepreneurial
ENV	Environmental Protection and Sustainability
EVE	Event Management
FIM	Accounting and Financial Management
FOB	Food and Beverage
GEN	Generic, later adjusted to Other Generic
HEA	Health and Safety
HOS	Hospitality Sector Knowledge, later adjusted to Hospitality Sector Orientation and Knowledge
HUM	Human Resources Management
LAW	Legal
MAN	Management and Leadership
MAR	Marketing
MET	Meta-competencies
PRO	Project Management
RES	Research
ROO	Rooms Division
TEC	Technological
TOU	Tourism
VOC	Other Vocational

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SUMMARY

Hospitality education institutions are often confronted by claims that they do not meet one of the most significant challenges facing contemporary higher education, namely the challenge to develop employable graduates in a time characterised by major changes in the higher education environment and the world of work. This study sets out to propose a comprehensive competence framework that will serve as a directive for enhancing the employability of hospitality management graduates in South Africa.

In realising this aim, a mixed methods research design was adopted that incorporated characteristics of the exploratory, embedded and evaluation research designs. The incorporation of different research paradigms reflects the researcher's pragmatic world-view. The study was completed in two phases. A literature review was undertaken in the first phase to identify the unique characteristics of the international and South African hospitality sector; and the challenges facing higher education in South Africa. These aspects had to be considered in the development of the competence framework. The literature review also served to conceptualise the notions of employability, generic graduate attributes, competence(s), competency and competencies. A time-consuming qualitative content analysis process was followed and 2 544 competence statements were collected from 44 purposefully selected documents. These competences were then reduced to 220 competence statements that could potentially enhance the employability of hospitality management graduates. Based on the researcher's experience and expertise, seven competences were added. The 227 competence statements were categorised within 25 competence domains and three competence clusters and were incorporated in a draft competence framework.

In order to promote the adaptation of the draft competence framework to South African circumstances, a Delphi evaluation of the framework was undertaken by 39 experts in the field. Additional competences were identified by panellists and the researcher and 195 of all the competences (n=256) were categorised as "Essential"

(over the four rounds of the Delphi evaluation). After careful review, the researcher reduced the competence domains to 22 and the competence statements to 194 in his final proposal of a competence framework for enhancing the employability of hospitality management graduates in South Africa. The competences of the proposed competence framework were categorised within three main clusters. The first two are respectively vocational/hospitality and management based, while the third cluster focuses on the generic graduate attribute concept.

The significance of the study lies in its contribution towards theory building in competence modelling. This contribution to theory predominantly lies within the field of higher education studies as applied in hospitality management course design and quality assurance. As a directive for enhancing the employability of hospitality management graduates, the competence framework can play an important role in curriculum development; it can be used as a set of standards to judge the employability of graduates against; it can assist to engage students in the process of enhancing their employability; and could serve as a clear description to potential employers of the knowledge, skills, abilities and attitudes that can be expected from hospitality management graduates. The proposed competence framework furthermore supports the second strategic objective of the National Tourism Sector Strategy that deals with the provision of excellent people development within the South African tourism industry. It is recommended that hospitality management academics and employers take note of the important implications the study can have on the enhancement of the employability of hospitality management graduates in South Africa.

Key words: higher education, South Africa, hospitality management, employability, framework, competence(s), competency, competencies, generic graduate attribute(s)

OPSOMMING

Instansies wat gasvryheidsopleiding aanbied, word dikwels met beweringe gekonfronteer dat hulle nie aan een van die belangrikste uitdagings voldoen waarvoor moderne hoër onderwys te staan kom nie, naamlik die uitdaging om indiensneembare graduandi op te lei in 'n tyd wat gekenmerk word deur groot veranderings in die hoër onderwys en in die werksomgewing. Die doel van hierdie studie was om 'n uitgebreide kompetensieraamwerk voor te stel wat rigtinggewend kon wees in die bevordering van die indiensneembaarheid van gegradueerdes in gasvryheidsbestuur in Suid-Afrika.

Ten einde hierdie oogmerk te bereik, is 'n gemengde-metode navorsingsontwerp gevolg wat eienskappe van die verkennende, ingebedde en evalueringsnavorsingsontwerpe ingesluit het. Die insluiting van verskillende navorsingsparadigmas weerspieël die navorser se pragmatiese lewens- en wêreldbeskouing. Die studie is in twee fases voltooi. 'n Literatuurstudie is in die eerste fase onderneem ten einde die unieke kenmerke van die internasionale en Suid-Afrikaanse gasvryheidsektore en die uitdagings waarvoor Suid-Afrikaanse hoër onderwys te staan kom, te identifiseer. Hierdie aspekte moes oorweeg word in die ontwikkeling van die kompetensieraamwerk. Die literatuurstudie het verder ook bygedra tot die konseptualisering van die begrippe van indiensneembaarheid, generiese attribute van gegradueerdes en "competence(s)", "competency" en "competencies". 'n Tydrowende, kwalitatiewe proses van inhoudsanalise is gevolg en daar is 2 544 kompetensiestellings uit die 44 doelmatig-geselekteerde dokumente versamel. Hierdie kompetensies is daarna tot 220 kompetensies, wat moontlik tot die bevordering van gegradueerdes in gasvryheidsbestuur se indiensneembaarheid kon bydra, verminder. Die navorser se ervaring en kundigheid het as basis gedien vir die identifisering van sewe addisionele kompetensies. Die 227 kompetensiestellings is in 25 kompetensiedomeine en drie kompetensieklusters gekategoriseer en in 'n konsepkompetensieraamwerk geïnkorporeer.

Ten einde die konsepraamwerk meer doeltreffend vir Suid-Afrikaanse omstandighede aan te pas, is 'n Delphi-evaluering van die raamwerk deur 39

kundiges in die veld uitgevoer. Die paneellede en die navorser het bykomende kompetensies geïdentifiseer en 195 van al die kompetensies (n=256) is as "Noodsaaklik" gekategoriseer (oor die vier rondtes van die Delphi-evaluering). Na deeglike hersiening het die navorser die kompetensiedomeine tot 22 en die kompetensiestellings tot 194 verminder in sy finale voorstel van 'n kompetensieraamwerk vir die bevordering van gegradueerdes in gasvryheidsbestuur se indiensneembaarheid in Suid-Afrika. Die kompetensiestellings van die voorgestelde raamwerk is in drie kompetensieklusters gekategoriseer. Die eerste twee fokus respektiewelik op beroeps-/gasvryheidsaspekte en op bestuur, terwyl die derde kluster op die konsep van generiese attribute van gegradueerdes toegespits is.

Die betekenis van die studie lê in sy bydrae tot die uitbouing van teorie in kompetensiemodellering. Hierdie bydrae tot die teorie is hoofsaaklik geleë in die veld van hoëronderwysstudie, soos toegepas in die kursusontwerp en gehalteversekering van gasvryheidsbestuur. Die kompetensieraamwerk, as 'n riglyn vir die bevordering van die indiensneembaarheid van gegradueerdes in gasvryheidsbestuur, kan 'n belangrike rol speel in kurrikulumontwikkeling; dit kan as 'n stel standarde gebruik word waarteen die indiensneembaarheid van gegradueerders beoordeel kan word; dit kan studente behulpsaam wees om betrokke te raak in die proses om hul indiensneembaarheid te bevorder; en dit verskaf 'n duidelike beskrywing van die kennis, vaardighede, houdings en waardes wat werkgewers van gegradueerdes in gasvryheidsbestuur kan verwag. Die voorgestelde kompetensieraamwerk ondersteun verder die tweede strategiese oogmerk van die Nasionale Toerismesektorstrategie, wat die voorsiening van uitnemende menslike ontwikkeling binne die Suid-Afrikaanse toerisme industrie nastreef. Daar word aanbeveel dat akademici in gasvryheidsbestuur en werkgewers kennis neem van die belangrike bydrae wat die studie kan lewer ten opsigte van die bevordering van gegradueerdes in gasvryheidsbestuur se indiensneembaarheid in Suid-Afrika.

Slutelwoorde: hoër onderwys, Suid-Afrika, gasvryheidsbestuur, indiensneembaarheid, raamwerk, gedragskompetensie(s), kompetensie(s), generiese gegradueerde attribuut/attribute

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

We live in a world that is characterised by constant change. Nothing seems to remain constant; and it seems as if our relationships, health, financial positions and insights change on a continuous basis. We can therefore be confident of only thing and that is that change will take place.

Constant change is also part of the world of work and Nilsson and Ellström (2012:27) state that the working environment is nowadays characterised by unpredictability, insecurity, complexity and rapid changing demands. Change has become an inevitable part of the modern market and being able to respond successfully to change can determine an organisation's short- and long-term success (Appelbaum, Habashy, Malo & Shafiq, 2012:764).

Continuous improvement and responsiveness to change are also required of higher education institutions (Kettunen, 2010:35) and it is often said that higher education (HE) is "at the heart of the coming changes" (Panagiotakopoulos, 2012:141). Higher education institutions (HEIs) continuously need to address the changing needs of their students and the industries they serve (SACHE, 2003:57; SACHE, 2004b:160; Kruss, 2004:673; Mazzarol & Soutar, 2012:721). The demand for responsiveness fundamentally implies that HEIs should prepare their graduates for employability (Kruss, 2004:686; Rae, 2007:607, 608; Korka, 2010:13). Treleaven and Voola (2008:160) confirm this notion and identify employability as one of the most significant challenges facing contemporary HE.

HE is often criticised for not providing graduates who are ready for work (Knight & Yorke, 2004:11; TACG, 2006:vii; Rae, 2007:610, Korka, 2010:20) and is urged to produce employable graduates who meet the changing needs of the work environment (Daud, Sapuan, Abidin & Rajadurai, 2011:68). International employers

of hospitality management graduates are particularly prone to criticise hospitality education providers for their inability to produce employable graduates (Sigala & Baum, 2003:367; Raybould & Wilkins, 2005:211; Chapman & Lovell, 2006:80; Connolly & McGing, 2006:55, 56; Watson, 2008:421; Munar & Montaña, 2009:78). South African HEIs offering hospitality management learning programmes are also susceptible to the claim that they do not provide graduates who are employable. The most recent Tourism and Sport Skills Audit conducted by Grant Thornton (2007:13) state that education providers put too much emphasis on pass rates as a measure of effectiveness and not on employment and employability. In addition, the researchers reported that some education providers are of the opinion that it is not their responsibility to “produce a work ready individual”, which results in graduates not being able “to make a smooth transition from the classroom to the world of work” (Grant Thornton, 2007:27).

It was against this background that the need for development of a competence framework that can serve as a directive for enhancing the employability of hospitality management graduates in South Africa was identified. It is envisaged that the development of such a framework will guide further research and practice in the field of hospitality management graduate employability.

This chapter provides more specific background perspectives that also inform the statement of the problem, the research questions, purpose and objectives of the study. The terms and concepts applicable to the study are clarified and a brief overview of the research design and methodology applied is provided.

1.2 BACKGROUND PERSPECTIVES

The ideal to produce employable graduates does not only stem from the demands of graduates and their employers, but also from governments around the world. Different arguments are raised in favour of employability and these are elaborated on in the section that follows. The importance of competence frameworks as directives for the enhancement of hospitality management graduates' employability

is described and the researcher's perspectives on the development of such a competence framework are discussed.

1.2.1 The argument for employability

Although the obligation to develop employable graduates has for many years been implicitly assumed (Maher, 2004:48), it has now explicitly become the aim of governments around the world to demand, in varying extents, from HEIs to produce employable graduates (McQuaid & Lindsay, 2005:199; Yorke, 2006:3; Bridgstock, 2009:31; Daud *et al.*, 2011:68; Andrews & Russell, 2012:33). The expansion of student numbers since the 1990's (Rae, 2007:606) and a "mix of complex economic, environmental, political and technological factors" are provided as reasons for the increased attention on employability (Rae, 2008:789). The requirement to develop employable graduates allows governments to ensure that universities are delivering high quality graduates and are held accountable for the manner in which public money is being spent by HEIs (Maher, 2004:48; Rae, 2007:606).

The governments of particularly Australia, Canada and the United Kingdom have made public funding dependent on the development of competent work-ready graduates (Bridgstock, 2009:31). Graduate employability has also become an important HE quality performance indicator in South Africa (Griesel & Parker, 2009:17). The Criteria for Programme Accreditation (SACHE, 2004a:1), for example, highlights the importance of quality assurance and prescribes in criterion 18 that HEIs need to take active steps to enhance the employability of their students in order to remain an accredited provider (SACHE, 2004a: 23).

The Independent Review of Higher Education Funding & Student Finance (IRHEF&SF) in the UK under the chairmanship of Lord Browne confirms the important role HE performs in developing employable graduates. The Browne Review suggests that those HEIs that provide enhanced employability should use it as an important selling point to recruit quality students. In addition, these institutions could claim higher class fees as students would be willing to pay more if studying at these universities could pave the way to higher earnings in the

workplace. Ultimately, "(c)ourses that deliver improved employability will prosper; those that make false promises will disappear" (IRHEF&SF, 2010:31).

Being employable is of considerable value to graduates. Employable graduates/individuals are more likely to gain employment (Yorke, 2006:8; Commission of the European Communities, 2008:148; Clarke & Patrickson, 2008:130); they experience higher levels of psychological well being, job satisfaction (Gowan, 2012:780) and income-earning opportunities (Panagiotakopoulos, 2012:142); are afforded more career opportunities (Panagiotakopoulos, 2012:142) and are generally more successful in their careers (Pool & Sewell, 2007:283; Yorke, 2006:8) than graduates/employees with lower levels of employability.

There is a growing emphasis among employers to employ graduates who are work ready when they enter the workplace. Nowadays employers give preference to individuals who have the competence to make an immediate contribution towards the organisation even if it is only in the short term. They tend not to employ employees who need to be developed in order to provide long term stability (Clarke, 2008:259). The importance of employability for hospitality employers is particularly important when one considers the following statement of Brownell: "Human capital is undeniably a hospitality organization's most valuable resource and has the potential to provide one of the most sustainable competitive advantages in today's marketplace" (Brownell, 2008:147). The sustained competitive advantage associated with employable employees is also supported by Van der Heijde and Van Der Heijden (2006: 449) and Clarke (2008:259).

Graduates that are not employable, generally struggle to find employment upon graduation (Daud *et al.*, 2011:68). HEIs that are not producing employable graduates can therefore be held liable for contributing towards a country's unemployment rate. The contribution of non employability towards unemployment is particularly alarming when one considers the high unemployment rate of 25.5 per cent experienced in South Africa in the third quarter of 2012 (STATSSA, 2012b:v).

The development of employable graduates will ultimately benefit the workforce, society and the economy (Spowart, 2011:178); and will enable HEIs to meet its core objective of creating, communicating and preserving knowledge, and to contribute towards the cultural, economic and social welfare of society (HEFCE, 2011:5; Panagiotakopoulos, 2012:142).

HEIs can achieve the employability ideal in a number of ways. Pegg, Waldock, Hendy-Isaac and Lawton (2012:11; 45) suggest, for example, that HEIs could embed the concept of employability in the learning programme design process and in learning, teaching and assessment practices. Employability could furthermore be enhanced by incorporating work experience in the curriculum and by building an institutional culture that promotes employability. Brownell (2008:147), however, postulates that graduates and their employers will only benefit from academic education if academic institutions identify, as a starting point, the specific competences required by graduates for enhancing their employability.

1.2.2 The link between competence and employability

The competence concept is a central aspect of employability (Van der Heijde & Van der Heijden, 2006:453; Andrews & Russell, 2012:35; Nilsson & Ellström, 2012:34) and Suh, West and Shin (2012:101) state that the increased competition and dynamic changes experienced in the global economic environment requires of hospitality students, professionals and academics to be aware of the competences required for hospitality graduates' employability and success in the hospitality sector.

The holistic conception of employability requires of entry-level hospitality employees to exhibit not only generic or core competences, but also hospitality related competences in order to be employable (Tesone & Ricci, 2006:68). The competences expected of graduates should be clear (SACHE 2004a:7) and institutions should be able to guarantee society that a graduate has acquired the before-mentioned competencies before it awards a qualification (SAQA 2000a:9). Educational institutions therefore need to be critical of their programme offerings and should question whether they are developing an appropriate set of

competences (Kember & Leung, 2005a; 2005b). The South African Council on Higher Education also advocates such an approach by requiring HEIs to ask themselves the following key question: “*What are the capacities, skills and competencies that a graduate should possess?*” (SACHE, 1999:24). The specific competences that graduates should possess for enhancing their employability can be incorporated in a competence framework, as elaborated on in the section that follow.

1.2.3 Competence frameworks as directives for enhancing employability

A number of HEIs have focused on competence frameworks to prepare their students for the world of work (Brownell & Chung, 2001:124; Chung-Herrera, Enz & Lankau, 2003:24; Horng, 2004:112; Shah, Pell & Brooke, 2004:9, 10; Williams, 2005:72; Naquin & Holton, 2006:151; Watts, 2006:6; Gehmlich, 2009:747; Mulder, Gulikers, Biemans & Wesselink, 2009:767) and therefore for employability. Researchers (Chung-Herrera *et al.*, 2003:24; Horng, 2004:111; Tesone & Ricci, 2005:61; Naquin & Holton, 2006:151; Tesone & Ricci, 2006:76; Ravichandran & Arndt, 2008:48) advocate the use of competence frameworks to develop curricula that meet the needs of employers and graduates. Academics can furthermore employ competence frameworks as a set of standards against which the employability of graduates can be judged (Brownell & Chung, 2001:140) and students can use it as a measure to determine their own employability against (Brownell & Chung, 2001:140; ACCI & BCA, 2002:24). In addition, competence frameworks can be utilised by HEIs to communicate to potential employers the employability (ACCI & BCA, 2002:24) and competences that can be expected of graduates (Brownell & Chung, 2001:140).

The researcher reviewed different competence frameworks developed for the hospitality sector and found that a number of competence frameworks were developed for managers in the hospitality industry; for employees working in different sub-sectors and pursuing different careers in the hospitality sector; for hospitality management graduates; and other competence frameworks addressed the development of a specific competence only.

A stream of studies focused, for example, on the competences required of managers in the hospitality industry (Greger & Withiam, 1991; Breiter & Clements, 1996; Emenheiser, Clay & Palakurthi, 1998; Kriegl, 2000; Christou, 2002; Chung-Herrera *et al.*, 2003; Ozdemir & Cizel, 2007; Horng, Hsu, Hsuan, Liu, Lin & Tsai, 2011; Testa & Sipe, 2012). Competence frameworks that were developed for employees in specific sub-sectors of the hospitality sector, include frameworks for catering and food service firms (Brownell & Reynolds, 2000; Wilson, Murray & Black, 2000), hotels and restaurants (Okeiyi, Finley & Postel, 1994; Brophy & Kiely, 2002; Kay & Moncarz, 2004), and clubs (Perdue, Ninemeier, & Woods, 2000; Fjelstul & Tesone, 2008; Koenigsfeld, Kim, Cha, Perdue, & Cichy, 2012). In addition, competence frameworks have also been developed for specific careers in the hospitality sector, such as hospitality human resource managers (Tracey & Carpentier, 2004), hotel controllers (Gibson, 2004), training professionals (Kalargyrou & Woods 2011) chefs (Birdir & Pearson, 2000; Zopiatis, 2010) and food and beverage managers (Horng, 2004). Competence frameworks that are very specialised and that provide a narrow and in-depth focus on a specific competence, include frameworks for foreign language ability (Yuan, Housten & Liping, 2006); business ethics (Lin & Martin & Cobanoglu, 2002); revenue management (Upchurch, Ellis & Seo, 2002; Leong & Hancer, 2010); strategic management (Okumus & Wong, 2007); and information technology (Cheung & Law, 2002). A limited number of competence frameworks were developed for recent hotel graduates (Tas *et al.*, 1996; Tesone & Ricci, 2005; Chung-Herrera *et al.*, 2003; Chan & Coleman, 2004; Horng & Lu, 2006; Huang & Lin, 2010).

None of the competence frameworks combined the competences required of hospitality employees in different subsectors, careers and management levels in the hospitality sector in a comprehensive competence framework. In addition, most of the studies mentioned above, lack a theoretical framework. Kwok, Adams and Feng (2012:502) reviewed a number of hospitality management competence frameworks and came to the conclusion that it was mainly Raybould and Wilkins (2005), Chung-Herrera *et al.*, (2003) and Ozdemir and Cizel (2007) that employed theory in their studies. The researchers (Kwok *et al.*, 2012:502) referred to Klein and Zedeck (2004:931) and emphasised the important role that a theoretical

framework plays in understanding a research problem and in interpreting data. Most of the studies furthermore employed either a quantitative or qualitative research design, although a mixed methods design would have been more suitable to address the research problems of most of the studies and could have enhanced the reliability and validity of studies in a more effective way (Kwok *et al.*, 2012:501, 502).

The researcher has extended experience and expertise in hospitality management education. He held various leadership roles related to hospitality management education and training in South Africa and it was in this capacity that he was confronted with the employability concerns of employers, hospitality management graduates and academics.

1.2.4 The researcher's experience and expertise in hospitality management education

Although the researcher is an admitted advocate of the High Court of South Africa, he was introduced to the world of hospitality at a young age. His interest in hospitality management gained momentum in 1994 when he was appointed as a lecturer in Hospitality Law at the Central University of Technology, Free State (formerly known as the Technikon Free State). He gained extensive experience in hospitality management education and formed part of the national task team that developed the National Diploma and Bachelor of Technology in Hospitality Management in 2000. In the same year, he was promoted to Programme Head: Hospitality Management and in 2008 to Director of the School of Tourism, Hospitality and Sport at the same institution.

He completed a range of hospitality management consultancy services for national organisations such as the Sunday Times; Mangaung Municipality, Bloemfontein Accommodation Association, the South African College for Tourism and South African Department of Trade and Industry. In addition, he also gained international exposure to tourism and hospitality management education by assisting the Leratholi Polytechnic (Lesotho) with hospitality management curriculum development and by serving as the South African project leader for the

Netherlands Organisation for International Cooperation in Higher Education (NUFFIC) funded project aimed at HE capacity building and curriculum development at six Ethiopian universities in partnership with the Vrije University of Amsterdam (the Netherlands) and the Katolieke Universiteit of Leuven (Belgium).

The researcher's expertise in tourism and hospitality management education was furthermore enhanced by the active role he played in leading education organisations and committees in South Africa. He served, for example, as the chairperson of the Hotel School Association of South Africa and also as the President of the Federation of Tourism, Hospitality and Sport Education Providers of South Africa. He was furthermore a member of the National Tourism Research and Knowledge Committee and the National Skills Development Forum of the National Department of Tourism. The South African Council on Higher Education (SACHE) appointed him as an external reviewer for the accreditation of eight learning programmes in hospitality management which provided him with a broad overview of hospitality management learning programme development in the South African context.

The researcher noted, on the one hand, the claims of hospitality management alumni and important roleplayers in the South African hospitality sector (e.g. employers, governmental departments and the Sectoral Education Training Authority) that South African hospitality management education providers are not always successful in developing graduates who are ready for the world of work. On the other hand, he also witnessed the concerns of hospitality academics being uncertain about the "right stuff" that needs to be developed in hospitality management graduates to make them more employable. It was evident that the existing curricula for hospitality management qualifications in South Africa do not make provision for the development of an ideal set of competences in graduates. The curricula furthermore provide limited descriptions of the behaviours, attitudes and values that need to be developed in hospitality management students.

Based on the researcher's experience and informal discussions with other heads of department and lecturers of HEIs offering hospitality management qualifications, it

was evident that hospitality management graduates are most often employed in the Food and Beverage Departments (e.g. as restaurant managers or supervisors; banquet managers; and chefs) and Rooms Divisions (e.g. as front office managers, supervisors or team leaders; front office agents; reservation agents, and as housekeepers) of hotels. Hospitality management graduates furthermore accept positions on cruise ships and pursue careers as guest house managers or owners; coffee shop managers or owners; meeting, convention and events managers; caterers; and food service managers. Hospitality graduates usually enter the hospitality sector as entry level managers (assistant managers), management trainees, or in some instances as middle level managers (departmental or section managers).

Considering the centrality of competences in the conceptualisation of employability and the potential employability value of competence frameworks described above, the researcher considered the development of a comprehensive competence framework as the best option for addressing the employability concerns of hospitality employers, graduates and employers in South Africa.

1.3 RESEARCH PROBLEM

The low levels of hospitality management graduates' employability is a major concern to hospitality management graduates, academics and hospitality sector professionals. Although the link between competence development and enhanced employability is certain, hospitality management academics are generally unsure about the right set of competences (knowledge, skills, attitudes and values) that need to be developed in graduates in order to enhance their employability.

A competence framework could play an important role in enhancing the employability of hospitality management graduates, but a literature search undertaken by the researcher did not reveal an existing framework for enhancing hospitality management graduates' employability in South Africa. Although it can be argued that existing hospitality management baccalaureate curricula can, to some extent, provide perspectives on the competences that could enhance graduates' employability, the same curriculum (that is followed by all HEIs offering

a baccalaureate degree in hospitality management) is criticised for not developing well prepared hospitality management graduates. The curriculum was furthermore revised more than ten years ago and scientific procedures were not followed when the curriculum was designed.

The focus of the competence frameworks that were developed in other countries tend to be too narrow and do not provide for a single comprehensive competence framework that incorporates a range of competences required to enhance hospitality management graduates' employability in different subsectors, careers and management levels in the hospitality sector or departments of a hotel. In addition, the existing frameworks tend to lack a theoretical framework/underpinning and a mixed methods design was seldom employed to enhance the validity and reliability of the studies.

1.4 RESEARCH QUESTIONS

Considering the problems identified above and a literature review, the researcher believed that a customised comprehensive competence framework had to be developed that could serve as a directive for enhancing the employability of hospitality management graduates in South Africa. This led to the main research question of this study, namely:

What are the knowledge, skills, attitudes and values that need to be incorporated in a comprehensive competence framework for enhancing the employability of hospitality management graduates in South Africa?

With the above research question as the main focus of the study, four subsidiary questions guided the development of the intended framework in the study:

1. What are the unique characteristics of the international and South African hospitality sector; and what are the challenges facing HE in South Africa that could impact on the enhanced employability of hospitality management graduates in South Africa?

2. How can the notions of employability, generic graduate attributes, competence(s), competency and competencies be conceptualised and understood in this study?
3. What is the nature of the competences that could potentially enhance the employability of hospitality management graduates?
4. What is the nature of a competence framework that has been specifically adapted for South African circumstances?

The research problems and questions described above led to the formulation of the purpose and objectives of the study.

1.5 PURPOSE AND OBJECTIVES

The purpose of the study was formulated as follows: *To propose a comprehensive competence framework that can serve as a directive for enhancing the employability of hospitality management graduates in South Africa*

In realising the purpose of the study, the following objectives were pursued:

1. To undertake a literature review to contextualise and to provide a theoretical framework for the study (Chapters Two and Three);
2. To compile a draft competence framework based on an extensive literature review and content analyses process (Chapter Five); and
3. To undertake a Delphi evaluation of the draft framework in order to promote/validate the adaptation to South African circumstances (Chapter Six).

1.6 CLARIFICATION OF TERMS AND CONCEPTS

It was a complex task to clarify the terms and concepts used in this study. This section aims to provide a concise clarification of the most important terms and concepts used in this study. The terms and concepts are described in more detail in the relevant sections of Chapter Three.

Employability

The study supports a holistic competence-based conceptualisation of employability and therefore refers to employability as the knowledge, skills, attitudes and values that make hospitality management graduates more likely to gain employment and be successful in their chosen occupations in the hospitality sector; thereby benefitting graduates, the workforce, the community and the economy. (See sections 3.2 and 3.5).

Competence (singular) and competences (plural)

The study supports the holistic conception of competence that incorporates both behavioural competencies and functional skills in the competence concept. Competence therefore refers to the knowledge, skills, attitudes, and values of a person that correlate with superior job performance, that can be measured and evaluated, and that can be improved through training and development. Competence is a more holistic concept than competency and also encompasses competencies. (See sections 3.4.3 and 3.4.4.2).

Competency (singular) and competencies (plural)

The competency concept refers to the behavioural aspect(s) of competence(s). Examples of behavioural competencies include meta-competencies; emotional and social intelligence competencies; core competencies; and personal qualities and attributes. (See sections 3.4.1; 3.5 and 3.4.4.2).

Competence framework (also known as a “competence model” or “graduate profile”)

A competence framework is a descriptive tool that can be used to enhance the employability of hospitality management graduates. It identifies the collection of knowledge, skills, attitudes and values that correlates with superior job performance, that can be measured and evaluated, and that can be improved through training and development. A competence framework, for the purposes of this study, consists of a number of competence statements that are categorised within a smaller number of competence domains and clusters. (See sections 3.4.5 and 3.5 and Figures 5.2 and 6.1).

Generic graduate attributes

Generic graduate attributes mainly refers to the knowledge, skills, attitudes and values that are generic and transferable to other disciplines/industries. It is usually context independent and can be regarded as foundational skills (e.g. numeracy skills and language proficiency). However, depending in the relationship between the generic graduate attributes and the disciplinary knowledge and skills, generic graduate attributes can be regarded as contextualised disciplinary abilities; enabling attributes to use and apply disciplinary knowledge; or as attributes which enable students to use and apply disciplinary knowledge and complex human capabilities and aptitudes.

Tourism industry

The tourism industry is, for the purposes of this study, regarded as an industry that consists of five sectors, namely: hospitality; travel and tourism; gambling and lotteries; sport, recreation and fitness; and conservation and tourist guiding. (See section 2.1).

Hospitality sector

Hospitality, as a sector of the tourism industry, comprises of hotels, motels, boatels, inns, guest houses, guest farms, bed and breakfasts, game lodges, caravan parks and camping sites, restaurants, tearooms fast food establishments, take away restaurants, and caterers and catering services. (See section 2.1).

Hospitality management graduate

A student who has completed a three-year degree qualification in hospitality management on Level Seven of the South African National Qualifications Framework of 2008 (RSA, 2008b).

1.7 RESEARCH DESIGN AND METHODOLOGY

The research design and methodology employed in the study were instrumental in achieving the goal and objectives of the study.

The research was approached from a post-positivist epistemological stance (Crotty, 1998:8; Nieuwenhuis, 2007:65). The new knowledge created by the research should therefore not be seen as an absolute reality. The researcher accepted the role of subjectivity, but strove towards objectivity. He has a pragmatic world-view; and was therefore guided by the research problem (Wagner 2009:833) and the notion "that the truth is 'what works' best for understanding a particular research problem" (Ivankova, Crewell & Clark, 2007:263).

The researcher considered the mixed methods research design (see section 4.2), to be the best suited for the purposes of this study. The adoption of this design type was in line with the suggestion of Kwok *et al.* (2012:502) to employ a mixed methods research design when researchers investigate, for example, industry's expectations of hospitality graduates. It furthermore enhances the validity and reliability of the findings (David & Sutton, 2004:44-46; Creswell & Plano Clark, 2007:5-12) and reflects the researcher's pragmatic world-view.

A two-phased approach was followed to realise the purpose of the study. The instrument development model (Creswell & Plano Clark, 2007:7), a variant of the exploratory design, was used to propose a draft competence framework in the qualitative first phase of the study and to collect and analyse quantitative data in the second phase of the study. Figure 1.1 provides a schematic overview of the two phases of the study. The draft competence framework developed in Phase One linked the first phase to the second phase of the study.

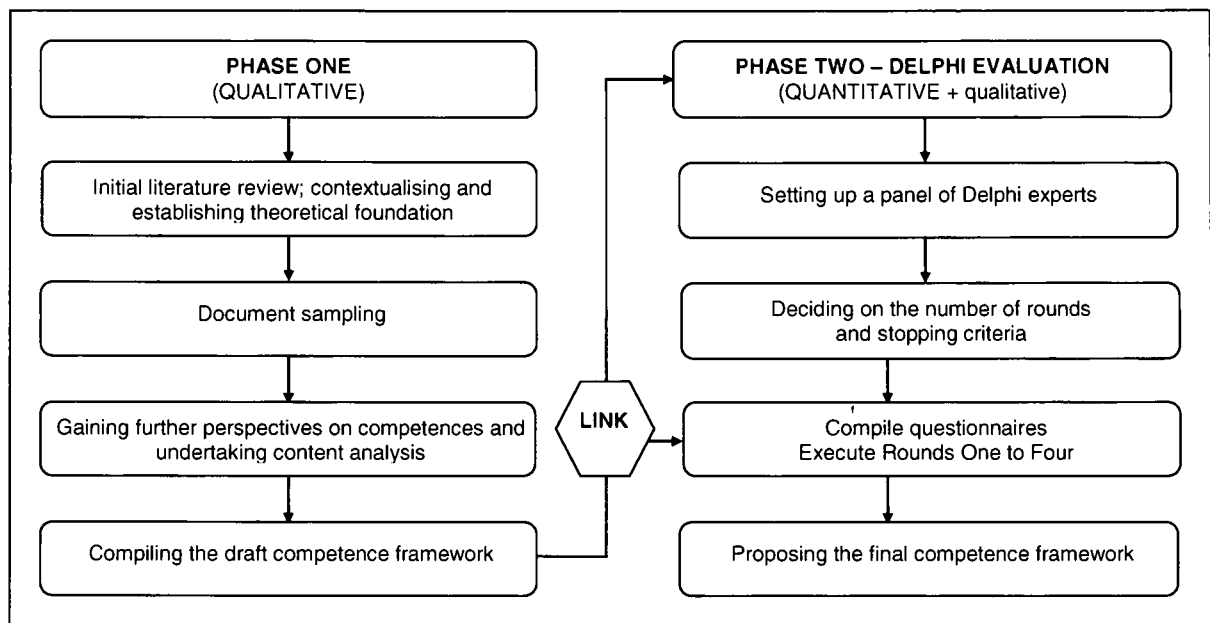


Figure 1.1: A schematic overview of the study

In Phase One (see section 4.3 for a detailed description), an initial literature review contextualised the research problem and established the theoretical foundation of the study (see Chapters Two and Three). The documents most appropriate for the purposes of the study were sampled by means of purposeful sampling (Leedy & Ormrod, 2005:206; Cohen, Harle, Woll, Despa & Munsell, 2004:114). Hospitality related documents (n=23) and documents related to the generic graduate attribute concept (n=21) were selected and reviewed to gain further perspectives on the research problem. The researcher started with the content analysis process and the completion of the first phase of the study led to the compilation of a draft competence framework.

The importance of the competence statements in the preliminary competence framework towards South African circumstances were evaluated by means of a Delphi technique in Phase Two of the study (see section 4.4 for a detailed description). The design in this study can therefore also be typified as an evaluation research design (McMillan & Schumacher, 2006:439; Babbie & Mouton, 2008:334). A Delphi panel of 39 experts was set up by means of purposeful (Du Plessis & Human, 2007:18) and snowball (Noy, 2008:330) sampling. It was decided to complete the Delphi evaluation in a maximum of four rounds. In addition to this stopping criterion, two other stopping criteria applied, namely: an acceptable degree of consensus and stability in the responses of the Delphi panellists. The questionnaire for Round One of the Delphi evaluation was primarily based on the draft competence framework developed in Phase One and therefore acted as link between Phases One and Two. Characteristics of an embedded mixed methods research design were evident in Phase Two (see section 4.2.2). The quantitative results from the Delphi evaluation played a primary role and the qualitative data collected and experience and expertise of the researcher played a supportive role in proposing an adapted version of the draft competence framework for enhancing the employability of hospitality management graduates in South Africa at the end of Phase Two.

The trustworthiness of the content analysis process in Phase One (see section 4.3.5) was enhanced by complying with concerns related to credibility (e.g. the researcher's expertise and experience in hospitality management education), transferability (e.g. clear description of the sampling of documents; the content analysis process and findings), dependability (the availability of an audit trail, of all data sources and relevant documentation) and conformability (e.g. in-depth description of the methodology followed, motivating the decisions made in the research process, and the availability of an audit trail) concerns.

The validity of the Delphi technique was enhanced by including a sufficient number of experts on the Delphi panel, by iterating the Delphi process in four rounds, by providing quantitative and qualitative feedback to experts between rounds as soon as possible, and by applying appropriate measures to increase the response rate.

Issues surrounding the face validity, content validity and construct validity of the Delphi questionnaire were taken into account. (See section 4.5.1 for a detailed description).

The Delphi technique is considered to be one of the most reliable methods to reach consensus and appropriate action were taken to enhance the reliability of the Delphi questionnaires (e.g. performing a pilot study, providing feedback to panellists between rounds, etc). (See section 4.5.2 for a detailed description).

1.8 DEMARCATION OF THE FIELD OF THE STUDY

Proper demarcation of the research problem is important to provide focus and direction to any proposed research activity (Goddard & Melville, 2001:12-16). The study falls within the field of Higher Education Studies. Tight (2012:5-7) identifies eight key themes in HE research. This study shows elements of the Course Design and Quality themes.

Due to the application of the study in the field of hospitality management, the study can be classified as interdisciplinary. This type of research is very suitable for studies that concern hospitality management research (Roper & Brookes, 1999:174). The interdisciplinary nature of the study is furthermore supported by the multi-disciplinary character of hospitality management (see section 2.4.3.1).

This scope of the study is limited to South Africa and the enhancement of hospitality management graduates' employability from a HE perspective. Although HEIs in South Africa present a range of qualifications in hospitality management (see section 2.4.2), the study is further delineated to graduates who graduate with a baccalaureate degree on the 2008 South African National Qualifications Framework (SANQF) Level Seven. The proposal of a hospitality management curriculum (based on the proposed competence framework) and/or an in-depth comparison of the proposed competence framework with existing hospitality management curricula does not fall within the scope of this study.

1.9 STRUCTURE OF THE REPORT

The following section provides a brief outline of the study and layout of the thesis.

This study deals with the development of a comprehensive competence framework that can serve as a directive for the enhanced employability of hospitality management graduates in South Africa. In this introductory chapter the background to the study is provided. This deals with the issue that international and South African hospitality education providers generally do not provide graduates who are employable and that a competence framework could play an important role in the enhancement of graduates' employability. As such it provides a motivation for the need of the study and the research problems. The intentions of the study are spelled out by stating the purpose and the objectives of the study and by a brief description of the research methodology employed. In this chapter, the fields of study are demarcated and the intended significance and value of the study within these fields are offered.

Chapter Two describes the environments/contexts in which the competences for the enhanced employability of hospitality management graduates will be developed and eventually exercised in; and also highlights its potential effects on the research problem. The importance of the tourism industry and hospitality sector is explored by reviewing its contribution towards the international and South African economy and employment. The unique characteristics of the hospitality sector that can have an effect on the selection of competences for the enhanced employability of hospitality management graduates are identified and described. In addition, the historical development of hospitality management education; the hospitality management curriculum; and the specific challenges facing hospitality education that may have a bearing on the competences for enhancing the employability of hospitality management graduates in South Africa are discussed.

Chapter Three provides a theoretical framework for the study. Dominant conceptual approaches towards employability are explored; and the development and conceptualisation of the generic graduate attribute concept and the link between the development of such attributes and the enhanced employability of

hospitality management graduates are reviewed. This is followed by an exploration of dominant conceptual approaches towards competence and competency and a comparison of the dimensions and key characteristics of the competence and competency concepts. The term “competence framework” is defined and different types of competence frameworks are identified. The chapter concludes with the construction of a conceptual framework for this study.

In Chapter Four, the research design and methods applied are presented in detail. The methodology followed to propose the draft competence framework and to evaluate the importance of the competence statements in the draft competence framework by means of a Delphi evaluation by experts in the field are discussed. The chapter describes the considerations that were taken into account to ensure the trustworthiness of the qualitative results and the validity and reliability of the quantitative results; and ends with a discussion on the ethical considerations that were taken into account when the study was performed.

A draft competence framework for enhancing hospitality management graduates' employability is proposed in Chapter Five. The competence statements in the framework are identified; and their nature and categorisation among competence domains and clusters (by means of a content analysis process of documents) described.

The Delphi evaluation that was undertaken by experts in the field to promote/validate the adaptation of the draft competence framework to South African circumstances is described in Chapter Six. The composition of the Delphi panel and the response rates calculated over the four rounds of the Delphi evaluation are highlighted and the chapter concludes when an adapted version of the preliminary/draft competence framework is proposed for the enhanced employability of hospitality management graduates in South Africa.

Chapter Seven concludes the research study by revisiting the research questions in order to briefly describe how each was addressed. The limitations of the study are identified and recommendations are made for the distribution and implementation of

the results of the study. Recommendations are furthermore made for further study and the significance of the study is highlighted.

1.10 CONCLUSION

It is clear from the discussion in this chapter that there is a definite need for a competence framework that could serve as a directive for enhancing the employability of hospitality management graduates in South Africa. The goals and objectives were clearly formulated, the study was meaningfully demarcated and the research design and methodologies described will serve the purposes of the study. The chapter that follows orientates and places the study within the contexts of the hospitality sector and hospitality management HE internationally and in South Africa.

CHAPTER 2

CONTEXT OF THE STUDY

2.1 INTRODUCTION

The environments/contexts in which competences are developed and eventually exercised in, can have an important effect on the competences to be incorporated in the proposed framework for the enhanced employability of hospitality management graduates in South Africa. It is therefore important to report on the environments and its potential effects on the research question.

Tourism is regarded as one of the largest industries in the world (RSA DoT, 2011:4). The South African tourism industry is divided into five sectors, namely: hospitality; travel and tourism; gambling and lotteries; sport, recreation and fitness; and conservation and tourist guiding (Grant Thornton, 2007:30). Graduates will therefore exercise the competences of the proposed framework in the hospitality sector of the tourism industry.

The hospitality sector is diverse and complex and exists in every country in the world (Slattery, 2002:23). It comprises of hotels, motels, boatels, inns, guest houses, guest farms, bed and breakfasts, game lodges, caravan parks and camping sites, restaurants, tearooms fast food establishments, take away restaurants, and caterers and catering services (CATHSSETA, 2012:8). Although hospitality is usually regarded as a sector of the tourism industry (Grant Thornton, 2007:30), Pizam (2009:183) highlights the fact that the hospitality sector is at the same time "more than the tourism industry", but also "less than the tourism industry". He states that hospitality is less than tourism industry, because the tourism industry consists of many non-hospitality businesses, such as travel agents and tour operators, tourist attractions, passenger transport companies. It is also less than the hospitality sector, because hospitality businesses provide goods and services to tourists and non-tourists (e.g. locals). In order to understand the environment of the tourism industry and hospitality sector better, a review of its

importance towards the economy and employment is required. In addition, the characteristics of the hospitality sector that can potentially influence the competences required of hospitality management graduates to be more employable, need to be considered.

The set of competences that can contribute towards the enhanced employability of hospitality management graduates will be developed in the HE environment. The potential influence of the hospitality education environment/context on these competences and the employability of hospitality management graduates require an understanding of hospitality management education, management curricula and the specific challenges facing hospitality education.

Considering the importance of the hospitality and hospitality education context on the selection of competences that can potentially enhance the employability of hospitality management graduates in South Africa, the following objectives will be pursued in this chapter:

- To explore the importance of the tourism industry and hospitality sector by reviewing its contribution towards the international and South African economy and employment;
- To identify and describe the unique characteristics of the hospitality sector that can have an effect on the selection of competences for the enhanced employability of hospitality management graduates; and
- To review the historical development of hospitality management education; the hospitality management curriculum; and the specific challenges facing hospitality education that may have a bearing on the competences for enhancing the employability of hospitality management graduates in South Africa.

2.2 CONTRIBUTION OF THE TOURISM INDUSTRY AND HOSPITALITY SECTOR TOWARDS THE ECONOMY AND EMPLOYMENT

The United Nations World Tourism Organisation (UNWTO) describes the global tourism industry as “one of the most remarkable economic and social phenomena of the past century” (UNWTO, 2012a:1). This can be ascribed to the continued growth and diversification that have been experienced in the industry over the past six decades (UNWTO, 2012a:1; UNWTO, 2012b:2-3). The sections that follow investigate the tourism industry and hospitality sector’s contribution towards the economy and employment.

2.2.1 Contribution of the tourism industry

The UNWTO (2012b:2-3) estimates that tourism contributes for five per cent of global gross domestic product (GDP), and in the region of six to seven per cent of direct and indirect employment worldwide. Although the industry was hard hit by global economic recession, it is recovering well. International tourist arrivals, for example, increased with seven per cent from 2009 to 2010 (RSA DoT, 2011:4). International tourist expenditure for 2011 was estimated at US\$ 1 030 billion, representing a 3.9 per cent increase from 2010. Worldwide, international tourist arrivals increased from 940 million to 983 million (4.6 per cent); and it is expected to grow a further three to four per cent in 2012. In 2011, the fastest growing region in the world was Europe, while only the Middle East and North Africa reported a decline in international tourist arrivals (UNWTO, 2012b:3). International tourist arrivals in Africa showed a minimal increase of one per cent. Morocco and South Africa, the top destinations in Africa, maintained their positive trend in tourism growth of the past years (UNWTO, 2012b:12).

In South Africa, the importance of the tourism industry has been identified by the National Tourism Sector Strategy (NTSS) (RSA DoT, 2011), Industrial Policy Action Plan 2012/13-2013/14 (RSA DTI, 2012) and the New Growth Path (RSA EDD, 2010), as one of the industries in the South African economy with both excellent growth and employment creation opportunities. The State of the Nation Address by President Jacob Zuma on 13 February 2011 furthermore highlighted

the importance of the tourism industry by identifying tourism as one of six priority areas for job creation. He emphasised that sixteen tourists could potentially create one job in South Africa (Zuma, 2011).

The South African tourism industry has grown considerably since the country's democratisation in 1994 (RSA. DoT, 2011:1). The industry makes a substantial contribution towards South Africa's economy and employment. The 2012 Tourism Satellite Account (TSA), prepared by Statistics South Africa (STATSSA, 2012c:8), estimated that the tourism industry contributed approximately three per cent, or R67 billion, to South Africa's GDP in 2010. The TSA furthermore estimated that more than 538 394 people, or approximately 4.1 per cent of South Africa's employees, were directly employed by the tourism industry during the same year. The number of foreign visitor arrivals in 1993 increased from just more than 3 million (RSA DoT, 2011:1) to more than 8.3 million in 2011 (SAT, 2012:1), which contributed significantly to tourism growth in South Africa.

The hosting of the 2010 International Football Federation (FIFA) World Cup hugely contributed towards the South African tourism industry by attracting 309 554 foreign tourists, who spent approximately R3,64 billion. The event furthermore increased the awareness of South Africa as a leisure destination by nine per cent and tourists' intention to revisit South Africa in the short term by 35 per cent (SAT, 2011:2).

However, there are still numerous opportunities for tourism growth that have not yet been fully exploited. It was against this backdrop that the NTSS was drafted to inspire and accelerate the responsible growth of the tourism sector in the period 2010 to 2020. It is the vision of the NTSS that South Africa should be regarded as one of the Top Twenty tourism destinations in the world by 2020. The eleven strategic objectives of the NTSS are distributed among three themes, as depicted in Table 2.1 (RSA DoT, 2011:12).

Table 2.1: The three themes and eleven strategic objectives of the NTSS

Theme	Strategic objectives
Theme One: Tourism growth and the economy	<ul style="list-style-type: none"> • To grow the tourism industry's absolute contribution towards the economy • To provide excellent people development and decent work within the tourism sector • To increase domestic tourism's contribution to the tourism economy • To contribute towards the regional tourism economy
Theme Two: Visitor experience and the brand	<ul style="list-style-type: none"> • To entrench a tourism culture among South Africans • To position South Africa as a globally recognised tourism destination brand • To achieve transformation within the tourism sector
Theme Three: Sustainability and good governance	<ul style="list-style-type: none"> • To entrench a tourism culture among South Africans • To position South Africa as a globally recognised tourism destination brand • To achieve transformation within the tourism sector • To unlock tourism economic development at a provincial and local government level

Source: Compiled from RSA DoT (2011:12)

2.2.2 Contribution of the hospitality sector

The hospitality sector is regarded as a major global growth sector (WTTC, 2011:7); and as one of the world's most important and biggest sectors (Pizam & Shani, 2009:134). It provides for a range of career opportunities for graduates which include positions such as restaurant supervisors; banquet managers; chefs; front office team leaders, supervisors or managers; front office agents; reservation agents; housekeepers; guest house managers or owners; coffee shop managers or owners; meeting, convention and events managers; caterers; foodservice managers; and many more.

The global hospitality sector employs around sixty million people and annually contributes about US\$950 billion to the global economy (IH&RA, 2012). The World Travel & Tourism Council (WTTC, 2011:7) estimates that there were 12.7 million hotel rooms around the world in 2011; and that an additional 1.3 million new rooms were under construction in 2011. The Middle East and Africa are responsible for almost half of the new rooms under development (WTTC, 2011:7).

The USA Department of Commerce estimated that accommodation and food services accounted for 2.9 per cent of USA's GDP (USA DoC, 2012). According to

the American Hotel & Lodging Association (the sole association representing all lodging stakeholders in the USA) (AHLA, 2012), the USA hospitality sector provides for 51 000 hotels; 800 000 restaurants; 5 000 private clubs; and jobs for approximately five million employees.

The European Union (EU) hospitality sector contributes annually around EUR200 billion to the European economy, as stated by HOTREC (2012), an association representing 43 national associations in 26 European countries. The EU hospitality sector furthermore provided for approximately ten million jobs and created three per cent new jobs, despite the overall employment decrease of two per cent experienced in the EU in 2011.

The Australian Bureau of Standards (ABS, 2007b) estimated that there were 5 981 accommodation businesses employing 95 931 employees in Australia at the end of June 2007. These businesses contributed an estimated 0.5 per cent (AU\$4 774.9 million) to the GDP of Australia in the 2006-07 book year. For the same period, the 13 987 cafe and restaurant businesses operating in Australia employed 145 546 employees and contributed 0.4 per cent (AU\$ 3862.4 million) to the country's GDP (ABS, 2007a).

The latest available Tourism and Sports Skills Audit of 2007 showed that the hospitality is the largest sub-sector of the South African tourism industry, with approximately 290 000 (77 per cent) employees and 28 000 (67 per cent) employers (Grant Thornton, 2007:30). The 2012 TSA (STATSSA, 2012c:14) estimated that "accommodation services" and "restaurants and similar" had annual domestic supplies of respectively R36 880 million and R41 344 million in 2010. These products made meaningful contributions towards the South African tourism industry, since 95.3 per cent of the supply of accommodation services and 35.9 per cent of restaurants' supply were consumed by tourists. The demand of international tourists for accommodation services and restaurants amounted to approximately R1 242 million and R 8 296 million in 2010.

2.2.3 Conclusion

The tourism industry and hospitality sector make meaningful contributions towards the economies and employment of South Africa and countries worldwide; and provides for a range of employment opportunities for graduates. Recognition of the unique characteristics of the hospitality sector could provide the researcher with the necessary insights and understanding of the competences that could contribute towards enhancing the employability of hospitality management graduates in South Africa; and therefore requires further investigation.

2.3 UNIQUE CHARACTERISTICS OF THE HOSPITALITY SECTOR

The sections that follow identify and describe the unique characteristics of the hospitality sector that should be considered in the identification and selection of competences that could contribute towards enhancing the employability of hospitality management graduates in South Africa, namely: the dynamic operating environment of the sector; the tangible and intangible hospitality product; the fragmented nature of the sector; workforce diversity; poor working conditions; a high labour turnover and the skills shortage facing the sector.

2.3.1 The sector operates in a dynamic environment

Hospitality enterprises operate in a dynamic and complex environment. Macro trends and developments influencing hospitality enterprises include the sophistication of customers; stiff competition; global warming; security; mergers; advanced technological developments; continuous changes in legislation (Okumus, Altinay, & Chathoth, 2011:26); rising costs; and difficulties to raise the required capital (Suh *et al.*, 2012:103). In order to exhibit enhanced employability, hospitality graduates need to possess the appropriate competences to adapt to this dynamic operating environment of the hospitality enterprise. Change management skills could, for example, play an important role in this regard.

2.3.2 The tangible and intangible hospitality product

Dawson, Abbott and Shoemaker (2011:290) state the hospitality product differentiates the hospitality sector from other sectors. The hospitality sector primarily provides a product-service mix (Oh, Kim & Shin, 2004: 441; Reid & Bojanic, 2010: 18) which consists of tangible and intangible elements. The tangible product could, for example, represent the food or beverages of a restaurant; the crockery, cutlery, glassware and linen used in a restaurant; or a lodging establishments' physical interior or exterior that can be seen and felt by the guest. The tangible offerings play an important role in the purchasing of the hospitality product, as the consumer will often view the tangibles as an indication of the service that can be expected (Boshoff & Du Plessis, 2009:9, 33). The intangible component involves "something that cannot be seen, tasted, felt, heard or smelt" prior to the purchase, the service offered by the establishment consists of the intangible element (George, 2004:23). The manner in which the service is provided is more important than the service itself, and is critical to the customer's overall satisfaction with the product being purchased (Dawson *et al.*, 2011:290). Service excellence and customer satisfaction competences are therefore paramount for the hospitality sector.

The hospitality product is created and consumed simultaneously, which implies that the service cannot be investigated in advance, and therefore has a huge impact on quality control and management. It is, for example, not practical or financially viable for an enterprise to have one manager appointed for every frontline employee to monitor the quality of services rendered. The participatory process of total quality management (TQM) applies in the hospitality sector. This process implies that all levels of employees work in groups to establish customer service expectations and to meet and exceed their expectations (Walker, 2009:20). Quality management competences will therefore be of value to hospitality management graduates. The hospitality sector furthermore makes use of training and investment in human resources to build and decorate desired facilities to render a quality service (Okumus *et al.*, 2011:26).

The hospitality product is furthermore characterised by being perishable. A room that is not sold for a night or a vacant seat in a restaurant can never be sold again (Davis, Lockwood, Pantelidis & Alcott, 2008:343). The period between the delivery and consumption of the product is very short, for example, the lead time from the acquisition of raw products, preparation, delivery and consumption in a restaurant is very short (Okumus *et al.*, 2011:25). Sales and marketing could, for example, play an important role in this regard.

The unique characteristics of the hospitality product highlight the importance of competences related to customer satisfaction, service excellence and quality management for the enhanced employability of hospitality management graduates.

2.3.3 The fragmented nature of the sector

According to the international Labour Organization (ILO, 2010:8), the global hospitality sector is highly fragmented, with approximately eighty per cent of its workforce being employed in small and medium enterprises (SMEs) and twenty per cent in multinational enterprises.

The European hospitality sector is generally dominated by more than 2.5 million SMEs. However, emerging Asian destinations, Australia, North America, some Nordic countries and the United Kingdom (UK) are more strongly influenced by large hospitality chains employing more than 250 employees (ILO, 2010:8).

The fragmentation of the hospitality sector leads to differences in the performance and competence of employees (ILO, 2010:8). The Tourism Skills Audit of 2007 (Grant Thornton, 2007:31) estimated that approximately 97 per cent of the employers in the South African hospitality sector are small, medium and micro enterprises (SMMEs). These types of enterprises are not required to pay skills development levies, and there are as a result little funds available to support SMMEs with skills development (CATHSSETA, 2012:14). However, SMMEs can be seen as a vehicle for entrepreneurs to start their own businesses, to create employment opportunities, to address inequality and transformation, to eradicate poverty, and to develop rural areas (CATHSSETA, 2012:14).

The highly fragmented nature of the hospitality sector does not only suggest that hospitality management graduates should be able to work in SMMEs and multi-national enterprises to be more employable, but that they should also possess competences related to entrepreneurship.

2.3.4 Workforce diversity

The hospitality sector is characterised by a diverse workforce in terms of age; gender; education levels; multiculturalism; and part-time and full-time employment. The following sections explore these attributes of the hospitality workforce.

2.3.4.1 Age

Global employment in the hospitality sector tends to be directed towards people under the age of 35 years, with approximately half of these employees being 25 years or younger (ILO, 2010:13). The average age of hospitality workers in the 27 member states of the EU is, for example, between 15 and 24 years (EFILWC, 2012:19). The tendency to employ youth is also evident in the South African hospitality sector. The working conditions of the hospitality sub-sector and the physical demanding nature of some occupations (e.g. housekeeping and general cleaning) contributes towards this tendency (CATHSSETA, 2012:19). Barron (2008:735), however, cautions the hospitality sector and HEIs to take note of the characteristics of the Generation Y students and employees. Family is very important to Generation Y employees and they are brought up in a non-competitive environment where they are “praise-for-anything”. They furthermore focus on input or effort rather than on accomplishments or output; and struggle to differentiate between “I can’t do it” and “It’s hard to do”; and generally find it difficult to measure their own ability and performance (Hill, 2002:62, 63, 65). Hospitality enterprises and HEIs therefore need to emphasise the importance of achieving a set of outcomes, commitment and competitiveness (Hill, 2002:65; Barron, 2008:736-737).

2.3.4.2 Gender

A large proportion of workers employed in the global hospitality sector are women. (ILO, 2010:13-14). This is also evident in South Africa, where it is estimated that 52 per cent of workers are female (Grant Thornton, 2007:33).

2.3.4.3 Education and training

A significant number of jobs are furthermore provided to employees with little or no formal training and who do not want to accept long-term employment commitments (ILO, 2010:13-14). In the EU27, the level of education in the hospitality sector is lower than that in any other industry (EFILWC, 2012:22). Hospitality employees in South Africa have the lowest level of education when compared to the other sectors of the tourism industry. It is estimated that only 18 per cent of employees in the hospitality sector have a South Africa National Qualifications Framework (SANQF) Level Five or higher qualification, while 54 per cent have SANQF Level One or lower qualifications (Grant Thornton, 2007:35).

Although the hospitality sector is characterised by its low levels of education (refer to section 2.3.4.3), the value of formal hospitality education cannot be ignored. Turkson and Riley (2008:590) found that young hospitality managers with university qualifications demonstrated a better sense of the “complete picture” when compared to young managers without university education. The knowledge they had gained at university made them confident to face an unknown situation. Academic qualifications in hospitality management are furthermore becoming increasingly important for career advancement in the hospitality sector (Chi & Gursoy, 2009:310). Brownell (2008:146), however states that the value of a formal education for career success in the hospitality “remains a question of some debate”.

2.3.4.4 Multiculturalism

An overrepresentation of ethnic and cultural minority groups is evident in Australasia, Europe and North America (ILO, 2010:16); and discrimination is evident against ethnic minority groups not reaching advanced positions within the

industry (ILO, 2010:16). The South African hospitality sector employs mainly black employees (72%), but only forty per cent of these employees are appointed in managerial positions (Grant Thornton, 2007:34-35).

2.3.4.5 Employment status

Around thirty per cent of employment in the hotels and restaurants in the 27 member states of the EU is part-time, while the total for the whole economy is merely 19 per cent (ILO, 2010:16). The predominance of part-time, casual, seasonal or temporary employment is also evident in South Africa (CATHSSETA, 2012:19).

In order to exhibit enhanced employability, hospitality graduates could be required to possess the necessary competences to work with an array of employees from different ages, genders, education levels, cultures and employment statuses. Embracing diversity could be an important competence for graduates to acquire in order to be more employable.

2.3.5 Poor working conditions

It has been said that hospitality employees “live to work”, while employees in other industries “work to live” (Tesone, 2010:360). The hospitality sector is globally characterised by unsocial and irregular working hours, as it is expected of employees to work split shifts, nightshifts, weekend shifts, or work during holiday periods (ILO, 2010:14). About two thirds of the hospitality employees in the EU, for example, work more than the average of 39.6 hours per week (EASHW, 2008:16).

As a consequence of the alleged exploitation of hospitality employees in South Africa, the Minister of Labour commissioned research into the minimum wages and conditions of employment in the hospitality sector in 2006 (RSA DoL, 2006). Following the findings and recommendations of the study, Sectoral Determination 14, which regulates conditions of employment and wages for employers and employees in the hospitality sector, came into effect on 1 June 2007 (RSA DoL, 2007) in order to ensure fair working conditions for hospitality employees.

In 2010, the South African Department of Labour inspected 2 622 hospitality enterprises in the sector and found that 56% of these employers were not complying with legislation related to annual increases in minimum wages, irregular deductions or deductions from employees' salaries without the employees' consent, compressed work weeks, work without compensation at night, Sundays and public holidays, and a lack of contracts of employment. Hospitality employers were furthermore contravening unemployment and occupational health and safety legislation. As a result, the hospitality sector was listed on the government's list of high risk and problematic sectors (CATHSSETA, 2012:24).

In order to address the above-mentioned problems, strategic objective two of the NTSS relates to the provision of excellent people development and decent work within the tourism sector. (RSA DoT, 2011:12). The RSA Department of Tourism (DoT), RSA Department of Labour (DoL) and CATHSSETA work in conjunction with the International Labour Organization to set up a Decent Work Programme in the South African hospitality sector (CATHSSETA, 2012:25).

Having considered the above mentioned, working in the hospitality sector could also be exciting. It involves constantly working with people in a rewarding way and every day could be a new challenge filled with opportunities to make people feel good (Barrows & Powers, 2009:119). It also offers employees an opportunity to be creative, to work internationally and the likelihood to move up the corporate ladder quicker than in most other industries (Caterer: 2011).

Hospitality graduates, as the future leaders of the hospitality sector, could play an important role in changing the face of the hospitality sector by providing, in line with the NTSS (RSA DoT, 2011) excellent people development and decent work. Having competences related to fair labour practices and working conditions could therefore enhance their employability. At the same time, HEIs need to orientate graduates towards the poor working conditions of the hospitality sector.

2.3.6 High labour turnover

The high labour turnover experienced in the hospitality sector is an age-old characteristic of the sector (Dickerson, 2008:298) This characteristic can be ascribed to low levels of training, poor working conditions and limited career progression in the sector (RSA DoT, 2011:40). For example, older employees with families find it difficult to work night shifts, over weekends and on public holidays; and consequently leave the hospitality sector to escape the rigorous working hours (CATHSSETA, 2012:19). Research performed by Kandasamy and Ancheri (2009:328) suggests that the hospitality sector needs to provide a good quality of work life in order to retain employees.

A study performed by Richardson (2008) among Australian students, showed that more than half of the participants were already considering a career outside the hospitality sector, mainly as a result of the negative work experience gained during their studies. Blomme, Van Rheede and Tromp (2009) reported that about 70 per cent of hospitality graduates in the Netherlands leave the industry within six years of graduation.

The high labour turnover negatively impacts on the hospitality sector; and can lead to a decline in the quality of work and worker loyalty; and increased costs to employers in terms of a loss of skills and training; and a decrease in productivity (ILO, 2010:17). It ultimately leads to hospitality recruitment and training being cyclical (CATHSSETA, 2012:19). Hospitality management graduates need to be aware of the high turnover and associated problems in order to be well prepared for the demands of the hospitality sector.

2.3.7 Labour skills shortage

Labour skills shortages and hard to fill positions are especially evident to the hospitality sector (Marchanté, Ortega & Pagán, 2005:791). Skills shortages are reported for the hospitality sectors of Australia (Deloitte, 2012:3), the Netherlands, UK, and France (EFILWC, 2012:5). The main reasons for this state of affairs can be attributed to candidates' lack of experience; lack of training; lack of motivation

and interest in the position; lack of customer care; poor salaries; a lack of people with suitable qualifications (Grant Thornton, 2007:41).

The Tourism and Sports Skills Audit of 2007 identified the following positions as particularly hard to fill: management, waiters, chefs, cooks and cashiers (Grant Thornton, 2007:42). The top three manager occupations with substantial current and potential vacancies in the South African tourism industry are restaurant managers, hotel managers and office managers (CATHSSETA, 2012:38), while an occupation as chef is regarded as the most important “technicians and associate professionals occupation” in terms of current and potential future vacancies (CATHSSETA, 2012:40).

Skills shortages lead to a number of obstacles related to the economic performance of hospitality businesses, for example, decreased customer satisfaction, increased operating costs and an inability to meet quality standards (Marchanté *et al.*, 2005:791). Being aware of the skills shortages in the hospitality sector, could motivate students to develop their competences in these areas, thereby improving their chances of being employed and also enhancing their employability.

It is apparent from the discussion above that hospitality management graduates can be required to meet a number of challenges unique to the hospitality sector. In order to enhance graduates’ employability, HE needs to develop their graduates’ competences in these areas in order to enhance their employability. The importance of high quality hospitality education can therefore not be underestimated and necessitates continuous study and review.

2.4 HOSPITALITY EDUCATION

In order to get a better understanding of the effect of the hospitality education environment/context on the competences that could contribute towards enhancing hospitality management graduates’ employability, the sections that follow review the history of hospitality management education; the hospitality management qualifications presented by South African HEIs; and the hospitality management

curriculum. The section on hospitality management education concludes with a discussion of the challenges faced by HEIs presenting hospitality management qualifications.

2.4.1 Brief history of hospitality education

Hospitality education is still young when compared to other study areas or disciplines (Lin, 2002:81; Horng, 2004:107). Morrison and O’Gorman (2008:219) appropriately refer to hospitality as a “late entrant” in HE.

The first hotel/hospitality school in the world, namely Ecole hôtelière de Lausanne (2012), was founded in 1893 in Switzerland. Cornell Hotel School (CUSHA, 2012) was established in 1922 in the USA and claims to be the first hotel school in the world to have presented a four-year undergraduate hospitality management degree. Its establishment was in line with Cornell University’s original mission of 1865 to “found an institution where any person can find instruction in any study”. The hotel school began with 21 students and a single professor.

Vocational hospitality education began in the mid 1970’s in Australia, but the first hospitality-focused qualifications were only presented towards the end of the 1980’s when the Bachelor of Hospitality Management was introduced by the Bond University in 1989. Six years later, a qualification with the same name was presented by the Australian International Hotel School (Breakey & Craig-Smith, 2007:106). The provision of hospitality management then escalated in Australia, but was greatly affected by the restructuring of HE more than thirty years ago. The outcome was that more than 70 institutions amalgamated to approximately half of that number. The 12 qualifications/programmes that were consequently presented in 1997, increased to 27 in 2007 (Breakey & Craig-Smith, 2008:2-7).

The first hotel school in South Africa was established in 1956 when a hotel and catering school was launched at ML Sultan Technical College. The National Diploma in Hotel Management was twenty years later introduced at this establishment as the first tertiary course in hotel management in South Africa.

In 1983 the Hotel and Catering School of ML Sultan Technikon (previously known as ML Sultan Technical College) was only competing with the Hotel and Catering School of Wits Technikon (Ramsamy, 1983:6) that was established in 1969 (UJ, 2012b). The first baccalaureate degree in hospitality management, namely the Bachelor of Technology (BTech) in Hospitality Management, was introduced at the Technikon Free State (now known as the Central University of Technology, Free State) with an enrolment of three students in 1998.

Hospitality management qualifications are nowadays presented at a number of private and public institutions in South Africa. These qualifications are presented at various levels of the SANQF. Although all private providers of hospitality qualifications and skills programmes are not accredited, a number of them are accredited with CATHSSETA to present skills programmes and lower level qualifications in hospitality (no private providers are currently accredited with CATHSSETA to present HE qualifications).

The following section focuses on the hospitality management qualifications that are presented on SANQF Levels Five to Ten at HEIs in South Africa.

2.4.2 Hospitality management qualifications presented at South African Higher Education Institutions (HEIs)

In order to present a HE hospitality management qualification in South Africa, an institution needs to be registered with the South African Department of Higher Education and Training (RSA DHET); it should be accredited and quality assured by the SACHE or CATHSSETA; and needs to present South African Qualifications Authority (SAQA) accredited hospitality management related qualifications on at least Level Five of the SANQF of 1995 (RSA, 1995) or 2008 (RSA, 2008b).

The original SANQF that was introduced in South Africa in 1995, provided for an eight-level framework (RSA, 1995). In terms of this framework, the National Diploma (NDip) in Hospitality Management was mapped on the 1995 SANQF Level Six, BTech in Hospitality Management at Level Seven, and the Masters of Technology (MTech) and Doctor of Technology (DTech) in Tourism and Hospitality

Management at Level Eight. At that stage, the qualification structures of Universities and Technikons (now called Universities of Technology) were governed by different policy documents.

The curriculum of the BTech in Hospitality Management was developed by Technikons (now known as Universities of Technology). The so-called convenor system applied to these Technikons until 2003. The Central University of Technology, Free State, formerly known as the Technikon Free State, acted as the Convenor Technikon for this qualification and followed the Certification Council for Technikon Education (SERTEC) procedure to develop and have the curriculum approved. Consultations were held with all Technikons presenting the NDip in Hospitality Management, THETA (now known as CATHSSETA) and leaders from the hospitality sector for this purpose. The qualification was accredited by the SACHE; registered at SAQA as a level seven qualification on the previous SANQF; and due to the convenor system, the same curriculum was presented by all Technikons.

In terms of a ministerial notice in October 2003, certain Technikons presenting the above-mentioned qualifications were given the status of University of Technology (UoT), whilst other merged with universities to form Comprehensive Universities. Although the convenor system no longer applied to these HEIs, the institutions continued to present the existing undergraduate qualifications in hospitality management, namely a NDip in Hospitality Management and a BTech in Hospitality Management. Consequently, all six public South African HEIs (Central University of Technology, Free State (CUT); Cape Peninsula University of Technology (CPUT); Durban University of Technology (DUT); Tshwane University of Technology (TUT); University of Johannesburg (UJ) and Walter Sisulu University (WSU) being accredited to present the BTech in Hospitality Management still follow the same curriculum.

Although the Education White Paper 3: A Programme for the Transformation of Higher Education (RSA DoE, 1997) acknowledged the need for a single qualifications framework that had to be applicable to all HEIs in South Africa in 1997, the South African Higher Education Qualifications Framework (SAHEQF) was only promulgated on 5 October 2007. This framework is applicable to all HEIs, regardless of whether it is a UoT, University or Comprehensive University. It also applies to all public and private HEIs. The 2008 SANQF increased the original eight levels to ten levels (RSA, 2008b), of which Levels Five to Ten are presented by HE. The qualification types and corresponding SAHEQF levels are now as follow: (RSA DoE, 2007:19-29).

Undergraduate qualifications:

- Higher Certificate SANQF Level Five
- Advanced Certificate SANQF Level Six
- Diploma SANQF Level Six
- Advanced Diploma SANQF Level Seven
- Bachelor's Degree SANQF Level Seven
- Professional Bachelor's Degree SANQF Level Eight

Postgraduate qualifications:

- Postgraduate Diploma SANQF Level Eight
- Bachelor Honours Degree SANQF Level Eight
- Master's Degree SANQF Level Nine
- Doctoral Degree SANQF Level Ten

Table 2.2 reflects the hospitality management related qualifications that are presented by accredited and provisionally accredited private HEIs in South Africa, as well as the corresponding 2008 SANQF levels of the qualifications (RSA DHET, 2012).

Table 2.2: Hospitality management related qualifications presented by private HEIs in South Africa

Private HEIs	Qualifications	SANQF level
Centurion Academy (Pty) Ltd	Diploma in Hospitality Management	6
	Advanced Diploma in Hospitality Management	7
Durban Computer College (Pty) Ltd	Certificate in Hospitality Management	5
Ed-U City Campus (Pty) Ltd	Diploma in Hospitality Management	6
IHT Hotel School (Pty) Ltd	Diploma in Hospitality Management	6
Private Hotel School (Pty) Ltd	Higher Certificate in Hospitality Management	5
	Advanced Certificate in Hospitality Education	6
	Advanced Diploma in Hospitality Education	7
Stenden South Africa	Bachelor of Commerce in Hospitality Management	7
The International Hotel School (Pty) Ltd	Diploma in Hospitality Management	6
Turaco Hospitality (Pty) Ltd	Diploma in Hospitality Management	6

Source: Compiled from RSA DHET (2012)

The Minister of Education provided for a transitional period before full compliance to the SAHEQF will be required (RSA DoE, 2007:17). All public HEIs presenting hospitality management qualifications made use of this extension period, which resulted in their hospitality management qualifications not being aligned with the SANQF of 2008, but to the original SANQF.

Table 3.3 indicates the hospitality management qualifications that public HEIs are accredited to present. The public HE providers of hospitality management education and training in South Africa include two comprehensive universities (UJ and WSU) and five UoTs [CPUT; CUT; DUT; TUT; and Vaal University of Technology (VUT)]. Although there are seven public HEIs accredited to present the NDip in Hospitality Management, it is clear from Tables 2.2 and 2.3 that only six public HEIs (CPUT; CUT, DUT, TUT; UJ and WSU) and one private HEI, namely Stenden South Africa (SSA), are accredited to present baccalaureate degrees in hospitality management.

Table 2.3: Hospitality management qualifications presented by public HEIs in South Africa

Public HEIs	Dip	BTech	MTech	DTech
Cape Peninsula University of Technology (CPUT)	X	X	X	X
Central University of Technology, Free State (CUT)	X	X	X	
Durban University of Technology (DUT)	X	X	X	
Tshwane University of Technology (TUT)	X	X	x	x
University of Johannesburg (UJ)	X	X	-	-
Walter Sisulu University (WSU)	X	X	-	-
Vaal University of Technology (VUT)	X	-	-	-

Source: Compiled from SAQA (2012)

Given the number and sheer diversity of hospitality management qualifications around the globe, it is difficult to provide a complete and accurate view of the typical hospitality management curriculum. The following section, however, sets out to identify two conceptions that dominate the hospitality management curriculum.

2.4.3 The hospitality management curriculum

It is difficult to conceptualise the hospitality management curriculum, since the curricula of hospitality management schools around the world differ to a large extent from one another. This can be attributed to lack of standardisation that characterises the more traditional fields of study. In addition, there is limited research and literature available to conceptualise the hospitality curriculum (Breakey, Robinson, Craig-Smith & Szambowsli, 2011:48; Day, Walo, Weeks, Dredge, Benckendorff, Gross & Whitelaw, 2011:1029).

The review of available literature identified two concepts or ideas that dominate hospitality management curriculum development, namely the liberation of the hospitality curriculum and the incorporation of work-based learning (WBL). The sections that follow elaborate on these concepts and its incorporation in the hospitality management curriculum.

2.4.3.1 *The liberation of the hospitality management curriculum*

Contemporary scholarship divides the HE context into two broad categories, namely liberal and vocational education. The first mentioned category refers to education/curricula that “develops general knowledge and fosters complex, independent thinking and transferable intellectual and practical skills” (Dredge, Benckendorff, Day, Gross, Walo, Weeks & Whitelaw, 2012:2156). It enhances graduates’ ability to think creatively, to make a contribution towards society and to confront problems. This category of education pursues knowledge for its own sake and is not particularly concerned about the utility of knowledge. The last mentioned category, however, focuses on practical skills and train graduates to have the skills required by a specific trade or occupation.

Traditionally, hospitality curricula followed a vocational education approach towards curriculum development that was based on an amalgamation of “craft, ritual and inherited practices” (Nailon, 1982:137). However, in the 1980s, researchers began to advocate the incorporation of liberal education into the vocationally oriented hospitality management curriculum. Pizam, Lewis and Manning (1982:xiii) asserted, for example, the following: “A successful hospitality manager must be versed in conceptual and technical tools drawn from disciplines such as psychology, engineering, operations research and mathematics”. The movement was strengthened by HE hospitality academics who gave the curriculum a more liberal and reflective orientation (Morrison & O’Mahony, 2003:38). In the early 2000’s, the incorporating liberal education into vocationally oriented hospitality management curricula gained momentum (Smith & Cooper, 2000:93; Lin, 2002:99; Kay & Monarz, 2004:295; Littlejohn & Watson, 2004:411; Turkson & Riley, 2008:385; Dredge *et al.*, 2012:2156). This led to researchers (Lashey, Lynch & Morrison, 2007; Morrison and O’Gorman, 2008) acknowledging that the contemporary hospitality management curriculum is mostly approached through a multi-disciplinary or professional education enquiry. Barth (2008:2) postulates that the multi-disciplinary content of the hospitality management curriculum should be embraced, since hospitality managers are expected to be “multitalented individualists”. Dredge *et al.* (2012:2156) refers in his article entitled “*The Liberation*

of Hospitality Management Education” to the education approach that incorporates liberal education into the vocationally oriented hospitality management curriculum as “professional education”.

Limited up to date research is, however, available to explain the liberation of the hospitality management curriculum. Day *et al.* states, for example, that “there is a need to enrich understandings by collecting information from those making decisions about course content and the balance between liberal and vocational education” (Day *et al.*, 2011:1029). Considering the limited current research available in this regard, the findings of Horng (2004) will mainly be used to elaborate on the liberation of the hospitality management curriculum.

Horng (2004:110) analysed documents in order to identify patterns and development trends in the hospitality management curricula of advanced countries. The researcher reported that the hospitality management bachelor degree programmes in the USA followed a three third model: one-third generic education; one-third hospitality professional classes; and one-third related professional classes (e.g. business management). Students also have to complete an internship ranging from 400 to 1 000 hours. CUSHA (2012), rated as the top hospitality school in the USA, follows a curriculum that is roughly based on this distribution. (See Appendix 5.2 for a summary of the key characteristics of the hospitality curriculum of CUSHA).

Traditionally, European hospitality education tended to focus on technical/vocational training, and awarded certificates and diplomas (Horng, 2004:110). Due to international demand, it started to present bachelor and associate degrees in hospitality management in the 1980’s. Hospitality education providers then started to place more emphasis on management courses, but kept the core traditional characteristics of the technical/vocational training. Three of the top rated European hospitality schools in Europe, namely Les Roches International School of Hotel Management (LRISHM, 2012b); Glion Institute of Higher Education (GIHE, 2011); Hotelschool The Hague (HTH, 2012) incorporate aspects of management, strategic management, quality management, leadership, marketing

management, human resource management and financial management in addition to practical/vocational training in their curricula. Vocational/craft training still plays an important role in the curricula of Les Roches International School of Hotel Management (LRISHM, 2012b) and Glion Institute of Higher Education (GIHE, 2011). (See Appendix 5.2 for a summary of the key characteristics of the hospitality curricula of Les Roches International School of Hotel Management; Glion Institute of Higher Education; and Hotelschool The Hague).

Limited attention has been devoted to hospitality management curricula that incorporate skill development and higher order subject matter in Australia (Dredge *et al.*, 2012:2166). Horng (2004:110) reports that the common approach followed in Australian hospitality management degree programmes is to introduce students to the global and Australian economic trends and the Australian hospitality sector; and to develop students' operational skills in the first year. The second year of study focuses on business communications customer behaviour, business communications, management foundations, research foundations, commercial law, and a hospitality specialisation area. The third year concentrates on the development of strategic hospitality management skills and the enhancement of competence in the area of specialisation elected by students. Research is conducted in the fourth year of study (Horng, 2004:110). A survey undertaken by Taylor Nelson Sofres ranked the Blue Mountain Hotel School of Australia as the number one hotel school in Australasia. The liberation of the hospitality management curriculum is evident in the curriculum for the Bachelor of Business in International Hotel and Resort Management presented by hotel school .The hotel school follows a teaching and learning philosophy that is based on three pillars: professional and personal development; practical skills; and theoretical knowledge. Graduates' competences in leadership, management, accounting, marketing and human resources management are developed and complemented by industry-standard practical training (Blue Mountains International Hotel Management School, 2012:2, 3).

Evidence of the liberation of the hospitality management curriculum is also present in the curricula of the baccalaureate qualifications in hospitality management in South Africa (CUT, 2012; SSA, 2012b). Provision is made for a range of management related outcomes (e.g. financial management; human resource management; marketing management; and leadership) that is complemented by practical hospitality skills training in the areas of food and beverages studies; culinary arts; housekeeping; and front office. (See Appendix 5.2 for a summary of the key characteristics of the hospitality curricula presented by public HEIs in South Africa and the Stenden South Africa).

Despite the liberation of the hospitality management curriculum, its vocational nature is still evident in the requirement that students have to complete a minimum period of work-based-learning in order to graduate. The incorporation of WBL in the hospitality management curriculum is discussed next.

2.4.3.2 Work-based learning (WBL) and the hospitality management curriculum

The vocational nature of hospitality management provides an ideal opportunity to HEIs to utilise WBL as a method to increase hospitality management graduates' employability (Spowart, 2011:171). WBL, which is also known by related terminology as internship, experiential learning, on-the-job-training (Foucar-Szocki & Bolsing, 1999:38) and work-integrated learning (Spowart, 2011:171) plays an integral part of the hospitality management curriculum (Zopiates, 2007:76).

Leading hospitality schools around the world (GIHE, 2011; Blue Mountains Hotel School, 2012:2; CUSHA, 2012; HTH, 2012; LRISHM, 2012b) include WBL in their curricula. These periods range from 800 hours' work experience (CUSHA, 2012) to two periods of six months each (GIHE, 2011; HTH, 2012; LRISHM, 2012b). In South Africa, the SACHE requires that WBL form, for accreditation purposes, an integral part of HEIs' curricula (SACHE, 2004a: 8), and therefore also in hospitality management curricula. The curriculum of the three-year NDip in Hospitality Management that is presented by seven public HEIs in South Africa, for example, requires of students to complete two work-integrated learning periods of approximately six months each during their second year of study (CUT, 2012).

SACHE describes WBL as follows: “A component of a learning programme that focuses on the application of theory in an authentic, work-based context. It addresses specific competences identified for the acquisition of a qualification, which relate to the development of skills that will make the learner employable and will assist in developing his/her personal skills” (SACHE, 2004a:37). This definition provided for WBL by clearly highlights the potential employability value of WBL. This notion is also supported by other researchers (Zopiates, 2007:73; Fidgeon, 2010:714; Proctor, 2011:49; Panagiotakopoulos, 2012:147). WBL assists students with the development of competences such as professionalism, enthusiasm, motivation, interpersonal skills, initiative, oral communication, leadership, maturity, poise in job performance, strong work ethics (Wesley & Bickle, 2005:680; Jacobs, 2008:13-14), which can ultimately lead to enhanced employability. It provides students with the opportunity to apply the knowledge gained at the HEI to a practical work situation and creates an environment where students are allowed to take responsibility for their own learning (Fidgeon, 2010:714).

It is apparent from the discussion above that the contemporary hospitality management curriculum has adopted the concept of liberating the vocationally oriented hospitality management curriculum and tends to include a period of WBL. The liberation of the hospitality management curriculum, however, poses a number of challenges for HE in terms of curriculum design. In addition to the challenges related to hospitality management curriculum design, the section that follows also addresses other challenges.

2.4.4 Challenges facing hospitality management education and training

The literature review identified five challenges facing hospitality education and training. In addition to the challenges related to curriculum design, hospitality education is also confronted by challenges related to the implementation of the SANQF of 2008 (RSA, 2008b); poor linkages between education providers and the sector; under preparedness of school leavers; and the poor image of the hospitality sector. Each of these challenges will be individually discussed in the sections that follow.

2.4.4.1 Curriculum design

One of the biggest challenges that providers of hospitality management education face, is to develop curricula that meet the changing needs of the hospitality sector (Dopson & Tas, 2004:39; Swanger & Gursoy, 2007:14). Designing an appropriate learning programme for the hospitality sector is a continuous process (Breakey & Craig-Smith, 2007:117) and not an easy task (Connolly & McGing, 2006:51; Turkson & Riley, 2008:585). The sections that follow firstly describe the curriculum challenges that arose from the liberation of the hospitality management curriculum (see section 3.4.3.1), followed by the challenge related to globalisation.

- Challenges associated with the liberation of the hospitality management curriculum

The liberation of the hospitality management curricula gave rise to three challenges that relate to an appropriate weight distribution between the following competences in the curriculum: vocational and liberal competences; managerial and technical competences; and practical and theoretical competences.

Vocational-liberal competence distribution: There is an ongoing debate among hospitality academics and industry professionals concerning the emphasis or weight distribution between the vocational and liberal competences included in the hospitality curriculum (Ford & LeBruto, 1995:i; Rimmington, 1999:187; Connolly & McGing, 2006:51; Morrison & O’Gorman, 2008:220; Turkson & Riley, 2008:585). Smith and Cooper (2000:93) suggest that there should, for example, be an appropriate balance between hospitality specific competences and general management competences, while other researchers (Lin, 2002:99; Littlejohn & Watson, 2004:411; Turkson & Riley, 2008:385) recommend an appropriate balance between the development of generic and vocational based competences. Although Kay and Monarz (2004:295) emphasise that non-industry specific knowledge is becoming increasingly important for hospitality managers, the appropriate balance of competences related to the different disciplines encapsulated in the hospitality curriculum remains unclear.

Managerial-Technical competence distribution: In general, graduates entering the hospitality sector as first level managers need to be able to cope with the technical operational difficulties of the industry (Knowles, Teixeira & Egan, 2003:45). Practical training plays an important role in preparing students for the world of work, and therefore employability (Alexander, Lynch & Murray, 2009:60). Although technical skills are important for students at the threshold of their careers, technical skills should not be emphasised at the cost of managerial competence (Lin, 2002:85). Lashey, for example, reported that “managers are much more likely to need to consider the changes in customer eating fashions and their impact on popular restaurants than how to butcher a side of beef, or knock out a frangipani” (Lashey, 2004:9). An appropriate balance between the development of managerial competence and skills is therefore necessary.

Practical-Theoretical competence distribution: Not only should graduates have the necessary skills to operate in a business, but they should also have substantial knowledge to manage their staff (Chi & Gursoy, 2009:309). Consequently, the solution seems to be that hospitality management curricula should have an appropriate mix of theoretical knowledge and applied experience or technical skills (Lin, 2002:85; 99; Turkson & Riley, 2008:385; Alexander, 2007:218; Morrison & O’Gorman, 2008:220) in order to produce employable graduates. The curriculum should therefore focus on the total development of graduates, while specialised skills could be developed through elective courses (Pavesic, 1991:50). What the appropriate balance between theoretical knowledge and practical training constitutes, remains, however, unclear.

- Challenge of globalisation

Global competitiveness is a major challenge facing hospitality management education (Van Lill, 2005:97; Smith & Cooper, 2000:90; Bharwani & Butt, 2012:150). It is expected of HE curricula to prepare graduates to participate in the global economy (Lockett 2001:50) in order to be employable. Globalisation demands graduates to be capable in applying the outcomes of curricula in all contexts (SACHE, 2004b 226). Lin (2002:85, 97) suggests that leading hospitality

management curricula should be consulted when the hospitality sector of a country is undergoing globalisation. This could enable students to be internationally knowledgeable and inter-culturally competent.

In conclusion, it can certainly be said that Pavesic's statement about the hospitality curriculum in 1991 seems to be still relevant today: "the perfect curriculum has not yet been designed" and further "consensus from industry and academe on a single one, is unlikely" (Pavesic, 1991:49). Hospitality management curriculum development is a continuous process, since the relevancy of the curriculum to the hospitality sector changes on a continuous basis (Williams 2005:80).

2.4.4.2 The implementation of the 2008 SANQF

The South African public is generally uninformed about the differences between a lower level SANQF skills-based qualification (usually presented by private providers) and the higher level qualifications presented by HEIs (Van Lill, 2005:971). Not only does this lead to a decrease in student applications at HEIs, but also to disillusioned students when they realise that their lower level qualifications do not provide them with access to a baccalaureate degree or masters qualification. There is also the possibility that the lower level qualifications might not meet these students' employability expectations.

A further challenge posed by the SANQF, relates to the non-alignment of hospitality management qualifications presented by public HEIs in South Africa to the 2008 SANQF (see section 2.4.2). It is therefore suggested that institutions re-curriculate and align their qualifications with the SAHEQF before the transitional period for compliance ends on 31 December 2014 (SACHE, 2011:3). This challenge affords HEIs the opportunity to incorporate appropriate teaching and learning activities, assessment strategies and competences/learning outcomes that will enhance the employability of their graduates.

2.4.4.3 *Poor linkages between education providers and the industry*

Universities are perceived to be of a higher quality when its learning content is relevant, current and applicable (Van Lill, 2005:987; Ravichandran & Arendt, 2008:47). However, education and training institutions are on the one hand blamed for not meeting industry's demands, due to its reluctance to contact and keep a continuous dialogue with industry professionals (Grant Thornton, 2007: 27; Ravichandran & Arendt, 2008:48). Hospitality academics, on the other hand, blame employers for not being familiar with the requirements education institutions need to comply with (Littlejohn & Watson, 2004:411); not always understanding the training and development processes (Grant Thornton, 2007: 27); not participating in curriculum-related research to improve education service delivery (Ravichandran & Arendt, 2008:48); and ignorant about the best way to integrate a new graduate into the workplace (Grant Thornton, 2007: 27). Stronger linkages between the industry and providers are required so that all stakeholders appreciate that both are critical to produce high value, successful hospitality management graduates (Littlejohn & Watson, 2004:411). This could ultimately lead to hospitality management graduates being more employable.

2.4.4.4 *The under-preparedness of school leavers for Higher Education (HE)*

The under-preparedness of school leavers could influence HEIs' ability to enhance their hospitality graduates' employability. Most first year students apply for studies at HEIs directly after completing school (McInnis, 2003:387; Nel, Troskie-De Bruin & Bitzer, 2009:975). These students are not prepared for the demands of HE (McInnis, 2003:391; Wood & Olivier, 2004:289; Scoggin & Styron, 2006:112) and the so-called "school-university gap" (Nel *et al.*, 2009:975) negatively impacts on the level of academic success of students (Mumba, Rollnick & White 2002; Scott, Yeld, McMillan & Hall, 2005:275).

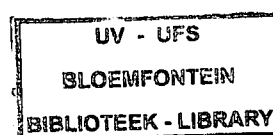
The "school-university gap" is particularly evident in South Africa (Mumba, *et al.*, 2002:155). The policy of apartheid imposed an inferior primary and secondary school education on black learners (Colborn, 1995:110). Inequalities were evident in the distribution of resources, the quality of teachers and opportunities provided to

learners (Matoti & Lekhu 2008:126-142). Although school differentiation based on colour or race has been abolished, a distinction is still evident in the quality of the previously “disadvantaged” and so-called “privileged” schools (Moneyweb, 2007). Nel *et al.* (2009:984), for example, found that students from previously disadvantaged schools were academically less prepared for university than students from privileged schools.

A survey conducted on school systems of fifty countries placed South Africa fiftieth in terms of quality, participation rate, completion rate and level of competency. South African learners entering HE furthermore lack foundational skills such as reading, writing and speaking skills and basic numeracy skills (Jansen, 2006:25).

English is the language of instruction at the HEIs presenting hospitality management baccalaureate degree qualifications in South Africa. However, South Africa has eleven official languages (South African Government Information, 2012) and English is a second or foreign language for most of South African HE students (Jaffer, Ng'ambi & Czerniewicz, 2007:134). A substantial number of students from disadvantaged educational backgrounds and white privileged Afrikaans speaking students therefore have to learn in their second or third language. This can have serious implications on the academic success of hospitality management students, since research (Gee, 1990; Cummins, 1996; Spiegel, Khotseng, Gxilishe, Kaschula, Van der Merwe, Ramesar, Kapp & Wijsenbeek, 2003) has shown that language proficiency and academic success are closely related.

A large number of students at South African universities are also culturally underprepared for HE. Cloete and Moja (2005:708) postulate that especially black students find HEIs alienating. Black school leavers from previously disadvantaged schools entering a mainly white, Afrikaans HEI can experience a culture shock. This is especially the case if they have to share accommodation with students from other cultures (Nel *et al.*, 2009:987).



The lack of career guidance at schools and the unrealistic perceptions and expectations regarding specific learning programmes and incorrect study choices of learners furthermore contribute to the under preparedness of students for HE (Nel *et al.*, 2009:984). In a South African survey, the majority of learners prior to entering a tertiary institution were of the opinion that they were well equipped for the demands of HE. However, it was later indicated that not all students were well prepared and had unrealistic expectations of their study experience (Nel *et al.*, 2009:980-981). It was furthermore reported that, although students gained access to the learning programme of their choice and expressed their enthusiasm, they lacked knowledge on the extent of the programme (Lowe & Cook, 2003:57-58; Watson, Johnson & Austin, 2004:69-70). Students who have been exposed to the expectations of the learning programme beforehand will have a purpose and direction valuing their objectives (Pitkethly & Prosser, 2001:190; McInnis, 2003:392).

In addition, the majority of first-generation students (the first student in a family to attend university) (Ishitani, 2003:433) are perceived as being academically underprepared for HE (Tym, McMillion, Barone & Webster, 2004:1). First-generation students are often from lower socio-economic backgrounds and regularly studied in a second language (Bui, 2002:6). First-generation students have limited knowledge on the procedures regarding application for HE and financial assistance and have more difficulty adapting to the institution after enrolment (Tym *et al.*, 2004:1). First-generation students feel less prepared for university, have a higher fear of failing and are more concerned about financial obligations than non first-generation students (Bui, 2002:9). However, living on campus can have a positive impact on first-generation students' educational outcomes and high aspiration levels support learning and intellectual development (Pike & Kuh, 2005:289).

As a result of the academic under preparedness of school leavers, HEIs need to apply special teaching and learning interventions, such as bridging programmes, mentors and WBL learning (Grant Thornton, 2007: 27) to enhance students' pass rates and throughput rates; and ultimately their graduates' employability.

2.4.4.5 The poor image of the hospitality sector

The hospitality sector is not regarded as an attractive career for school leavers (Grant Thornton, 2007:22; RSA DoT, 2011:53) and global providers of hospitality education experience a decrease in the number of students applying to study hospitality management (Littlejohn & Watson, 2004:410; Spenneman & Black, 2008:65). This phenomenon can be ascribed to the poor image of the hospitality sector. Students perceive the hospitality sector as offering a negative efforts-rewards ratio, poor working conditions, as an industry that is characterised by poor treatment from managers, and an industry that deals with difficult customers (Barron, Maxwell, Broadbridge & Ogden, 2007).

The poor image of the hospitality sector negatively impacts on the quality and number of students recruited for hospitality management learning programmes (Littlejohn & Watson, 2004:412). It is usually students who do not qualify for professions such as medicine, law and engineering who enter hospitality learning programmes as a second choice (RSA DoT, 2011:53). The poor quality of hospitality management students recruited by HEIs could influence HEIs' ability to provide hospitality management graduates with the appropriate level of competence to be regarded as employable.

The review of the hospitality and hospitality education contexts had implications on the unfolding of this study, which are discussed next.

2.5 CONCLUSION AND CONTEXTUAL IMPLICATIONS FOR THE STUDY

This chapter elaborated on the context in which the research problem of this study is investigated. The hospitality sector of the tourism industry provides a range of employment opportunities for hospitality management graduates and makes a substantial contribution towards the international and South African economies. The characteristics of the hospitality sector can impact on hospitality management graduates' employability. The dynamic nature of the sector; tangible and intangible elements of the hospitality product; workforce diversity; poor working conditions; high labour turnover and skills shortage should therefore be considered when a

competence framework is proposed that will be used as a directive for the enhanced employability of hospitality management graduates in South Africa.

The brief overview of the development of hospitality education internationally and in South Africa highlighted hospitality education as a new entrant in the HE arena. The hospitality management curriculum is characterised by two important conceptions, namely the liberation of the vocational curriculum and the incorporation of hospitality experience through WBL. The implication of these concepts on the study is that the proposed competence framework should ideally provide for vocational and liberal competences; managerial and technical competences; and practical and theoretical competences.

The challenges facing hospitality management education relate to the implementation of the SANQF; curriculum design; a poor linkage between education providers and the industry; the under-preparedness of school leavers for HE; and the poor image of the hospitality sector were identified as the major forces that could impact on HEIs' ability produce employable graduates. The challenges facing hospitality HE could not only have a serious effect on HE's ability to produce employable graduates, but can also be used as a directive/guide to consider when competences are identified and selected for the proposed competence framework that will serve as directive for enhancing hospitality management graduates' employability.

The challenges facing hospitality management education mainly relate to the implementation of the SANQF; curriculum design; a poor linkage between education providers and the industry; the under-preparedness of school leavers for HE; and the poor image of the hospitality sector. These challenges could not only have a serious effect on HE's ability to produce employable graduates, but can also be used as a directive/guide when competences are identified to serve the purpose of this study.

It is clear that the review of the hospitality and hospitality education contexts had implications on the unfolding of this study and also influenced the research design that was adopted. The following chapter elaborates on the research design and methodology that was followed to propose a draft competence framework for enhancing the employability of hospitality management graduates in South Africa.

CHAPTER 3

CONCEPTUAL FRAMEWORK

3.1 INTRODUCTION

It is the purpose of this study to propose a comprehensive competence framework that can serve as a directive for enhancing the employability of hospitality management graduates in South Africa. The first chapter introduced the reader to the importance of employability and hospitality employers' perception that educational institutions in South Africa and around the world generally do not produce hospitality management graduates who are well prepared for the demands of the sector. The context in which the research problem is investigated, namely the hospitality and HE environments, and its influence on the research problem, was reported in Chapter Two. This chapter focuses on the clarification of important concepts applicable to the study.

Employability is a complex concept and multiple connotations can be attached to it (McQuaid & Lindsay, 2005:199; Clarke, 2008:259; Yorke, 2006:13; Creighton, 2007:163; Andrews & Russell, 2012:35). The meaning/definition of the term depends on whether the narrow or holistic conception of employability is supported (McQuaid & Lindsay, 2005:199; Creighton, 2007:155) and the conceptualisation of the employability concept consequently requires an investigation in order to clarify its use in this study.

Both the narrow and holistic conceptions of employability require of graduates to possess a set of generic skills or generic graduate attributes to be regarded employable (McQuaid & Lindsay, 2005:199; Creighton, 2007:156). Barrie, however, postulates that generic graduate attributes "by and large lack the support of a conceptual framework or theoretical underpinning" (Barrie, 2012:81). This notion corresponds with the viewpoints of other researchers who also found that there is not absolute agreement on the definition and understanding of what generic skills constitute (Moy, 1999:2; Dawe, 2002:12; Smith & Comyn, 2003:16;

Treleaven & Voola, 2008:161). The generic graduate attribute concept therefore needs to be conceptualised in order to be meaningful incorporated in the proposed competence framework that will serve as a directive for the enhanced employability of hospitality management graduates in South Africa.

The competence and competency concepts are central aspects of employability (Van der Heijde & Van der Heijden, 2006:453; Andrews & Russell, 2012:35; Nilsson & Ellström, 2012:34) and there is a growing international interest in these concepts (Svensson, Randle & Bennich, 2009:774). The competence and competency concepts are most often used in management and leadership development (Viitala, 2005:437) and have been the catch phrases in organisational literature for a number of years (Nwokah & Ahiauzu, 2008:859). Despite the importance and popularity of the competence and competency concepts, there is a considerable amount of confusion surrounding the terms (Cheng, Dainty & Moore, 2003:527; Le Deist & Winteron, 2005:28; Garman & Johnson, 2006:14). Parker and Walters (2008:77) go so far as to say that the conceptual confusion surrounding the meaning of competence can, amongst other factors, be held accountable for the failure of the SANQF.

It is very difficult to pin down the meaning of the competency and competence concepts (Cheetham & Chivers, 1996:20). Multiple connotations are attached to each of the concepts, since researchers disagree on the meanings thereof (Hoffmann, 1999:275; Viitala, 2005:437). Although authors (Boak, 1991; Woodruffe, 1991; Tate, 1995) have tried to establish consistent terminology for the terms competency and competence, the terms are still inconsistently (Le Deist & Winteron, 2005:29) and interchangeably (Viitala, 2005:437) used.

Different stakeholders, such as lawyers, psychologists, management theorists, human resource managers, educationists and politicians, make use of the concepts in different contexts and for different ends, which adds to confusion around the conceptualisation of the concepts (Hoffmann, 1999:275; Schippmann, Ash, Battista, Carr, Eyde, Hesketh, Kehoe, Pearlman, Prien & Sanchez, 2000:707). It is therefore no surprise that Cheetham and Chivers (2005:xv) refer to it as a

“thorny issue” and that Van der Klink and Boon (2002:6) and Guthrie (2009:18) refer to it as a “fuzzy concept”.

Taking into account the importance and conceptual and terminological confusion surrounding the terms employability, generic graduate attributes, competence and competency, the objectives of this chapter are as follows:

- To explore the dominant conceptual approaches towards employability;
- To review the development and conceptualisation of the generic graduate attribute concept; and also the link between the development of such attributes and the enhanced employability of graduates;
- To explore the dominant conceptual approaches towards competence and competency;
- To compare the dimensions and key characteristics of the competence and competency concepts;
- To identify and define the different types of competence frameworks; and
- To construct a conceptual framework for this study.

The discussion commences with perspectives on various conceptual approaches to employability.

3.2 CONCEPTUAL APPROACHES TOWARDS EMPLOYABILITY

The employability concept is “notoriously difficult to define” (Andrews & Russell, 2012:35) and should not be confused with the employment concept (Yorke, 2006:7). Employability refers mainly to a graduate’s capacity to function in a job, while employment refers to the actual acquisition of a job. In order to get a clear understanding of the meaning of the concept of employability, a distinction has to be made between the narrow and holistic conceptions of employability (McQuaid & Lindsay, 2005:199; Creighton, 2007:155).

The narrow conception of employability approaches the concept from the supply side of the labour force, namely the graduate. This conception of employability is context-independent (McQuaid & Lindsay, 2005:214) and focuses on a set of generic graduate attributes that all graduates need to possess for employment (McQuaid & Lindsay, 2005:199; Creighton, 2007:156). The development of a set of generic graduate attributes required for employment is supported by curricular process (Yorke, 2006:7). Policy-makers generally use the narrow context-independent concept of employability (McQuaid & Lindsay, 2005:214) as a quality measure.

The holistic conception of employability approaches employability from both the supply and demand sides of the labour market and does not only emphasise the importance of generic graduate attributes for employment (supply side), but also the labour demand and supply factors that could influence employment (McQuaid & Lindsay, 2005:199). The employability concept is consequently not perceived as context-independent, but as context-dependent (Yorke, 2006:8). A graduate's employability is therefore also dependent on the characteristics of the labour demand (Berntson, Sverke & Marklund, 2006:225; Clarke, 2008:268; Creighton, 2007:162). The labour market's specific skills requirements, working conditions, and remuneration can therefore have an effect on the employability of graduates (Creighton, 2007:162). This conception of employability requires of graduates to have disciplinary knowledge and skills in addition to generic graduate attributes. This conception of employability is in line with the suggestion of Tesone and Ricci (2006:68) that the competence profile for entry-level hospitality employees should not only incorporate generic or core competences, but should also include hospitality related competences. As a result, employability requirements are perceived to vary between different professions and organisations (Nilsson & Ellström, 2012:32).

In line with the holistic conception of employability, the Commission of the European Communities defines employability as follows: "Employability refers to a person's capability of gaining employment. On the one hand a person's employability depends on the knowledge, skills and attitudes of this person. On the

other hand labour market rules and institutions have significant impact on the ability of an individual to gain employment. Hence, a person with the same knowledge and skills characteristics might fare very differently in different national or regional labour markets” (Commission of the European Communities, 2008:148). In a similar fashion the Canadian Labour Force Development Board defines employability as “the relative capacity of an individual to achieve meaningful employment given the interaction of personal circumstances and the labour market” (CLFDB, 1994, viii). Yorke also provided a holistic definition of employability by defining it as “a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy” (Yorke, 2006:8).

This study aims to investigate the competences that could enhance the employability of hospitality management graduates in South Africa. Although the development of graduates’ generic graduate attributes could contribute towards the enhanced employability of hospitality management graduates, the characteristics of the labour demand, namely the hospitality sector, can also make a significant contribution towards their employability. The holistic conception of employability therefore seems to be more suitable for the purpose of this study.

The concept of generic graduate attributes and the link between the development of such attributes and the enhanced employability of graduates are explored next.

3.3 THE GENERIC GRADUATE ATTRIBUTE CONCEPT

The importance of generic skills/attributes towards graduates’ employability is evident from both the narrow and holistic conceptions; and its contribution towards employability is confirmed by various researchers (Mayer, 1992; Hager, Holland & Beckett, 2002; NCVET, 2003; Barrie, 2004; Hoban, Lefoe, James, Curtis, Kaidonis, & Hadi, 2004; Kember & Leung, 2005a; Kember & Leung, 2005b; McQuaid & Lindsay, 2005; Creighton, 2007; Oliver 2008; Treleaven & Voola, 2008;). These generic skills are also known as key skills, core skills, essential skills, necessary skills, employability skills (Clayton, Blom, Meyers & Bateman, 2003:10) and critical

cross-field outcomes (SAQA 2000a:20; SAQA, 2000b:6; King, 2008:21). However, a number of authors (Curtris & McKenzie, 2001:6; Hager *et al.*, 2002:3; Barrie, 2004:262; Barrie, 2007:439) advocate the use of the term “generic graduate attributes” when one refers to such a set of generic skills from a HE perspective. The different terms used to describe the concept of generic graduate attributes will be used interchangeably in this study.

The sections that follow explore the development of the conceptualisation of the generic graduate attribute concept from an international and a South African perspective; highlight the value of generic graduate attributes in enhancing the employability of graduates; and explain the different approaches towards generic graduate development.

3.3.1 The conceptual development of generic graduate attributes in selected countries

Curtris and McKenzie (2001:4) and Oliver (2008:86) state that the generic attributes concept is securely placed on the international HE agenda. The development of generic graduate attributes is perceived as a worldwide trend (Barrie, 2007:439; Treleaven & Voola, 2008:161). Clayton *et al.* (2003:10) mentions that extensive international research and popular discussion have taken place on its development and the importance of generic graduate attributes.

Australia, the United Kingdom (UK), United States of America (USA) and South Africa have identified generic attributes from an employment-related perspective (Smith & Comyn, 2003:16). The sections that follow briefly explore the developments in the conceptualisation of the generic graduate attribute concept in the countries mentioned above and in South Africa; and provide examples of skills/attitudes/attributes that can form part of a set of generic graduate attributes.

3.3.1.1 Australia

Australia is regarded as the leaders in research and initiatives to address generic skills (Expert Group on Future Skills Needs Secretariat, 2006:10); and the concept of generic graduate attributes has been a prominent issue of concern in Australian HE for a number of years (Clayton *et al.*, 2003:17). Australian literature also refers to generic skills as key competencies, employability skills, and generic graduate attributes (Hager *et al.*, 2002:2; NCVET, 2003:2; Smith & Comyn, 2003:16). Clayton *et al.* (2003:17) state that the generic graduate attribute concept is well embedded in the curricula of Australian universities and that these universities encourage students to prepare portfolios that show their generic skills acquisition during their studies.

Several government commissioned research projects (Karmel, 1985; Finn, 1991; Mayer, 1992; Candy, Crebert & O'Leary, 1994; Field & Mawer, 1996) investigated the generic skills concept before the term "graduate attributes" was introduced in 1998. One of these committees, the Mayer Committee (Mayer, 1992:vii), made a significant contribution towards the conceptualisation of generic skills. The committee was appointed in 1991 to advise the Australian Educational Council and Ministers of Vocational Education, Employment and Training on employment-related key competencies for post-compulsory education and training. It was a major concern of the Mayer Committee to develop stronger links between education, training and employment (Mayer 1992:7).

The Mayer Committee had extensive consultations with the business community and various education sectors. The key competencies were defined by the Mayer Committee as "competencies essential for effective participation in the emerging patterns of work and work organization. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key competencies are generic in that they apply to work generally rather than being specific to work in particular occupations or industries. This means that key competencies are not only essential for effective participation in work but are also essential for effective participation in further education and in adult life more generally" (Mayer, 1992:7).

The following six defining characteristics were set for a competency to be regarded as a key competency (Mayer, 1992:12):

- The competency should be essential for the preparation of a person for employment.
- The competency had to be generic and not occupation or industry specific.
- The competency should enable an individual to participate effectively in a variety of social settings, including the workplace and adult life.
- Knowledge and skill should be incorporated in the competency.
- An individual should be able to learn the competency.
- The competency must be compliant to credible assessment.

The Higher Education Financing and Policy Review Committee under the chairmanship of West (1998) introduced the generic graduate attribute concept to HE. The review provided a framework of generic attributes and suggested that every university graduate should ideally hold the following attributes (West, 1998: 47): the capacity for critical, conceptual and reflective thinking in all aspects of intellectual and practical activity; technical competence and an understanding of the broad conceptual and theoretical elements of his or her fields of specialisation; intellectual openness and curiosity, and an appreciation of the interconnectedness and areas of uncertainty, in current human knowledge; effective communication skills in all domains (reading, writing, speaking and listening); research, discovery, and information retrieval skills and a general capacity to use information; multifaceted problem-solving skills and the capacity for team work; and high ethical standards in personal and professional life, underpinned by a capacity for self-directed activity.

In 2002, the Employability Skills for the Future Reference Group (ESFRG, 2002:2) undertook a research project titled "Employability Skills for the Future" for the Commonwealth Department of Education, Science and Training. The purpose of the project was to investigate the relevance of the seven key competencies of the Mayer Committee and to identify possible new requirements for generic employability competencies. The group of researchers decided to use the term

“employability skills” and defined it as the “skills required not only to gain employment, but also to progress within an enterprise so as to achieve one’s potential and contribute successfully to enterprise strategic directions. Employability skills are also sometimes referred to as generic skills or key competencies” (ESFRG, 2002:3).

Following the West Review (1998), universities started to develop their own sets of generic graduate attributes. These attributes were to a huge extent based on the attributes of the West Review (Precision Consultancy, 2007:5). A range of government commissioned research projects to further explore the generic graduate attribute concept was undertaken by AC Nielsen Research Services (ACNRS, 2000:2); the Australian Council for Education Research (ACER, 2001:1); and the Employability Skills for the Future Reference Group (ESFRG, 2002:2);

The Australian Qualifications Framework (AQF) was introduced in 1995 and regulates the recognition and endorsement of qualifications in Australian education and training. It incorporated the qualifications from each education and training sector into a single comprehensive national qualifications framework (AQFC, 2011:9). In 2010, Bowman (2010:2) undertook research for the Australian Qualifications Framework Council (AQFC) to investigate, amongst others, the conceptualisation of the generic skills concept in Australian HEIs. The researcher found that there was no uniform set of graduate attributes prescribed for the HE sector of Australia, but that attributes were determined by individual universities. The minority of Australian universities used a cascading approach to defining graduate attributes. This entails that the universities begin with a small number of overarching categories and then add more detailed elements in each category. The other universities provide for a single long list of graduate attributes (Bowman, 2010:19).

Following the suggestion of Bowman (2010), the AQF was revised to make provision for the incorporation of generic learning outcomes (also known as graduate attributes or capabilities) in the development process of qualifications. These generic learning outcomes or graduate attributes are defined as

“transferable, non-discipline specific skills a graduate may achieve through learning that have application in study, work and life contexts” (AQFC, 2011:93). The four broad generic learning outcomes of the AQF (AQFC, 2011:11) that have to be incorporated in all qualifications from Level One (certificate one) to Level Ten (doctoral degree) are the following: fundamental skills (e.g. literacy and numeracy); people skills (e.g. working with others and communication skills); thinking skills (e.g. learning to learn, decision making skills and problem solving); and personal skills (e.g. self direction and integrity). Donleavy (2012:342) states that graduate attributes will no longer be something to which lip service alone may be paid, since the Australian Regulatory Risk Framework (TEQSA, 2012) intends to audit the generic graduate attributes of graduates against the AQF and universities’ mission statements in order to determine whether a HEI will maintain its accreditation.

3.3.1.2 *The United States of America (USA)*

In the USA, generic skills are most often referred to as basic skills, necessary skills, and workplace know-how (Smith & Comyn, 2003:16; NCVER, 2003:2). The generic skills concept was initiated in the USA during the late 1980s, when the USA Department of Labor became concerned about young people who left school without the required competence to find and hold a good job. The American Society for Training and Development (ASTD) commissioned Carnevale, Gainer and Meltzer (1990) to investigate the demands of the work place and to determine whether the current and future workforce is capable of meeting those demands. The empirical study by Carnevale *et al.* (1990:1) found that employers regard the following sixteen skills as extremely important: learning skills; reading skills; writing skills; computational skills; speaking skills; listening skills; problem-solving skills; creativity skills; self-esteem skills; motivation and goal-setting skills; personal and career development skills; interpersonal skills; negotiation skills; teamwork skills; organisational effectiveness skills; and leadership skills.

Following the empirical study by Carnevale *et al.* (1990), the USA Department of Labor founded Secretary's Commission on Achieving Necessary Skills (SCANS). Two major challenges, namely globalisation and technological developments, required a redesign of the workplace into a high-performance workplace. SCANS investigated the skills that employers require for employment and referred to these skills as "workplace know-how". The SCANS report identified the following five workplace competencies: effective allocation of resources; interpersonal skills; information; systems; and technology (SCANS, 1991:x). SCANS (1991:13) identified three foundation skills that were embedded in each of the five above-mentioned competencies, namely: basic skills (reading, writing, mathematics, speaking and listening); higher order thinking skills (the ability to learn, to reason, to think creatively, to make decisions and to solve problems) and personal qualities (individual responsibility, self-esteem and self-management, sociability, and integrity).

According to Overtom (2000), the Carnevale *et al.* (1990:1) and SCANS (1991) studies are regarded as foundational work and as benchmarks for other international, national, state, regional and local studies. Despite the impact of the seminal SCANS report (1991) on other international studies, the ESFRG (2002:26) stated that around the year 2000, USA developments started to focus on job-specific skill development and not on generic skills development. This trend can be attributed to industry concerns about specific labour shortages and is in contrast to development in other countries, such as the UK. The following section explores the conceptual development of generic graduate attributes in the UK.

3.3.1.3 *The United Kingdom (UK)*

UK literature refers to generic skills as core skills, key skills, common skills, and essential skills (Smith & Comyn, 2003:16; NCVET, 2003:2). The core skills concept has been promoted by the UK Government for a considerable number of years and is mainly the product of the United Kingdom National Council for Vocational Qualifications (UKNCVQ). Frearson (1998:47) state that in the mid 1990s, the UKNCVQ accredited five core skills as separate units on the United Kingdom National Vocational Qualifications Framework (UKNVQF), namely: communication,

numeracy, information technology, personal skills that relate to working with others, and personal skills that relate to the improvement of one's own learning and performance. The UKNCVQ regarded core skills as important and advocated that the skills should form part of all competence-based development programmes.

In May 1996 The National Committee of Inquiry into Higher Education (NCIHE) was appointed under the chairpersonship of Dearing to make recommendations on how the purposes, shape, structure, size and funding of higher education had to be developed to meet the needs of the UK over the next 20 years. NCIHE (1996:par 9.14–9.17) found that employers require graduates who have a wide range of skills. Although employers did not agree on the list of skills required of graduates, NCIHE identified the following four key skills, which were described as the “key to the future success of graduates whatever they intend to do later in life”: communication skills; numeracy; the use of information technology; and learning how to learn. NCIHE (1996:par 9.19) emphasised that the key skills were not only relevant for employment, but throughout a person's life. It was the Committee's vision that the key skills be integrated into HE curricula and that the skills should be developed in all HE graduates.

In response to the NCIHE report (1996) and employers' concern about young recruits' lack of essential skills, Key Skills Qualifications were offered in England, Wales and Northern Ireland (UK DfES, 2010:s.a) and Core Skills Qualifications in Scotland (SQA, 2003). In 2003, SQA commissioned research into the attitude of HE towards the core skills. The study showed that HE lecturers generally agreed that a degree of core skills development is essential at all levels of education.

South Africa also responded to the global trend of emphasising lifelong learning and the development of generic graduate attributes.

3.3.1.4 South Africa

The importance of generic skills has been emphasised by a number of South African policy documents (RSA DoE, 1997; 2002). The New Academic Policy for Programmes and Qualifications in Higher Education (RSA DoE, 2002:17)

emphasises HE's obligation to develop "graduates with generic skills for a global economy" and the Education White Paper 3: A Programme for the Transformation of Higher Education (RSA DoE, 1997:14) identifies the production of "graduates with the skills and competencies that build the foundations for lifelong-learning, including critical, analytical, problem-solving and communication skills, as well as the ability to deal with change and diversity, in particular the tolerance of different views and ideas" as one of the major goals for South African HE. Another goal entrenched in the policy for HE in South Africa, was to promote and develop social responsibility and awareness amongst students.

In line with one of the goals of the Education White Paper 3: A Programme for the Transformation of Higher Education (RSA DoE, 1997), regulations (RSA, 1998) were promulgated under the South African Qualifications Authority Act 58 of 1995 (RSA, 1995) that introduced South Africa to the concept of critical cross-field educational and training outcomes. The regulations (RSA, 1998) prescribe that these outcomes should be developed in all students through teaching and learning. All qualifications, including HE qualifications, and regardless of the specific area of learning, should therefore pay attention to the development of all the critical outcomes (SAQA 2000a:6, 19). Although it is not required of unit standards to include all the critical outcomes, students should have mastered all these competences when qualifications are awarded to them (SAQA, 2005:8-9).

Critical cross-field educational and training outcomes are commonly known as critical outcomes (RSA, 1998), but they are also referred to as generic skills, essential skills or core skills (SAQA 2000a:20; SAQA, 2000b:6) and constitutes elements of competence (King, 2008:21). The word "critical" is used, since the outcomes are regarded as critical for lifelong learning (SAQA,1997:6). The outcomes relate to the needs of individuals and the needs of society and the word "cross-field" indicates that the outcomes are applicable to all industries and across all 12 of the identified organisational fields, also known as fields of learning (RSA, 1998).

The regulations in terms of the South African Qualifications Authority Act 58 of 1995 (RSA, 1998) identified the following seven critical outcomes:

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organisation, community.
- Organise and manage oneself and one's activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

In order to ensure the full development of learners and students, and to promote the development of society and the economy at large, SAQA also prescribes that all learning programmes must make students aware of the importance of the following developmental outcomes (RSA, 1998):

- Reflection and the exploration of a variety of strategies to learn more effectively;
- Participation as responsible citizens in the life of local, national and global communities;
- Cultural and aesthetically sensitiveness across a range of social contexts;
- The exploring of educational and career opportunities; and
- The development of entrepreneurial opportunities.

According to King (2008:8), the Mayer key competencies had the biggest impact on the development of generic skills in South Africa. King (2008:17) adds that values and attitudes are included in the SAQA developmental outcomes. The inclusion of

values and attitudes is contrary to the Mayer key competencies which excluded values and attitude (Mayer, 1992:13).

The New Academic Policy for Programmes and Qualifications in Higher Education (RSA DoE, 2002:26) highlights the importance of generic graduate attributes and states that HE should produce graduates who are employable and equipped with generic skills. The policy also reiterated the importance of the inclusion of critical outcomes in HE qualifications.

The review of the development of the generic graduate attribute concept confirms the notion of a number of researchers (Moy, 1999:2; Dawe, 2002:12; Smith & Comyn, 2003:16; McQuaid & Lindsay, 2005:199; Creighton, 2007:156; Treleaven & Voola, 2008:161) that there is no absolute agreement on the definition and understanding of what generic skills/attributes constitute. However, the review of the conceptual development of the generic graduate attribute concept in the different countries seems to emphasise the “generic”, “transferable” or “non-contextualised” nature of generic graduate attributes.

Some researchers (Breier, 1998:78; Ensor, 2003:336), however, do not agree with this notion. Breier, for example, investigated the generic nature and transferability of generic skills from various perspectives and stated that “there is nothing intrinsically generic or transferable about the skills commonly labelled as generic or transferable. Most have to be acquired or exercised in specific contexts, with reference to specific knowledge bases” (Breier, 1998:89).

Barrie (2012) also acknowledges the interaction between generic graduate attributes and the context in which it is developed and applied by referring to different relationships being created between generic graduate attributes and disciplinary knowledge and skills. Based on these relationships, Barrie (2012:83-84) suggested four different conceptions of generic graduate attributes which are elaborated on in the next section.

3.3.2 Gaining further perspectives on the generic graduate attribute concept

Barrie (2004:265; 2012:83-84) identified the following four different conceptions of generic graduate attributes: the precursor conception of attributes; the complementary conception of attributes; the translation conception of attributes; and the enabling conception of attributes. Each of these conceptions is based on a specific relationship that exists between graduate attributes and disciplinary knowledge and skills.

3.3.2.1 The precursor conception of graduate attributes

The precursor conception perceives graduate attributes as undifferentiated foundation skills, similar to language proficiency and basic numeracy skills. Graduate attributes are not seen as part of discipline knowledge and learning, but are regarded as prerequisites for the development of disciplinary knowledge and learning. This conception of graduate attributes expects students to have the required graduate attributes when they enter HE. An additional remedial curriculum, in the form of additional courses or workshops, is offered to students who do not have these skills. Graduate attributes are regarded as being truly generic irrespective of the field of academic discipline the student is entering (Barrie, 2004:265; Barrie, 2007:440; Barrie, 2012:83).

3.3.2.2 The complementary conception of graduate attributes

Contrary to the precursor conception of generic graduate attributes, the complementary conception does not perceive the attributes as foundational skills, but as higher level outcomes that complement disciplinary knowledge. Graduate attributes are, however, perceived as being independent from disciplinary knowledge. Graduates are not expected to have the attributes when they enter HE. An additional graduate attribute curriculum is offered to all students as part of their normal course curriculum. Graduate attributes are regarded as being generic, but the different disciplines might require more or less emphasis on some of the generic outcomes (Barrie, 2004:265; Barrie, 2007:439; Barrie, 2012:83).

3.3.2.3 *The translation conception of graduate attributes*

The translation conception of graduate attributes perceives graduate attributes as important university learning outcomes which enable students to use and apply disciplinary knowledge. Although graduate attributes shape and interact with disciplinary knowledge, they are still regarded as being separate from disciplinary knowledge. This conception does not regard graduate attributes as being generic, but develop the attributes according to the needs of the specific discipline. Graduate attributes are developed during normal classes and through students' engagement in the course (Barrie, 2004:265; Barrie, 2007:440; Barrie, 2012:83).

3.3.2.4 *The enabling conception of graduate attributes*

The enabling conception of graduate attributes views generic graduate attributes as “the skeleton for discipline knowledge and are learnt as an integral part of that knowledge”. Graduate attributes are learnt as an integral element of students' experience of courses, or through students' engagement in the broader experience of participation in the university community. Graduate attributes that are developed from this perspective, have the potential to transcend the knowledge and contexts in which they were originally developed (Barrie, 2004:265; Barrie, 2007:440; Barrie, 2012:84).

The four conceptions of generic graduate attributes are hierarchical, ranging “from precursor and generic foundation skills to contextualized disciplinary abilities and complex human capabilities and aptitudes” (Barrie, 2004:274). The ideal, according to Barrie (2004:267), is therefore to follow a “layered” approach by incorporating all four of the above-mentioned conceptions in the generic graduate attribute concept.

Although not specifically emphasised/explored in detail, the layered conceptual approach is also the approach that the researcher has in mind to explain generic graduate attributes' relationship with disciplinary knowledge and skills in this study.

The value of formulating generic attributes and fostering the development thereof in graduates is far-reaching and lies beyond a mere view on employability, as indicated in the next section.

3.3.3 The value of generic graduate attribute development

In addition to the benefit of contributing towards graduates' employability, the formulation/identification and development of generic graduate attributes can also promote the development of society and the economy at large (Bowden, Hart, King, Trigwell & Watts, 2000). It can also be of particular value to graduates; employers; government and accreditation bodies; and HEIs (Treleaven & Voola, 2008:160).

3.3.3.1 Graduates

It is generally accepted that graduates with well-developed attributes will be more likely to observe themselves as being competent and will probably be perceived by others and their prospective employers as being competent. This can lead to an improvement in graduates' self-esteem and self-confidence (Hager *et al.*, 2002:7) and even assist them in receiving higher levels of remuneration (Kearns, 2001:3).

Generic graduate attributes can also encourage deeper learning, self-directed learning and the ability to reflect (Hager *et al.*, 2002:6). HE qualifications are usually seen as only adequate for the first few years of employment. The development of generic graduate attributes is very important, since these attributes plays a significant role in developing graduates' lifelong learning skills (Hager *et al.*, 2002:5). These benefits of generic graduate attributes eventually contribute towards the enhancement of graduates' employability.

3.3.3.2 Employers

Employers expect of HEIs to develop those generic graduate attributes that will enhance graduates' employability (Nair, Patil & Mertova, 2009:131; Daud *et al.*, 2011:68), since it is generally accepted that well-developed generic attributes make "the difference between good and bad, or good and better employees" (NCVER, 2003:1). A number of authors (Harvey, 2000:7; NCVER, 2000:33; Clayton *et al.*, 2003:29) state that employers regard generic competences as just as important, and sometimes even more important, than technical competence.

Employers primarily base their recruitment and promotion decisions on the generic attributes of the individuals (Dawe, 2002:70; Curtis & McKenzie, 2001:ix). Some employers also make use of psychometric tests to test the generic skills of new applicants (Curtis & McKenzie, 2001:ix). Employers, however, find it difficult to recruit employees with the right set of generic competences (TACG, 2006:vii).

Despite the importance of generic graduate attributes, employers seem to have a tendency to develop the technical skills of their employees, but are unable or reluctant to develop their generic skills (Clayton *et al.*, 2003:8).

3.3.3.3 Government and accreditation bodies

Generic graduate attributes can play a significant role in quality assurance (Moalosi, Oladiran & Uziak, 2012:40). Government and accreditation bodies are increasingly demanding HEIs to show evidence of their achievement related to the development of generic learning outcomes. Treleaven and Voola (2008:161) and Donleavy (2012:342) state that the Australian government is considering, as a result of the employers' dissatisfaction with graduates' competence, to link the testing of generic graduate skills with federal funding.

3.3.3.4 Higher Education Institutions (HEIs)

Generic graduate attributes have formed an inherent part of good educational practice for a considerable number of years (Hager *et al.*, 2002:11). In addition to its contribution towards enhancing graduates' employability, it also plays an important role in learning programme design, facilitation, assessment, teaching and learning, quality assurance (Hager *et al.*, 2002:5-6), recognition of prior learning and in defining the attributes that are required for access to HE (Hager *et al.*, 2002:12).

3.3.4 Conclusion

The review addressing the conceptual development of the generic graduate attribute concept in selected international countries and in South Africa showed that the British and initial Australian approach of Mayer (1996) makes provision for

a relatively narrow and instrumental set of attributes which are broadly similar. This approach excluded personal attributes, learning skills and values. The approach followed by the USA, South Africa and contemporary Australian documents (e.g. ESFRG, 2002; AQFC, 2011) provides for a broad, flexible, and holistic approach to generic attributes which includes basic skills, personal attributes and attitudes, values, ethics, and also skills related to the fostering of lifelong learning.

Although generic graduate attributes are often described as “generic”, “transferable” and “non-contextualised”, these descriptions are not always true for all of these attributes. It is acknowledged that the interaction between generic graduate attributes and the context in which they are developed can have an effect on how “generic”, “transferable” or “non-contextualised” these attributes are perceived to be; and therefore also on how it is conceptualised.

The review showed that generic graduate attributes can play a significant role in enhancing graduates’ employability. The generic graduate attribute concept relates to the concepts of competency and competence. More specifically, it can be seen as those competencies or competences that tend to be “generic”, “transferable” or “non-contextualised”, although its conceptualisation depends on the specific relationship that exists between the graduate attribute and the disciplinary knowledge and skills.

Similar to the generic graduate attribute concept, the concepts of competence and competency are also difficult to describe. The section that follows aims to clarify the conceptual approaches towards competency, competence and its frameworks.

3.4 COMPETENCY AND COMPETENCE: CONCEPTUAL APPROACHES AND FRAMEWORKS

Although Competency-based education (CBE) and competency-based training (CBT) can be traced back to the 1920’s (Adams, 1996:44), the modern competency movement originated in the USA in the late 1960’s and early 1970’s. Soon afterwards, the American approach to competency was brought to Europe. This was the result of trans-national operations of companies, such as the

consulting firm Hay McBer, in the USA and Europe (Winterton, 2009:683). The competence concept made its first appearance in Europe in the UK, then in France in the 1980's and in the 1990's in Germany (Winterton, 2009:685).

In the countries mentioned above, several behavioural, functional and multi-dimensional/holistic approaches to competence and competency have developed.

3.4.1 The behavioural approach to competency

The behavioural approach to competency is mainly followed in the USA (Le Deist & Winterton, 2005:31). Behaviourists express competency as the "skills, personal characteristics or behaviours" underlying superior performance (Cheng *et al.*, 2003:529-530). The behavioural approach to competency is therefore input oriented (Cheng *et al.*, 2003:529-534) and paved the way for the development of the iceberg (McClelland, 1973), generic (Boyatzis, 1982; Spencer & Spencer, 1993), core (Prahalad & Hamel, 1990), personal (Jirasinghe & Lyons, 1995) and contemporary behavioural approaches to competency.

3.4.1.1 The iceberg model of managerial competencies

David McClelland, a former Harvard psychologist and behaviourist, is regarded as the father of the competency movement (Adams, 1996:44; Cira & Benjamin, 1998:22). He proposed the idea of testing competence rather than intelligence in 1973 (Brophy & Kiely, 2002:166), since he believed that the traditional tests of intelligence were too far removed from practical outcomes, and were not good predictors of job performance or success in life (Adams, 1996:44).

McClelland was of the opinion that the evaluation of people's competencies could predict their performance (Cira & Benjamin, 1998:23). He referred to the term "competency" to describe the characteristics underlying superior performance in a specific job, role or situation. McClelland regarded competencies to be fundamentally behavioural, which can, contrary to personality and intelligence, be learned through training and development (Le Deist & Winterton, 2005:31).

McClelland compared managerial competencies to an iceberg, as depicted in Figure 3.1. He viewed knowledge and skills as the tip of the iceberg and stated that these elements were easy to identify, measure, train and develop. McClelland considered the underlying elements of the iceberg, namely social role, self-image, trait and motive, more difficult to identify. It is these competencies that he considered to be mainly responsible for superior performance in individuals (Hay Group, 2003:3).

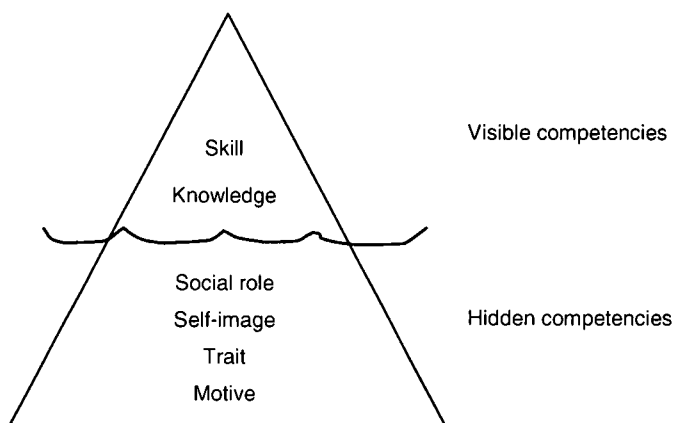


Figure 3.1: The iceberg model of managerial competencies

Source: Hay Group (2003:3)

The Hay Group (2003:3) describes the elements of the McClelland's iceberg model as follows:

- *Skills*: A person's ability to perform a specific mental or physical task well, e.g. computer programming;
- *Knowledge*: What a person knows about a specific content area, e.g. computer language;
- *Social role*: The image that a person portrays in public; what a person regards as important; the values of a person, e.g. being regarded as a diligent employee;
- *Self-image*: The view of a person about him/herself, e.g. viewing oneself as an expert;

- *Traits*: The enduring characteristics of a person; the way persons tend to describe a person, e.g. “he is reliable” or “she is adaptable”; and
- *Motives*: The unconscious thoughts and preferences of a person, and the inspiration or drive behind a person’s behaviour in order to reach specific goals, e.g. a desire to achieve.

McClelland founded the Behavioural Science Centre, which became known as the McBer Consulting Firm and later as the Hay Group (Brundrett, 2000:354).

3.4.1.2 *The generic competency concept*

In 1981 a McBer Consulting Firm consultant, Richard Boyatzis (1982), investigated whether a generic model of managerial competency could be defined. He defined a competency as “an underlying characteristic of an individual which is crucially related to effective or superior performance” (Boyatzis, 1982:64). Based on a study of more than 2 000 managers, who held 41 different positions in 12 organisations, Boyatzis (1982:26) generated a list of 21 competencies which related to the effectiveness of managers, regardless of their specific jobs or the organisations they found themselves in. He grouped 19 managerial competencies into two categories in his final model and tested the model’s ability to differentiate between poor, average and superior managers. He referred to the first category of competencies as “consummate competencies” and to the second category as “threshold competencies”. The first category competencies included conceptualisation, self-confidence, the use of social power, productivity, an orientation towards efficiency, impact concern, the diagnostic use of concepts, group process management, and objectivity. The second category included self-assessment, spontaneity, self-control, adaptability, specialised knowledge, adaptability and stamina, positive regard, developing others, logical thinking and the use of unilateral power. The integrated set of competencies appeared to be effective in differentiating between poor, average and superior managers and accounted for about 27 per cent of the variance in the performance measures (Boyatzis, 1982:204). The approach of Boyatzis (1982) to competency was regarded as an input approach which highlighted the underlying behavioural attributes of superior performers (Nwokah & Ahiauzu, 2008:860).

Generic competency models had mainly two advantages (Garman & Johnson, 2006:14). First, job requirements were expressed in more general and flexible terms. The more general competency descriptions led to the second advantage – the competency descriptions were more universal and could be connected to the corporate strategy of a business.

It is apparent from the discussion above that the generic competency concept was mainly concerned with the recruitment and development of managers. In the 1990's a new competency concept, namely the core competence concept, evolved that was more concerned about corporate strategy forming than management development.

3.4.1.3 The core competency concept

The strategic management literature of the 1990's (e.g. Nadler & Tushman, 1999) highlighted core competency as a key organisational resource to gain a competitive advantage.

Prahalad and Hamel defined core competency as “the collective learning in the organisation, especially how to co-ordinate diverse productions skills and integrate multiple streams of technologies” (Prahalad & Hamel, 1990:82). The authors (Prahalad & Hamel, 1990:82) were of the opinion that some projects were so extensive that a single individual could not possess the required competencies. Core competencies were therefore developed for an organisation as a whole and the mission, vision and values of the organisation were taken into account when they were developed. Core competencies are applicable to all levels of employees in the organisation, regardless of the job functions that employees perform. It is usually appropriate when an organisation wishes to underscore a particular value, such as customer service, amongst its employees (Cira & Benjamin, 1998:25). According to Cooper (2000:3), core competencies can sometimes be generic, e.g. if management requires everyone in the organisation to be more creative, quality-orientated or financially smart.

The core competency concept of management strategists such as Campbell and Sommer Luchs (1997); Mitrani, Dalziel and Fitt (1992); Prahalad and Hamel (1990); Nadler and Tushman (1999) emphasised the development of core competencies which are unique to a special organisation, while the generic competency concept of the human resource development researchers (Boyatzis, 1982; Spencer & Spencer, 1993) encouraged the development of generic competencies which were required by all employers.

Towards the end of the 1990's and the beginning of the 2000's, USA competency frameworks began to include job standards and knowledge (Evers, Berdrow & Rush, 1998; Cooper, 2000) and competency models aimed to align an employee's individual capabilities with the core competence of the organisation (Lucia & Lepsinger, 1999:5).

3.4.1.4 The personal qualities approach to competency

Jirasinghe and Lyons (1995:269) suggested a personal-qualities approach to competency which emanated from the work of Boyatzis (1982) and the McBer Consulting Firm. The researchers constructed management competencies for head teachers and defined competence as follows: "An underlying characteristic of a person (in that it may be a motive, trait, skill, aspects of a person's self-image or social role, or body of knowledge which he or she uses) casually related to superior performance on the job" (Jirasinghe & Lyons, 1995:270).

3.4.1.5 The emotional intelligence approach

The term "emotional intelligence" (EI) was introduced by Salovey and Mayer in 1990. The researchers defined EI as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990:189). Goleman (1998) popularised the EI concept in 1995 in his best-selling book "*Emotional Intelligence: Why It Can Matter More Than IQ*". Goleman (1998:24) defines emotional competence as "learned capability based on emotional intelligence which results in outstanding performance at work". EI competencies are therefore described as the

higher order generic competencies that “set the star performers apart from the average ones” (Goleman, 1998, 319). Some of competences that are, for example, claimed to be influenced by EI, include commitment, teamwork, innovation, quality of service, and customer loyalty (Zeidner, Matthews & Roberts, 2004:286). George (2000:1027) postulates that EI competencies can be the overarching competencies that contribute towards effective leadership competence. EI competencies can enable such a leader to develop collective goals and objectives for an organisation; it can assist the leader to generate and maintain optimism, cooperation, trust, enthusiasm in others; it encourages flexibility in the decision making process and to adapt to change; and supports the leader in instilling in others an appreciation for the importance for work activities. It furthermore plays an important role in developing a customer orientation and a person’s confidence levels (Kidwell, Hardesty, Murtha & Sheng, 2011:87, 91).

Boyatzis (2009:753-754) reviewed 17 longitudinal studies over a period of 20 years and stated that, regardless of the author or study, three clusters of competencies are required for outstanding professional performance, namely: EI competencies, social intelligence (SI) competencies and cognitive intelligence (CI) competencies. Boyatzis (2009:757) defined EI, SI and CI competencies as follows:

- *EI competency*: The ability to recognise, understand, and use emotional information about oneself, which leads to effective or superior performance;
- *SI competency*: The ability to recognise, understand and use emotional information about others that leads to or causes effective or superior performance; and
- *CI competency*: The ability to think or analyse information and situations that leads to or causes effective or superior performance.

The Emotional and Social Competency Inventory (ESCI), containing 12 competencies, was the product of the revision by Boyatzis, Daniel Goleman, and the HayGroup. The twelve competencies are reflected in Table 3.1. Five of the 12 competencies (emotional self-awareness; emotional self-control; adaptability; achievement orientation; and a positive outlook) are associated with EI, while

seven competencies (empathy; organisational awareness; coaching and mentoring; inspirational leadership; influence; conflict management; and teamwork and collaboration) relate to SI. The university version of the ESCI (ESCI-U) makes provision for two competencies related to the CI competency cluster, namely systems thinking and pattern recognition (Boyatzis, 2009:754-755).

Table 3.1: The 14 competencies of the ESCI-U

Clusters	Sub-competency clusters	Competencies
EI	<i>Self-Awareness:</i> Knowing one's internal states, preferences, resources, and intuitions	<i>Emotional Self-Awareness:</i> Recognising one's emotions and their effects
	<i>Self-Management:</i> Managing ones' internal states, impulses, and resources	<i>Emotional Self-Control:</i> Keeping disruptive emotions and impulses in check <i>Adaptability:</i> Flexibility in handling change <i>Achievement orientation:</i> Striving to improve or meeting a standard of excellence <i>Positive outlook:</i> Persistence in pursuing goals despite obstacles and setbacks
SI	<i>Social Awareness:</i> Handling relationships and being aware of others' feelings, needs, and concerns.	<i>Empathy:</i> Sensing others' feelings and perspectives, and taking an active interest in their concerns <i>Organisational Awareness:</i> Reading a group's emotional currents and power relationships
	<i>Relationship Management:</i> The skill or adeptness at inducing desirable responses in others.	<i>Coaching and Mentoring:</i> Sensing others' development needs and bolstering their abilities <i>Inspirational Leadership:</i> Inspiring and guiding individuals and groups <i>Influence:</i> Wielding effective tactics for persuasion <i>Conflict Management:</i> Negotiating and resolving disagreements <i>Teamwork and Collaboration:</i> Working with others toward shared goals. Creating group synergy in pursuing collective goals.
CI	Cognitive intelligence competencies	<i>Systems thinking:</i> Perceiving multiple causal relationships in understanding phenomena or events <i>Pattern recognition:</i> Perceiving themes or patterns in seemingly random items, events or phenomena.

Source: Compiled from Boyatzis (2009)

3.4.1.6 *The contemporary behavioural approach to competency*

Competencies gained considerable popularity in the USA in the early 1990s (Garman & Johnson, 2006:13) and in 1993 Spencer and Spencer (1993) used the McClelland/McBer Consulting Firm methodology and analysed 650 jobs in order to propose a generic job model. Spencer and Spencer define competencies as “motives, traits, self-concepts, attitudes or values, content knowledge, or cognitive or behavioral skills – any characteristic that can be measured or counted reliably and that can be shown to differentiate significantly between superior and average performers, or between effective and ineffective performers” (Spencer & Spencer, 1993:4).

The contemporary behavioural competency concept entails more than the behavioural characteristics of the McClelland tradition. Although a behavioural approach is still mostly followed, competency conceptions of various researchers (Athey & Orth, 1999; Holton & Lynham, 2000; Aragon & Johnson, 2002; Van der Klink & Boon, 2002; Rodrigues, Patel, Bright, Gregory & Gowing, 2002; Rothwell & Lindholm, 1999; Dubois & Rothwell, 2004) nowadays include knowledge and skills in addition to behaviours, attitude, abilities, work habits and personal characteristics.

Competency based practices in the USA has become widespread and applied in areas such as human resource management, human resource development and leadership (Foxan, 1998; Athey & Orth, 1999; Allbredge & Nilan, 2000; Naquin & Wilson, 2002; Rodrigues *et al.*, 2002; Dubois & Rothwell, 2004).

3.4.2 The functional approach to competence

The functional competence perspective has its origins in the UK and stems from the work undertaken by the UK Department of Employment which aimed to address the low level of skills experienced in the UK (Le Deist & Winterton, 2005:34). The UK adopted a competence-based qualifications framework and introduced a competence-based approach to Vocational Education and Training (VET) in the 1980s. The UK National Council for Vocational Qualifications

(UKNCVQ) was formed and the UK National Vocational Qualifications (UKNVQs) were created under the qualifications framework (Cheng *et al.*, 2003:528).

The considerable support of the UKNVQ movement gave the competence movement momentum in the UK (Cheng *et al.*, 2003:529). The UKNVQs were based on occupational standards of competence that identified the key roles that had to be performed in a wide variety of contexts, which were then divided into a number of units of competence. Occupational standards of competence were further broken down into elements of competence and performance criteria were defined for each element of competence, while a range of indicators guided the process (Cheetham & Chivers, 1996:21; Le Deist & Winterton, 2005:34). According to Cheetham and Chivers (1996:21), the occupational standards consisted mainly of a list of functional competences and it was assumed that mastering of the functional competencies would lead to competent overall performance. Functional competence, which entailed a person's ability to perform a range of job-specific tasks, was therefore promoted. This approach emphasises the roles, tasks and duties of a specific job (Cheng *et al.*, 2003:529).

The functional approach to competence is output oriented and assumes that the skills, personal characteristics or behaviours underlying an employee's performance exist if the output standards are met (Cheng *et al.*, 2003: 530). The functional approach to competence regards job performance, at a minimum or acceptable level, as competence (Hoffmann, 1999:276). Contrary to the behavioural approach to competence which requires superior performance, the functional approach to competence therefore requires average or acceptable levels of performance (Cheng *et al.*, 2003: 530).

The competence movement on management development in the UK escalated after the seminal reports of Handy (1987) and Constable and McCormick (1987) critiqued management training in Britain. The impact of their critique is evident in the development of national standards of managerial competence by the Management Charter Initiative (MCI). The MCI was formed in 1988 as an

employer-led organisation. It was supported by the Government and the British Institute of Management (Cheng *et al.*, 2003:528).

The MCI developed two sets of generic national standards of managerial competence. Management One was aimed at persons taking up their first management position, while Management Two was aimed at middle managers (Le Deist & Winterton, 2005:34). The set of standards represented all the skills that were required by managers in all organisations, irrespective of the occupational sectors they found themselves in (Cheng *et al.*, 2003:528). The MCI standards encouraged experienced managers to review their competence and to identify their development needs (Edmonds, 1992:213), while others criticised the competence concept for not differentiating between different levels of ability in accomplishing a task (Woodruffe, 1993:33). The generic standards developed by the MCI were criticised, because it did not take the complex and dynamic environment within which managerial functions are executed into account (Cheng *et al.* (2003:533). Critics believed that the MCI did not take the context of the business, the organisational culture of the business, marketplace or business environment into consideration when defining managerial competence (Cheng *et al.*, 2003:533). The UK competence concept was reducing the competence concept to mere skills. Brockmann, Clarke & Winch (2008:552) therefore suggested that the terms “skills” and “competence” can be used interchangeably.

The problem at the heart of the functional approach to competence was its focus on training and not on education (Brundrett, 2000:364; Le Deist & Winterton, 2005:34). Emphasis was placed on training, since the functional approach to competence developed as a result of the perceived need to move away from competent performance in an academic setting to competent performance in a work setting (Hoffmann, 1999:278). This resulted in serious underrating of knowledge and understanding (Hyland, 1993:63; Cheetham & Chivers, 1996:20). Steps were then taken to respond to this criticism. The UK Department of Employment reviewed the UKNVQs in 1996 and broadened the definition of competence as follows: “The ability to apply knowledge, understanding and skills in

performing to the standards required in employment. This includes problems and meeting changing demand” (Beaumont, 1996:34).

Hoffmann (1999:283) stated that the British output-based approach to defining competence is well suited for “straightforward” jobs which require job training instead of academic training as the main learning method. Hoffman (1999) suggests, however, that an input-based approach to competence should be followed for defining more complex competencies which need to be performed by employees on the higher levels of the organisational hierarchy (e.g. marketing managers).

The UK approach to competence is also criticised for emphasising average performance instead of promoting superior performance, which is evident in the American approach (Cheng *et al.*, 2003:530). The UK approach does not lead to high levels of achievement (Hyland, 1997:493) and does not make provision for improvements in performance to expert level (Winterton, 2009:589). Cheng *et al.* (2003:531) therefore suggest the use of affixes and adjectives, such as “incompetent”, “barely competent” or “highly competent” to qualify the word “competent” and to prevent the “potential for delusions of adequacy”. Rowe (1995:14), however, rejects the grading of competence and state that a person is either competent or not.

Although the competence development in the UK was led by employers, it was also criticised by employers for not meeting their needs (Le Deist & Winterton, 2005:34). It provided mere “laundry lists” which did not offer the opportunity to use creativity in achieving goals (Edwards, 1993:125). Mansfield (2004:303) added that competence in this setting boils down to mere compliance of standards and ignores the need for flexible, adaptable and responsible employees. Employers also criticised the UK competence concept for not including other dimensions of competence, such as personal and social competence, into the competence concept (Winterton, 2009:685).

The competence concept in the UK was furthermore critiqued for giving limited recognition to the notion of occupational competence (Brockmann *et al.*, 2008:552).

Occupational competence is defined in Guidance Note Eight of the Department of Employment as “the ability to perform activities in the job within an occupation, to the standards expected in employment” (Great Britain DoEm, 1991:1). This approach to competence does not focus on what an individual can and should be able to do in a particular occupational field, but focuses more on what a specific job requires. Employees are therefore single-skilled and not equipped to function within a wider occupation. The UK concept of competence has consequently been blamed for the low levels of skills experienced in the UK (Brockmann *et al.*, 2008:556). The approach also furthered mainly employers’ short-term interests and neglected the extended range of interests of all other role players such as employees, trainees and academics (Brockmann, Clarke & Winch, 2009:788).

Despite the critique against the functional approach to competence, it remains the principal approach in the UK (Le Deist & Winterton, 2005:35). Other Commonwealth countries such as New Zealand and Australia; and other European countries such as Ireland and Finland; have adopted the UK’s approach to competence (Winterton, 2009:686).

3.4.3 The multi-dimensional/holistic competence approach

Although Australia originally adopted the UK’s functional approach to competence (Winterton, 2009:686), the Finn Committee combined the functional approach and behavioural approaches to competence and competency by incorporating not only “the ability to perform specified tasks, but also the possession of knowledge and understanding, and the ability to transfer skills and knowledge to new situations” in its competency concept (Finn, 1991:56-57).

Since the late 1990s and early 2000s, American practitioners (Athey & Orth, 1999; Holton & Lynham, 2000; Aragon & Johnson, 2002; Van der Klink & Boon, 2002; Rodrigues *et al.*, 2002; Dubois & Rothwell, 2004) also started to develop a more comprehensive approach by including elements of the behavioural approach to competency and functional approach to competence in their work.

Elements of the behavioural and functional approaches to were combined in order to provide a more complete picture of competence (Stuart & Lindsay, 1997:27; Cheng *et al.*, 2003:534-535). The approach to competence and competency have its own strengths and there was no reason why the two approaches had to be regarded as being mutually exclusive. Stuart and Lindsay (1997:27) therefore suggested an integration of the approaches which they called "a coherent whole: a model of competence comprising competenc(i)es".

The study undertaken by Winterton and Winterton (2002) investigated the implementation of management standards in sixteen USA organisations. They found that nine organisations used functional competences, two organisations applied behavioural competency frameworks and five organisations used hybrid competency models by combining functional competence and behavioural competency models. The concept of competence was clearly broadened to not only include functional competence associated with specific occupations, but also knowledge and behaviour.

Taking the inherent weaknesses of the behaviourist and functional approaches to competency and competence into consideration, researchers such as Field and Mawer (1996:18), Cheetham and Chivers (1996), Le Deist and Winterton (2005), and Winterton (2009) proposed a multi-dimensional/holistic approach to competence. This competence approach relates to the whole person and not only to a person's skills or behaviours. It is inclusive of different dimensions, such as occupational, personal and inter-personal dimensions (Brockmann *et al.*, 2008:552).

The multi-dimensional/holistic approach to competence provides for a variety of stakeholders, such as academics, the state, unions, employees and employers to negotiate competence (Brockmann *et al.*, 2008:552). The negotiated competences are therefore, contrary to the functional approach to competence, not disconnected from the curriculum of academic institutions (Brockmann *et al.*, 2008:561).

The development of the multi-dimensional/holistic approach to competence is analysed in the following sections. The multi-dimensional/holistic competence

concept, as perceived by Bloom, Kratkwohl and Masia (1964); Cheetham and Chivers (1996); and Le Deist and Winterton (2005) is discussed and is followed by the French, German, European Nations and South African conceptions of this competence concept.

3.4.3.1 Bloom et al. (1964) taxonomy

More than fifty years ago, Bloom *et al.* (1964) developed a taxonomy of learning outcomes for use by educational institutions. They distinguished between three domains of educational activities, namely cognitive, affective and psychomotor activities. The cognitive domain of activities refers to knowledge and includes activities such as recalling knowledge, remembering, thinking, problem solving and creating. The affective domain of activities relates to attitudes and relates to feelings or emotions, while the psychomotor domain of activities addresses the physical or manual skills that an individual performs (Winterton, 2009:689).

Taking the taxonomy of Bloom *et al.* (1964) into account, competence can be described in terms of knowledge, skills and attitude. This taxonomy significantly impacted on the development of, for example, the Irish Qualifications Framework (Winterton, 2009:689), and still plays an important role in contemporary education (Pickard, 2007:53).

3.4.3.2 The professional competence approach of Cheetham and Chivers (1996)

Cheetham and Chivers (1996:24) made use of the taxonomy of Bloom *et al.* (1964) to develop a multi-dimensional/holistic model of professional competence in 1995. The model was also influenced by the core skills approach to competence of the UK, the behavioural approach to competency of the USA, the reflective practitioner approach to competence of Schön (1983; 1987), the concept of meta-competencies of Reynolds and Snell (1988), Linstead (1991) and Nordhaug (1990) and the role of ethics and values in occupational standards of Ozar (1993) and Eraut, Steadman, Cole and Marquand (1994).

Following a critical analysis of the above-mentioned concepts to competence, Cheetham and Chivers (1996:24) incorporated the strengths of the various concepts into a multi-dimensional/holistic model of professional competence. A simplified version of the holistic competence model is depicted in Figure 3.2.

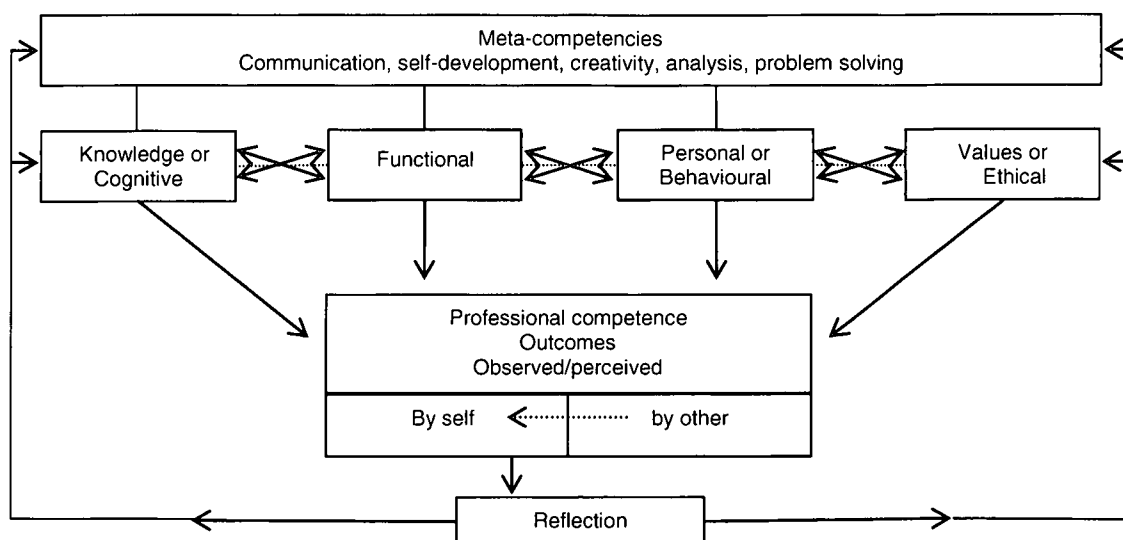


Figure 3.2: The multi-dimensional/holistic competence model

Source: Cheetham and Chivers (1996:24)

The model consists of four core components, namely knowledge or cognitive competence, functional competence, personal or behavioural competence, and values or ethical competence. The core components of the model are interlinked to one another and are also to a certain extent dependant on one another. The relevant importance of each of the four core components varies from occupation to occupation (Cheetham & Chivers, 1996:24).

Cheetham and Chivers define *knowledge or cognitive competence* as “the possession of appropriate work-related knowledge and the ability to put it to effective use” (Cheetham & Chivers, 1996:24). The knowledge component consists of the following four constituents:

- *tacit or practical knowledge*: Knowledge in action;

- *technical or theoretical knowledge*: The principles and theories underlying the knowledge base of the profession;
- *procedural knowledge*: The more routine tasks of the profession; and
- *contextual knowledge*: Background knowledge about the organisation, sector and industry.

The *functional competence* component refers to the functional competence approach of the UK. Cheetham and Chivers (1996:2-254) describe this core component as the ability to perform a range of work-based tasks effectively to produce specific outcomes. This core component of competence comprise of the following four constituents:

- *occupation-specific tasks*: The tasks that relate to a specific profession;
- *organisational or process tasks*: The tasks that are of a general nature, e.g. planning, organising, leading and control;
- *cerebral tasks*: The skills that are primarily of an intellectual nature, e.g. literacy and numeracy; and
- *psychomotor skills*: The skills that are more of a physical nature, e.g. using a keyboard.

The *personal or behavioural competency* is derived from the USA behavioural approach to competency. Cheetham and Chivers (1996:24-25) state that this competency refers to the ability to adopt appropriate, observable behaviours in work-related situations. This competence consists of the following two constituents:

- *social or vocational competence*: Those behaviours that are related to the performance of professional tasks, e.g. stamina and self-confidence; and
- *intra-professional competence*: Those behaviours that are related to interaction with other professionals, e.g. collegiality.

Meta-competencies: Those skills which are required to develop other skills (e.g. self-development) or which can enhance or reinforce other skills (e.g. creativity). Meta-competencies therefore represent those generic skills that overarch other competences.

The conception of meta-competencies by Cheetham and Chivers (1996) is in line with the conceptions of other authors (Hall, 1986; Reynolds & Snell, 1988; Linstead, 1991) who acknowledge that some skills are high-level skills, which transcend other competences. Fleming (1991:7) states, for example, that meta-competencies are “competencies that work on other competencies” and reasons that all HEIs should be concerned with meta-competency development. Meta-competencies are also referred to as meta-skills (Hall, 1986) and meta-qualities (Reynolds & Snell, 1988).

Cheetham and Chivers (1996:23) identified five meta-competencies, namely communication, self-development, creativity, critical analysis and problem solving. The researchers referred to the five core skills (communication, numeracy, information technology, working with others and improving your own learning and performance) of the UKNVQs. Although they regarded all of these competences as generic and transferable skills, they stated that only communication and improving your own learning and performance can be classified as meta-competencies. Information technology, numeracy and working with others should not be regarded as meta-competencies, since they are not all-overarching and the development of other competences do not depend on them. The researchers (Cheetham & Chivers, 1996:27) suggest that they should be classified as functional or personal competences.

Cheetham and Chivers (2005:71) revisited the meta-competency concept in 2005 in their publication “Professions, Competence and Informal Learning”. They acknowledged that one of the key problems associated with the meta-competency concept revolves around the decision on the generic skills to include and exclude from the concept (Cheetham & Chivers, 2005:70). The authors stated that meta-competencies could be seen as skills which permeate the development of other skills (e.g. creativity, mental agility and communication) or as skills which have to do with learning and the development of other skills (e.g. learning to learn). They, however, reasoned that true meta-competencies are those skills that enable self-monitoring (e.g. analysis, introspection and reflection), since it enables individuals to “step out, as it were, beyond themselves, to investigate other competencies”

(Cheetham & Chivers, 2005:71). They noted that this conception of meta-competency corresponds with the reflection concept of Schön (1983; 1987).

Similar to the reasoning of Cheetham and Chivers (1996) about meta-competencies, Briscoe and Hall (1999:48-49) suggested that two meta-competencies are related to career development, namely adaptability learning and identity learning. The authors proposed that the meta-competency of adaptability learning enables individuals to identify the qualities that are important for future success and also enables them to make the necessary personal changes to meet those demands. The meta-competency of adaptability learning includes competencies such as flexibility; exploration; openness to new ideas; dialogue skills; eagerness to accept new challenges; and comfort with turbulent change. The meta-competency of identity learning enables individuals to change the awareness of themselves in order to internalise and value that change. It includes competencies such as self-assessment; seeking, hearing and acting on feedback; exploring, communicating and acting on personal values; engagement in personal development activities; being open to diverse people and ideas; and being able to modify one's self-perception. Briscoe and Hall (1999:49) claimed that adaptability and identity learning would ultimately enable a person to learn how to learn.

Cheetham and Chivers (1996:25) describe the *competence of ethics and values* as the possession of appropriate personal and professional values and the ability to make sound judgements upon these in work-related situations. The researchers referred to Eraut *et al.* (1994) and stated that the competence to make ethical judgements should be included in a multi-dimensional/holistic model of professional competence. Eraut *et al.*, (1994:iv) examined the incorporation of ethics in the UKNVQs and identified the following four values that underpin ethical competence: legal values (the ability to operate within the law and other mandatory systems); professional values (the ability to have professional relationships with your clients and other professional people); organisational values (the ability to have relationships with members of staff, colleagues, the public and clients); and personal values (individual beliefs and values). Cheetham and Chivers (1996:25)

adopted a simpler view of ethical competence and identified the following two constituents of ethical competence:

personal values: the values related to the adherence to the law, to religion, to a personal moral code, etc.

- *professional values*: the values related to a person's ethical judgement, adherence to a professional code, commitment to environmentally friendliness, a client-centred approach, etc.

The interaction between the meta-competencies, the four core competences and their constituents leads to professional competence (Cheetham & Chivers, 1996:25). The four core components and the meta-competencies interact with one another to form outcomes. Cheetham and Chivers, (1996:25) distinguish between two main types of outcomes, namely macro-outcomes and micro-outcomes. Macro-outcomes are the ultimate markers of professional competence and are achieved over time, while micro-outcomes can be the outcome of a specific activity indicating competence in, e.g. a single competence. The outcomes can be perceived by oneself or by others.

Cheetham and Chivers (1996:22) adopted the reflective practitioner approach of Schön (1983; 1987) and stated that self-perception usually leads to reflection. Professionals can improve their professional competence by reflecting on the meta-competencies, the core components of competence, and their overall professional competence. The reflection on competence will eventually lead to a cycle of continuous competence improvement (Cheetham & Chivers, 1996:22).

3.4.3.3 *The tetrahedron competence approach of Le Deist and Winterton (2005)*

The multi-dimensional/holistic professional competence model of Cheetham and Chivers (1996) was further developed by Le Deist and Winterton (2005). The authors (Le Deist & Winterton, 2005:39) reviewed the different approaches to the competence concept and followed a multi-dimensional/holistic typology towards the competence concept.

Le Deist and Winterton (2005:39) compared their approach to competence to the French approach to competence and the taxonomy of Bloom *et al.* (1964). They concluded that cognitive competence (*savoir* or knowledge), functional competence (*savoir faire* or skills) and social competences (*savoir être* or behaviour and attitude) were required to function within particular occupations.

In line with the approach followed by Cheetham and Chivers (1996:24), Le Deist and Winterton (2005:40) stated that meta-competence plays a facilitating role in the development of the other three competences. They presented their multi-dimensional/holistic approach to competence as tetrahedron (see Figure 3.3) where meta-competence represents the input which facilitates the development of the output competences (Le Deist & Winterton, 2005:40).

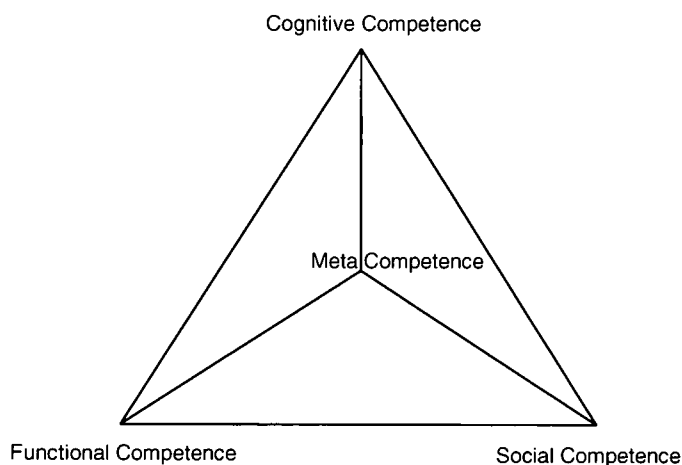


Figure 3.3: Tetrahedron of holistic competence

Source: Le Deist & Winterton (2005:40)

3.4.3.4 *The French triptyque competence approach*

The French *compétence* movement originated in the 1980s within organisations and gained momentum in the 1990s when the state advocated a competence-based approach for its catalogue of occupations (Le Deist, 2009:719; Winterton, 2009:686). The national employment agency (*Agence nationale pour l'emploi*) amended the framework of occupations (*Répertoire Opérationnel des Métiers et des Emplois*) to a competence based system and the state granted individuals the

right to have their competences independently assessed in order to promote personal development (Le Deist & Winterton, 2005:36-37).

The next phase of competence development in France was marked by the emergence of the competency concept in several normative models which were used in human resource management and human resource development. The competence movement gained even more momentum when the employers' association (*Movement des Entreprises de France*) encouraged enterprises to adopt competence-based approaches in their businesses (Le Deist & Winterton, 2005:36-37).

The French approach to competence is often compared to the American approach to competence (Le Deist & Winterton, 2005:37). The French approach is, however, more comprehensive than the American approach. It follows a *triptyque* approach to competence by including knowledge (*savoir*), functional competences (*savoir-faire*) and behavioural competencies (*savoir-être*). The functional approach to competence found in the UK is similar to the *savoir-faire*, while the *savoir-être* compares well with the soft competences found in the USA. Competence in the French tradition therefore rests on three dimensions (*triptyque*), namely knowledge, skills and behaviours.

Winterton (2009:686) state that there is less opposition to the competence concept in France than in the UK.

3.4.3.5 The German "Kompetenz" approach

The traditional focus of education and training in Germany was towards an occupation (*Beruf*) (Gehmlich, 2009:738). Emphasis was placed on the learning input required to master a craft (Winterton, 2009:681). In terms of this concept, people were trained to perform a wide range of activities within a specific occupation and not narrowly defined skills for a specific job (Gehmlich, 2009:738). The German *Kompetenz* concept therefore follows a multi-dimensional/holistic approach emphasising core and generic abilities and also subject knowledge and abilities (Le Deist & Winterton, 2005:38).

The competence concept in the German context was initially understood as “*berufliche Handlungsfähigkeit*” and can be described as the capacity or ability to act within a specific *Beruf* or occupation (Brockmann *et al.*, 2009:789). The German education system adopted an action competence approach in 1996. This system emphasises outcomes and not inputs.

Every new vocational training curriculum contains a standard typology of competences at the beginning of the curriculum which identifies the vocational action competence (*Handlungskompetenz*) of a specific occupational profile. Vocational action competence is defined in terms of *Fachkompetenz*, *Personalkompetenz* and *Sozialekompetenz*. (Le Deist & Winterton, 2005:38; Winterton, 2009:686). *Fachkompetenz* describes the subject or domain competence required by a specific occupation profile. It represents a person’s willingness and ability to perform tasks; to solve problems; and to make goal-oriented, applicable, methodological sound and independent judgements by applying subject-specific knowledge and skills. *Sachkompetenz* is a prerequisite for *Fachkompetenz* and can be described as general cognitive knowledge required to exercise *Fachkompetenz*. *Fachkompetenz* therefore includes both functional and cognitive competences. *Personalkompetenz* includes personal characteristics, such as self-confidence, reliability, independence, responsibility, professionalism and ethical values. *Personalkompetenz* therefore includes both cognitive and social competence. *Sozialekompetenz* describes an individual’s ability to form relationships, to interact with others and to develop social responsibility and solidarity. Cognitive and social competences therefore also form part of *Sozialekompetenz* (Le Deist & Winterton, 2005:38). A balance of *Fachkompetenz*, *Personalkompetenz* and *Sozialekompetenz* is required for *Methodenkompetenz* and *Lernkompetenz* (Winterton, 2009:686). *Methodenkompetenz*, translated as method competence, can be seen as an extension of *Fachkompetenz* and *Sachkompetenz* and arises “from the implementation of transversal strategies and processes of invention and problem-solving”. *Lernkompetenz*, translated as learning competence, is seen as the meta-competence “learning how to learn” (Le Deist & Winterton, 2005:38).

In 2004 an update on the concept of *Kompetenz* was published by the Kultusministerkonferenz. *Handlungskompetenz* was defined as an integration of knowledge, methods, social and personal skills and competence (Gehmlich, 2009:737).

In 2006, a working group of the Kultusministerkonferenz, namely the German Qualifications Framework Working Group (known by its German abbreviation as the AK DQR) started to develop a German Qualifications Framework for Lifelong Learning (known by its German abbreviation as the DQR). The DQR (AK DQR, 2011:5) distinguishes between two categories of competence, namely professional or subject related competence and personal competence. The former competence category is divided into knowledge (e.g. facts, principles, theories and practice) and skills (the ability to apply knowledge and use know-how to complete tasks and solve problems), while the latter competence category is divided into social competence (the readiness and ability of a person to work in teams, to understand the interests and social situations of other people and to communicate and deal with others in a rational and responsible way) and autonomy (the readiness and ability of a person to act autonomous and responsible, to reflect on his or her own actions and the actions of other people and to show learning competence).

The DQR can be regarded as a *Kompetenz* based approach which is guided towards the idea of *Handlungskompetenz*, without describing any specific *Beruf*. It is expected that the outcomes-based approach of the DQR should make the German approach to education and training more flexible and up to date than the system built on the *Beruf* (Gehmlich, 2009:740). Although the multi-skilled training and education towards a specific *Beruf* is generally regarded as being unique and extremely successful (Gehmlich, 2009:738; Winterton, 2009:694), the model can be criticised for being time-consuming and expensive. People are not trained for narrowly defined skills to perform specific jobs and consequently a substantial amount of time and money is wasted on training and education that is sometimes not required (Gehmlich, 2009:738).

3.4.3.6 *The European Union competency approach*

On 23 April 2008 the parliament of the European Union (EU) formally adopted the European Qualifications Framework for Lifelong Learning (EQF). It is the objective of the EQF to support greater labour mobility amongst member states by providing an education framework which would encourage recognition of member states' qualifications (European Communities, 2008:4).

Each of the eight levels of the EQF consists of three components, namely knowledge, skills and competence. The three components are internally related to one another as aspects of competence. The EQF describes knowledge as being either theoretical or factual, while skills are described as being either cognitive or practical. Cognitive skills involves logical, intuitive and creative thinking, while practical skills involves the use of materials, methods, instruments and tools. Competence in terms of the EQF is concerned with a person's exercise of autonomy and responsibility in the work situation (European Communities, 2008:11).

The EQF follows the outcomes-based approach to competence. Brockmann *et al.*, (2008:548) state that the EQF is arguably the closest to the British Qualifications Framework. The EQF can to some extent also be regarded as an occupational model of competence. It is, however, not fully aligned with the continental occupational or holistic model, since it does not include the broader conceptions of social, personal and civic competence.

Although there might be apparent agreement on the EQF competency concept, Winterton (2009:692) is concerned that EU member states might interpret the concept differently. He attributes the possible difference in interpretation to the fact that there are fundamental conceptual differences apparent in the countries' theoretical models and assumptions underlying competence.

3.4.3.7 The applied competence approach of South Africa

After the democratisation of South Africa in 1994, the new government was faced by a set of political and economic circumstances that were difficult to resolve. The new government was faced by the demands of organised business and labour to certificate those who gained competence during the apartheid years without being certificated and to facilitate career mobility between and within industries. The SANQF was selected as the mechanism to meet these demands (Ensor, 2003:328).

In 1995 the South African Qualifications Authority Act 58 of 1995 (RSA, 1995) was promulgated. The objectives of this Act are the following: to facilitate access to education and training; to facilitate mobility and progression within education, training, and career paths; to enhance the quality of education and training; to accelerate the redress of past unfair discrimination in education, training, and employment opportunities; and to contribute to the full personal development of each learner and the social and economic development of the nation at large.

SAQA was established in terms of section 3 of the South African Qualifications Authority Act 58 of 1995 (RSA, 1995). The primary function of SAQA, as prescribed by section 5(1) of the Act (RSA, 1995), was to develop and implement the SANQF. The SANQF was implemented with the intention to contribute to the full development of all learners and to play a role in the social and economic development of South Africa at large.

The SANQF was inspired by the CBT movement in America, England and Australia. Bellis (2002:23) and Parker and Walters (2008:72) state that policy-makers were, however, concerned about the behaviourist, atomistic and narrowness, often associated with CBT.

In an attempt to ensure a constructivist and holistic view of learning, policy-makers decided to adopt the term "Outcomes Based Education" (OBE) and not CBT. The SANQF prescribes the use of the term "outcomes" and not "competencies" or "criteria" (SAQA, 2009:52) and therefore requires that qualifications and unit

standards should be described in terms of learner outcomes which the qualifying learner is expected to demonstrate (SAQA, 2000a:10). The learning outcomes should state the knowledge, skills, attitudes and behaviours that learners and graduates should acquire (SAQA, 2000b:4). Other proactive measures taken by SAQA to prevent its approach to competence being criticised of fragmentation and narrowness included the inclusion of critical cross-field outcomes (which include cognitive, social and cultural aspects of competence – see section 3.3.1.4) and by emphasising the importance of underpinning knowledge assumed to be part of competence (SAQA, 2009:52).

The seven critical cross-field education and training outcomes (RSA, 1998), commonly known as critical outcomes, are regarded as critical for lifelong learning (SAQA, 1997). SAQA also identified five developmental outcomes to ensure the full development of learners and students, and to promote the development of society and the economy at large (see also section 3.3.1.4).

Despite the policy-makers' concerns about CBT, the competence concept is well embedded in the outcome concept of the SANQF. The SANQF is concerned with competence management. It describes the competence required in qualifications and unit standards and also provides the means to assess the competence (SAQA, 2000b:19). SAQA (2001:21) goes further by describing outcomes as statements of the elements of competence. The elements of competence include the actions, roles, knowledge, understanding, skills, values and attitudes that learners have to perform in order to demonstrate competence. Griesel and Parker (2009:3) state that the term "graduate attributes" represents the combination of knowledge, skills, competencies and values in a HE context.

The SANQF embraces the notion of applied competence (SAQA, 2000a:10). SAQA (2000b:16) defines applied competence as the ability to apply knowledge, skills and values in a specific context according to a defined standard of performance. Applied competence suggests that three forms of competence are required, namely foundational competence, practical competence and reflexive competence. SAQA (2000a:16) describes foundational competence as the ability to

understand what is being done and also the reason why it is being done. Most learning programmes provide students with this type of competence and SAQA (2000a:17) refers to this competence as propositional knowledge. This type of knowledge is usually homogenous, embedded in disciplines, structured according to a specific hierarchy and coded in terms of the principles of the specific disciplines. It is transferred to a novice by a disciplinary expert and the problems are usually prepared and solved in a controlled and defined environment. Practical competence refers to the ability to do a specific thing and suggests that a student should be able to do something useful with the propositional knowledge or foundational competence (SAQA, 2000a:16). This type of competence should, contrary to foundational competence, be applied in real-world situations which require students to re-contextualise their knowledge to unpredictable and complex situations (SAQA, 2000a:17). Being exposed to these situations will afford students the opportunity to develop reflexive competence. SAQA (2000a:16) defines this type of competence as self-evaluation and self-improvement (SAQA, 2000a:16-17).

SAQA (2000a:17) is of the opinion that the concept of applied competence is not susceptible to the allegation of narrowness, behaviourism, and absence of critical thinking. Applied competence should be regarded as a broader concept of competence than the behaviourist approach to competence.

Despite SAQA's intention to give power to the most extensive competency concept in the SANQF (SAQA, 2009:42) by emphasising the value of disciplinary knowledge and cultural and personal development, elements of the SANQF design lent themselves to superficial views of competence. The SANQF is regarded by some as a reductionist, mechanistic and fragmented approach to learning (SAQA, 2009:44). The SANQF can also be criticised for assuming that competence could be described without taking into account the formative grounds and contexts of competence (SAQA, 2009:3).

Despite the overall strategy of the SANQF to foster a culture of lifelong learning, Parker and Walters (2008:77-78) state that it might have impeded the realisation of this objective. External factors that can be blamed for this state of affairs include

the lack of competent educationists and an underestimation of the institutions' weaknesses inherited from apartheid. Internal factors that can be blamed include the conceptual confusion about the meanings of the terms competences and outcomes.

The sections above explored the dominant approaches towards the competency and competence concepts. In order to get a better understanding/elucidation of the concepts, the section that follows compares the conceptualisation of competence and competency in the various approaches.

3.4.4 Comparison (of the conceptualisation) of competence and competency in the various approaches

Each of the competency and competence approaches discussed above, has its own strengths. The traditional American behavioural approach revealed the important role a person's underlying characteristics play in ensuring superior performance, while the functional approach to competence of the UK has shown its value through its applicability to the workplace. The competence approach followed in France, Germany and South Africa demonstrated that there is potential for a multi-dimensional/holistic approach to competency by incorporating the strengths of both conceptions. Contemporary developments in Australia, the USA and UK, also show signs of a more holistic approach to the concept of competence.

Three distinctive dimensions of competence/competency can be identified from the review, namely the cognitive, functional and social dimensions. The section that follows provides a comparison of these dimensions of competency and competence in the various approaches described above.

3.4.4.1 Comparing the distinctive dimensions of the competence and competency concepts

The distinctive dimensions of competence and competency in terms of the behavioural, functional and multi-dimensional/holistic conceptual approaches are compared in Table 3.2. The dimensions which are fairly universal and consistent

with most of the approaches are the cognitive, functional and social dimensions or competences.

Table 3.2: A comparison of the distinctive dimensions of the competency and competence concepts

Approach	Input or Output	Cognitive dimension	Functional dimension	Social dimension	Other	
Behavioural	Input	Limited knowledge		Behaviours	Generic skills	
Functional	Output	Limited knowledge	Functional competence		Core competencies	
Bloom <i>et al.</i> (1964) taxonomy	Output	Cognitive domain or knowledge	Psychomotor domain or skills	Affective domain or attitudes		
Cheetham and Chivers (1996)	Output	Cognitive competence or knowledge	Functional competence	Personal or behavioural competence	Values of ethical competency	Meta-competence and reflection
Le Deist and Winterton (2005)	Output	Cognitive competence	Functional competence	Social competence	Meta-competence	
<i>Competence triptique</i>	Output	<i>Savoir</i>	<i>Savoir-faire</i>	<i>Savoir-être</i>		
<i>Handlungskompetenz</i>	Output	Fachkompetenz		Personalkompetenz	Generic abilities	
		<i>Sachkompetenz</i>	Methodenkompetenz			
			<i>Sozialkompetenz</i>			
EQF	Output	Theoretical or factual knowledge	Cognitive or practical skills	Competence		
				Autonomy	Responsibility	
SANQF	Output	Foundational competence	Practical competence	Values and attitudes	Reflexive competence and critical outcomes	

Source: Adapted from Winterton (2009)

Cognitive competence corresponds fairly with the following concepts: the knowledge concept of Bloom *et al.* (1964), Le Deist and Winterton (2005), and Cheetham and Chivers (1996); *savoir* of the French *competence triptique*; *fachkompetenz* of Germany, theoretical or factual knowledge of the EQF; and foundational competence of the SANQF.

Functional competence refers to the UK's functional approach to competence and corresponds well with the following concepts: skills of Bloom *et al.* (1964); *savoir-faire* of the French *competence triptique*; *methoden kompetenz* of Germany practical skills of the EQF; and practical competence of the SANQF.

Social competency relates to the behavioural approach to competency of the USA and is fairly consistent with the following concepts: attitudes of Bloom *et al.* (1964); *savoir-être* of the French *competence triptique*; personal and ethical competence of Cheetham and Chivers (1996); *personalkompetenz* of Germany; autonomy and

responsibility of the EQF (European Communities, 2008) and values and attitudes of the SANQF.

The multi-dimensional/holistic competence concepts of Cheetham and Chivers (1996) and Le Deist & Winterton (2005) also include meta-competencies – overarching competencies that are required to develop other competencies or which can enhance or reinforce other competencies.

It is evident from the discussion above that a multi-dimensional/holistic approach to competence will offer the researcher the best opportunity to develop a competence framework that will serve as a directive for the enhanced employability of hospitality management graduates in South Africa. This approach incorporates the strengths of the behavioural and functional approaches; provides for the knowledge, skills, attitudes and values dimensions of competence and competency; and is also in line with the intentions of the SANQF.

In concluding the discussion in this section, it is important to clarify the use of the concepts “competence” and “competency” in this study. The section that follows addresses this issue by comparing the key characteristics of the competency and competence concepts.

3.4.4.2 Comparing the key characteristics of the competency and competence concepts

Although there have been serious deliberations amongst various authors about the differences between competency and competence (Winterton, 2009:683), there is still considerable lack of unity on the meaning of the two concepts (Mulder, 2007:14). Various authors (Boam & Sparrow, 1992; Dales & Iles, 1992; Mitrani, *et al.*, 1992; Smith, 1993; Brown, 1993; Spencer & Spencer, 1993; Brown, 1994) use the terms “competency” and “competence” interchangeably. It is also interesting to note that McClelland, the main father of competency, initially used to use the term “competence”, but later adopted the term “competency”, without replacing the meaning thereof (Winterton, 2009:683).

Despite the interchangeable use of the competency and competence concepts, some differences can be noted between the two concepts. Table 3.3 provides a comparison of the key characteristics of the competency and competence concepts.

Table 3.3: Comparison of the key characteristics of the competency and competence concepts

Competency (plural competencies)	Competence (plural competences)
American researchers prefer to use this concept (Brundrett, 2000:355; Cheng <i>et al.</i> , 2003:528; Nwokah & Ahiauzu, 2008:860).	British researchers prefer to use this concept (Brundrett, 2000:355; Cheng <i>et al.</i> , 2003:528; Nwokah & Ahiauzu, 2008:860).
It usually refers to a range of behaviours or attributes (Rowe 1995:12; Eraut, 1998:133; Brophy & Kiely, 2002:167; Le Deist and Winterton, 2005:27).	It usually refers to a range of functional skills (Rowe, 1995:12; Eraut, 1998:133; Brophy & Kiely, 2002:167; Le Deist and Winterton, 2005:27).
The concept can be described as the “input” that is required of an individual to perform competently. (Tate, 1995:86; Hoffmann, 1999:281; Winterton, 2009:683).	The concept can be described as the “output” that is demanded by the job. (Tate, 1995:86; Winterton, 2009:683).
This approach aims to encourage superior performance or excellence (Rowe, 1995:15; Winterton, 2009:683).	This approach does not aim to reach excellence or superior performance, but sufficient skill or performance up to the standard required in a work context (Rowe, 1995:15; Winterton, 2009:683).
The concept explains “how” a standard is achieved (Rowe, 1995:13; Brophy & Kiely, 2002:167;).	The concept explains “what” is measured (Rowe, 1995:13; Brophy & Kiely, 2002:167).
It is less tangible, visible and measurable (Rowe, 1995:13).	It is more tangible, visible and measurable (Rowe, 1995:13).
A grading system is required to assess the competency (Rowe, 1995:13).	No grading system is required and a person is rated as either being competent or not competent (Rowe, 1995:13).
Organisations in the private sectors tend to use this concept (Hoffmann, 1999:275).	Organisations in the public sectors tend to use this concept (Hoffmann, 1999:276).

Source: Compiled by researcher for the purposes of this study

The use of the term “competence” is preferred in this study. Competence is regarded by researchers a more holistic concept that also encompasses competencies (Mulder *et al.*, 2009:757) The terms “competence” (singular form) and “competences” (plural form) will be preferred when referring to functional skills, while the terms “competency” (singular form) or “competencies” (plural form) will have preference when the researcher refers to the behavioural aspect of competence. The concepts “competence” and “competency” are sometimes used interchangeably or as synonyms when the researcher refers to literature that

applies the concepts inconsistently and in different contexts than what the researcher proposed.

The conceptualisation of competence and competency and the different approaches adhered to, has laid the foundation for an exploration of the idea of competence frameworks in the next section.

3.4.5 Competence frameworks

Competence frameworks are built on the different concepts of competency and competence as previously discussed in this chapter and originated in the human resource development sphere. The term “competence framework” is also known as competency frameworks, competency models and graduate profiles. All of these terms will be regarded as synonyms for purpose of this study. The sections that follow define the term “competence framework” and describe the most important types of competence frameworks.

3.4.5.1 Defining a competence framework

There are numerous definitions of competence frameworks and the definitions of only a few researchers are highlighted. Cooper (2000:23) describes a competence framework as a “collection of competencies and standards of performance establishing qualifications for a specific job position”. Garman and Johnson (2006:14) define a competence framework as “a collection of competencies associated with successful performance”. Chung-Herrera *et al.* describe it as “a descriptive tool that identifies the knowledge, skills, abilities, and behaviour needed to perform effectively in an organisation” (Chung-Herrera *et al.*, 2003:17).

3.4.5.2 *Types of competence frameworks*

Cira and Benjamin (1998) identified four primary types of competence frameworks, namely core, functional, role and job competence frameworks. In addition, Sandwith (1993:43) developed the seminal competence domain framework. These five types of competence frameworks are briefly described.

(i) Core competence frameworks

This type of competence framework is developed for an organisation as a whole and therefore takes the mission, vision and values of the organisation into account. The core competence framework covers all levels of employees in the organisation, regardless of the job functions that they perform. It is usually appropriate when an organisation wants to underscore a particular value. It will then be appropriate to develop a core competence framework for specific values, such as customer service or teamwork (Cira & Benjamin, 1998:24-25).

(ii) Functional competence frameworks

This type of framework is developed for employees who perform specific functions, such as marketing, finance, manufacturing, etc., within an organisation. The framework covers all the employees who perform a specific function, without taking into account the level on which they operate within the organisation. It is usually appropriate to develop this type of frameworks when the competence requirements in the different departments of an organisation vary to a huge extent from one another (Cira & Benjamin, 1998:25). It can be assumed that the competence requirements of a person employed in the front office will differ from the competence requirement of a person working in the food and beverage department of a hotel. Different frameworks will therefore be developed for persons employed in the different departments of the hotel.

(iii) Role competence framework

This type of framework is built around the specific role that an individual performs within an organisation, such as manager. This framework is cross-functional and

might, for example, encompass managers from different departments of an organisation (Cira & Benjamin, 1998:25). For example, a hotel can develop a management and leadership framework that will be applicable to all the managers of the hotel, regardless of the departments that they have to manage. Chung-Herrera *et al.* (2003:17) developed, for example, a leadership competence framework for the hospitality industry.

(iv) Job/position competence framework

This type of framework is the narrowest of the four framework types mentioned above and applies to employees who perform a specific job within an organisation (Cira & Benjamin, 1998:25), e.g. waiter, chef, receptionist. Cooper (2000:45) refers to this type of framework as a position competence framework. The job competence framework usually consists of twenty or more competences that employees have to possess in order to qualify for a specific position. A job competence framework can therefore be developed for a receptionist, waiter, front office manager, room attendant, etc.

(v) The competence domain framework

Sandwith (1993:43) developed the seminal competence domain framework in 1993. He reported on an organisation that had no clear plan to replace the substantial number of middle managers and supervisors who were reaching retirement age. A mandate was given to a training team, including Sandwith, to develop an internal staff training programme for existing staff members in order to address the problem.

Sandwith (1993) developed a competence domain framework with five competence domains to address the mandate given to them. The competence domain framework that was developed had its origins in the 1954 work of Katz: "Skills for an effective manager". Katz (1974:90-102) developed a hierarchy of skills that are required by managers at different levels. The three basic types of skills or competence domains identified by Katz (1974) are as follows:

- *Conceptual skill:* The intellectual ability to perceive an organisation as a whole, and to integrate and coordinate the activities of the organisation.
- *Human skill:* The ability to work with people, to understand them, and to motivate them.
- *Technical skill:* The ability to apply procedures, techniques or resources in a specialised area.

Sandwith (1993:45) reported that the field research conducted by the organisations' training staff showed that it was not possible to report the job activities performed by managers in terms of three managerial skills identified by Katz in 1974. The human skills dimension of Katz (1974) was replaced with three competence domains, namely the leadership, interpersonal and administrative domains. The five competence domains of Sandwith (1993:45) are as follows:

- *Conceptual/creative domain:* The conceptual dimension of this domain refers to the cognitive skills that are required to understand the important elements of the job. Sandwith (1993:47) added the creative dimension to Katz's (1974) conceptual domain. The creative dimension refers to the "development of new ideas, the synthesis of existing ideas into new forms and adapting creatively to change".
- *Leadership domain:* This competence domain links the conceptual/creative domain with the other domains. Sandwith (1993:47) describes it as the ability to turn ideas into productive action (Sandwith, 1993:47). Competencies associated with the leadership domain include the following: influencing others, enthusiasm, diligence, concern for others, getting people involved, developing subordinates, creating a climate of trust, managing individual performance, building an effective team, developing sound relationships with important outsiders, encouraging others to succeed, and personal commitment (Sandwith, 1993:48).

- *Interpersonal domain:* The interpersonal skill domain refers to the skills that are required for successful interaction with others. According to Sandwith (1993:48) basic interpersonal skills involve listening skills, the skills of attending, silence, pausing and probing, and also the expressing of ideas. The following related skills supplements the basic interpersonal skills: oral presentation skills, written communication skills, negotiating skills, conflict management skills, telephone skills, new employee training skills, delegating work, setting goals, performance coaching, handling complaints, and conducting disciplinary interviews.
- *Administrative domain:* The administrative domain represents those skills that lie between the interpersonal and technical domains (Sandwith, 1993:49). It does not represent all administrative work, since paperwork can fall within the technical or administrative domains. The administrative domains deal primarily with human resource management and financial management issues. From a human resource management perspective, the administrative domain competencies involve conformance to legislation, and conformance to policies and procedures (e.g. employment orientation, employee training, conducting performance appraisals, punctuality, disciplining employees, and assisting employees). From a financial management perspective, the administrative domain deals with budgets, accounting procedures, income statements and balance sheets, and cost-benefit analysis.
- *Technical domain:* The technical domain refers to the product or service that is provided by the business. The competencies of this domain therefore encompass the knowledge and skills associated with work procedures and processes, production standards, and new technology. Monitoring, reporting and evaluating processes related to quality, output and productivity also form part of the technical domain.

The competence domain framework of Sandwith (1993) has been applied in several hospitality research studies (Tas *et al.*, 1996; Kay & Russette, 2000; Zopiatis, 2010) to categorise competency statements. Zopiatis (2010:462) divided administrative competencies into two sub-domains, namely: budget and strategic planning, and professional administrative strengths. Zopiatis (2010:462) divided the leadership competence domain of Sandwith (1993) into leadership strengths and managerial strengths.

The competence framework that is most suited for this study is not limited to one of the primary frameworks identified above. The competence framework for the enhanced employability of hospitality management graduates in South Africa that will be most suited for this study need to incorporate elements of the functional; role, job and competence domain frameworks, by making provision for graduates who are employed in different functional areas of a hotel; and in different roles and positions in hospitality enterprises. In addition some of the competence domains of Sandwith will be incorporated (1993). A comprehensive competence model was therefore best suited for the purposes of the study.

3.5 CONCEPTUAL IMPLICATIONS FOR THE STUDY

It is the purpose of this study to propose a comprehensive competence framework that can serve as a directive for enhancing the employability of hospitality management graduates in South Africa. The study adopts a holistic competence-based conceptualisation of employability. The implication of this conceptualisation of employability on the study is five-fold. Firstly, it acknowledges the notion of competence as a central aspect of employability. Secondly, it accepts that HE could contribute towards the enhancement of graduates' employability by intentionally developing a specific set of competences (as proposed in a competence framework) by means of appropriate strategies. Thirdly, graduates' employability is not only dependent on the development of a set of non-contextualised generic graduate attributes, but also on the development of a set of contextualised discipline specific knowledge and skills. Fourthly, the environment/context in which competences are developed and eventually

exercised in, has a significant influence on the competences required for enhanced employability. Lastly, the enhanced employability of graduates should benefit graduates, the workforce, society and economy.

The use of the term “competence” is preferred to “competency”, since competence is regarded as a more holistic concept that also encompasses competencies. The multi-dimensional/holistic conception of competence is accepted for this study. The multi-dimensional/holistic conception of competence incorporates the strengths of the various competence and competency concepts and is in line with the intentions of the SANQF. The competence concept, for purpose of this study, therefore represents dimensions of knowledge, skills, attitudes, and values that correlate with superior job performance, that can be measured and evaluated, and that can be improved through training and development. In line with conceptualisation of competence, a competence framework is viewed as a descriptive tool that can be used to enhance the employability of hospitality management graduates by identifying the collection of knowledge, skills, attitudes and values that correlates with superior job performance, that can be measured and evaluated, and that can be improved through training and development.

Generic graduate attributes could contribute towards the enhanced employability of hospitality management graduates in South Africa. The generic graduate attribute concept mainly refers to those competence dimensions (knowledge, skills, attitudes and values) that are generic and transferable to other disciplines/industries. However, depending on the relationship between the generic graduate attributes and the disciplinary knowledge and skills, generic graduate attributes can be perceived as generic foundation skills; contextualised disciplinary abilities; enabling attributes to use and apply disciplinary knowledge; or as attributes which enable students to use and apply disciplinary knowledge and complex human capabilities and aptitudes. A layered approach towards generic graduate attributes is therefore adopted. Meta-competencies and ESCI-U competencies exhibit characteristics of the enabling conception of generic graduate attributes and are therefore seen as a collection of generic graduate attributes that overarches other competences, since it has the ability to enhance or reinforce other competences.

In line with the holistic competence-based conceptualisation of employability and the multi-dimensional/holistic conception of competence, employability is understood as the knowledge, skills, attitudes and values that should be developed in hospitality management graduates in order to make them more likely to gain employment and be successful in their chosen occupations in the hospitality sector; thereby benefitting graduates, the workforce, the community and the economy.

3.6 CONCEPTUAL FRAMEWORK

The implications of the different concepts discussed in the previous section assisted the researcher with the construction of a conceptual framework for this study, as depicted in Figure 3.4. This framework is meant to unravel the holistic competence-based conceptualisation of employability adopted in this study.

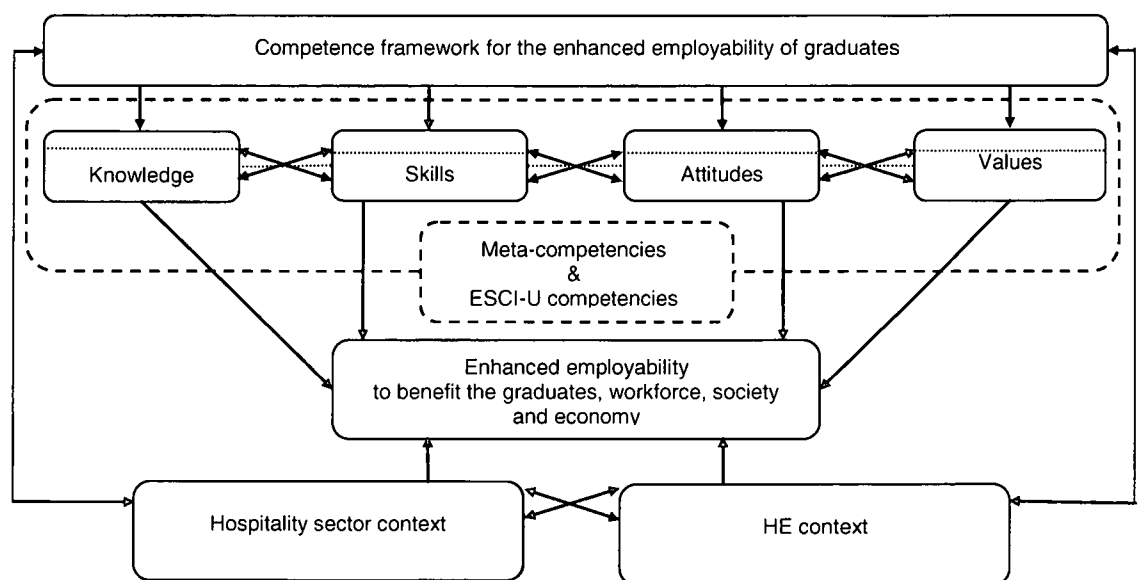


Figure 3.4: Conceptual framework

Source: Compiled by researcher for the purposes of this study

The multi-dimensional/holistic competence model of Cheetham and Chivers (1996), as depicted in Figure 3.2, was used as a starting point for the development of the conceptual framework. The conceptual framework shows that the competence framework can be used as a descriptive tool to enhance the employability of hospitality management graduates by identifying the competences

that HE need to develop. These competences consist of knowledge, skills, attitudes and values and are interlinked to one another. They are also to a certain extent reliant on one another. The relevant importance of each of the four core components varies from occupation to occupation. The dotted lines dividing each of these competence types indicate that the components could potentially represent non-contextualised attributes (generic graduate attributes) and contextualised attributes (disciplinary competences). Meta-competencies and ESCI-U competencies play an important role in developing, enhancing or reinforcing other competences and therefore overarch the other competences. The hospitality and HE contexts has an effect on the competences that could contribute towards graduates' employability and therefore also on graduates' employability. The hospitality and HE contexts are furthermore interlinked and also to a certain extent dependent on each other.

3.7 CONCLUSION

This chapter clarified the employability concept by highlighting the narrow and holistic conceptions of the term. Both conceptions require of graduates to possess a set of generic skills or generic graduate attributes. In addition to generic graduate attributes, the holistic concept of employability also focuses on those labour demand factors that could influence graduates' employability.

Despite the extensive research undertaken internationally to conceptualise the generic skill/graduate attribute concept (Clayton *et al.*, 2003:10), there is no absolute agreement on the definition and understanding of what the concept constitutes. The review on the conceptual development of generic graduate attributes in selected countries showed that generic attributes are known by a number of different terms by the selected countries. They are labelled as key competencies, employability skills, and generic skills in Australia; necessary skills, and workplace know-how in the USA; and as core skills, key skills, common skills, and essential skills in the UK. In South Africa these skills or competencies are referred to as critical cross-field education and training outcomes.

The literature review highlighted four different conceptions of the generic graduate attribute concept that have emerged from the four varying relationships that exist between graduate attributes and disciplinary knowledge and skills. These conceptions are the precursor conception of attributes; the complementary conception of attributes; the translation conception of attributes; and the enabling conception of attributes.

The importance and reasons/factors contributing to the growing interest in generic attributes for graduates, HEIs, employers, and government and accreditation bodies were highlighted. This study is particularly concerned with the employability value of generic graduate attributes to hospitality management graduates in South Africa.

The discussion of the dominant approaches to competency and competence highlighted the diversity of the conceptions and showed that little progress has been made towards the development of a common competence concept. The conceptions strongly rely on the context in which they are used. The literature review indicated that the four core dimensions of the multi-dimensional/holistic competence concept incorporates knowledge; skills; and attitudes and values. The terms “competency” and “competencies” are usually used to refer to the behavioural aspects (attitudes and values) of competence, while the terms “competence” and “competences” are usually used to encompass a more holistic concept of knowledge, skills, attitudes and values that consequently also encompasses competencies. The four primary types of competence frameworks were identified and discussed.

A conceptual framework or map was provided to unravel the holistic competence-based conceptualisation of employability adopted in this study. The framework had implications on the unfolding of this study and influenced the research design that was adopted. The following chapter elaborates on the research design and methodology that was followed to propose the competence framework for the enhanced employability of hospitality management graduates in South Africa.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter deals with the research design and methodology employed in the execution of this study. The research design and methodology followed in this study were governed by the aim of the study, namely to propose a comprehensive competence framework that can serve as a directive for enhancing the employability of hospitality management graduates in South Africa.

The research design of a study acts as a plan or a blueprint by describing how the study is conducted to answer the research problem (Leedy & Ormrod, 2005:85; Welman, Kruger & Mitchell, 2005:52; McMillan & Schumacher, 2006:22; Babbie & Mouton, 2008:74). It therefore determines the overall structure of the research (Rugg & Petre, 2007:2).

Although the terms “research methods” and “research methodology” share a common base and are sometimes used as synonyms, it is important to draw a distinction between the two terms (Tight, 2012:179). Research methods denote the different ways data are collected and analysed (McMillan & Schumacher, 2006:9) and include, for example, documents, questionnaires, interviews and observations (Tight, 2012:180). Research methodology can be described as “the systematic process of collecting and logically analysing data for some purpose” (McMillan & Schumacher, 2006:9). It therefore refers to the “methods, techniques, and procedures that are employed in the process of implementing the research design or plan” (Babbie & Mouton, 2008:647). Research methodology therefore does not only refer to the research methods that are used, but also to the logic behind the methods that are used.

A mixture of methods and methodologies are used in this study. For example, document analysis and surveys can be regarded as methods, while qualitative and quantitative research are primarily considered as research methodologies. The

Delphi technique can be seen as a survey method and the Delphi questionnaires as survey instruments.

Considering the above and the aim of the study, the objectives of this chapter are as follow:

- to explain the research design that was followed in the two main phases of the study;
- to discuss the methodology that was followed to propose the draft competence framework for the enhanced employability of hospitality management graduates in South Africa (hereafter referred to as the draft competence framework);
- to discuss the methodology that was followed to evaluate the draft competence framework by means of a Delphi evaluation by experts in the field;
- to discuss the considerations that were taken into account to ensure the trustworthiness of the qualitative results of the study; and the validity and reliability of the quantitative results of the study; and
- to highlight the ethical considerations that were taken into account when performing the study.

4.2 RESEARCH DESIGN

The research was approached from a post-positivist epistemological stance (Crotty, 1998:8; Nieuwenhuis, 2007:65). The researcher acknowledges that the ideal of objectivity can never be realised within this paradigm and that the knowledge created by the research cannot be seen as an absolute reality. Although the researcher accepted the role of subjectivity, he still strove towards objectivity.

A mixed methods research design was followed in the study. Mixed-methods designs combine quantitative and qualitative methods and do not restrict researchers to use techniques that are limited to either the quantitative or qualitative research designs. It therefore enables the researcher to incorporate the

strengths of both designs (Creswell & Plano Clark, 2007:9). The use of different research paradigms (qualitative and quantitative) in a mixed methods design reflects the researcher's pragmatic world-view. Pragmatist researchers are guided by the research problem (Wagner, 2009:833) and are of the opinion "that the truth is 'what works' best for understanding a particular research problem" (Ivankova, Creswell & Clark, 2007:263). They are therefore flexible in their investigative techniques and usually attempt to address a range of research questions that may arise (Onwuegbuzie & Leech, 2007:384). By incorporating quantitative methods a larger measure of objectivity was built into the study, and through qualitative (interpretive) methodology knowledge was created through the human mind and socially constructed meanings (McMillan & Schumacher, 2006:315).

A two-phased approach was followed to realise the aim of the study. The draft competence framework was proposed in the qualitative first phase (aim two of the study); and the importance of the competence statements in the proposed framework to South African circumstances was evaluated/rated by means of a Delphi evaluation by experts in the field (objective three of the study). In a broader sense, the design in this study can therefore also be typified as an evaluation research design (McMillan & Schumacher, 2006:439; Babbie & Mouton, 2008:334). McMillan and Schumacher define evaluation research as research "that is designated to assess the worth of a specific practice" (McMillan & Schumacher, 2006:472). This aspect is in particular noticeable in the Delphi evaluation that served to evaluate the proposed competence framework and therefore enhance the validity of the study. Hospitality sector professionals, hospitality management academics and hospitality management alumni played a central role in the evaluation of the framework. McMillan and Schumacher refer to such an evaluation approach as the "participant-oriented approach" (McMillan & Schumacher, 2006:442), which mainly served a formative purpose (McMillan & Schumacher, 2006:440).

The type of mixed methods research design employed in this study, resembles the exploratory type (hereafter referred to as an/the exploratory design). In addition, the design of the questionnaire and the Delphi evaluation in Phase Two revealed

characteristics of an embedded mixed methods research design (hereafter referred to as an/the embedded design). These are elaborated on in the next two sections.

4.2.1 The exploratory design

The exploratory design is a two-phased approach to mixed methods research that starts with a qualitative phase and is followed by a quantitative phase (Creswell & Plano Clark, 2007:77). The qualitative results of the first phase are used to inform or assist with the development of the quantitative method employed in the second phase. The exploratory design is especially useful to develop a new test or instrument that was not previously available. It was for this reason, that the instrument development model (Creswell & Plano Clark, 2007:7), a variant of the exploratory design, was particularly suited for this study. The instrument development model is depicted in Figure 4.1.

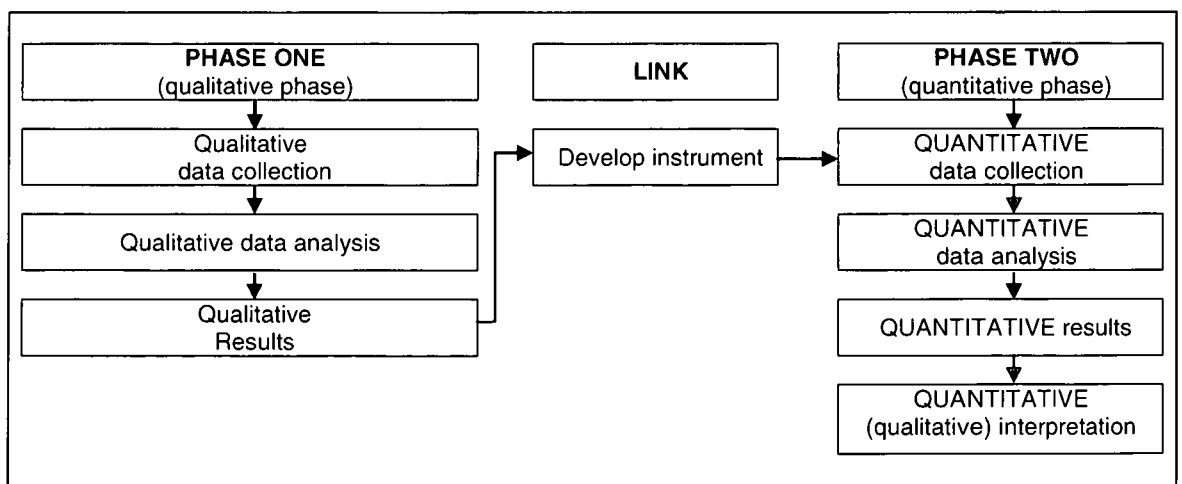


Figure 4.1: The instrument development model

Source: Adapted from Creswell & Plano Clark, 2007:76

The first phase of the instrument development model is characterised by a qualitative exploration of the phenomenon being studied. Qualitative data is collected and analysed during this phase. The qualitative findings are used to develop a quantitative survey instrument, which acts as a link to the second phase (Creswell & Plano Clark, 2007:77). In the current study, at the end of Phase One, a draft competence framework was proposed, based on perspectives of literature, a qualitative content analysis process and the researcher's experience and expertise.

The draft competence framework was then used to develop a structured Delphi questionnaire for Round One of the Delphi evaluation in Phase Two.

The second phase of the exploratory design entails the utilisation of the survey instrument to collect and analyse quantitative data. The findings of the study are interpreted by underscoring the quantitative methods employed in the study (Creswell & Plano Clark, 2007:77). The quantitative aspect of the study is therefore emphasised when the instrument development model is used as a variant of the exploratory mixed methods research design approach. The final format of the competence framework was, however, not only based on quantitative data, but was also informed or supported by the comments provided by Delphi panellists. The research undertaken in Phase Two of the study (as noticeable in the Delphi instrument) therefore showed characteristics of an embedded design.

4.2.2 The embedded design

An embedded design mixes quantitative and qualitative data sets at the design level and is characterised by one data set providing a supportive or secondary role to another set of data. Creswell and Plano Clark state that the design is especially useful when “a researcher needs to embed a qualitative component within a quantitative design” (Creswell & Plano Clark, 2007:67). This type of embedded design is depicted in Figure 4.2 (Creswell & Plano Clark, 2007:68). The design gives priority to the quantitative component of the study, while the qualitative dataset plays a subservient role.

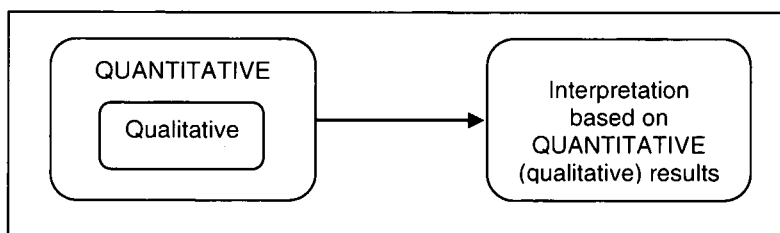


Figure 4.2: The embedded design

Source: Creswell & Plano Clark, 2007:68

Qualitative data collection was embedded within the quantitative design of the Delphi questionnaires (Appendices 4.7 to 4.9; and 4.11) used in Phase Two. Quantitative data played the primary role in this phase, while qualitative information supplied by panellists was, for example, used to identify new competences, to redefine existing competence statements, and to explain the quantitative responses of Delphi.

4.3 METHODOLOGY EMPLOYED IN PHASE ONE

Figure 4.3 reflects the four steps of the research process that were carried out during Phase One.

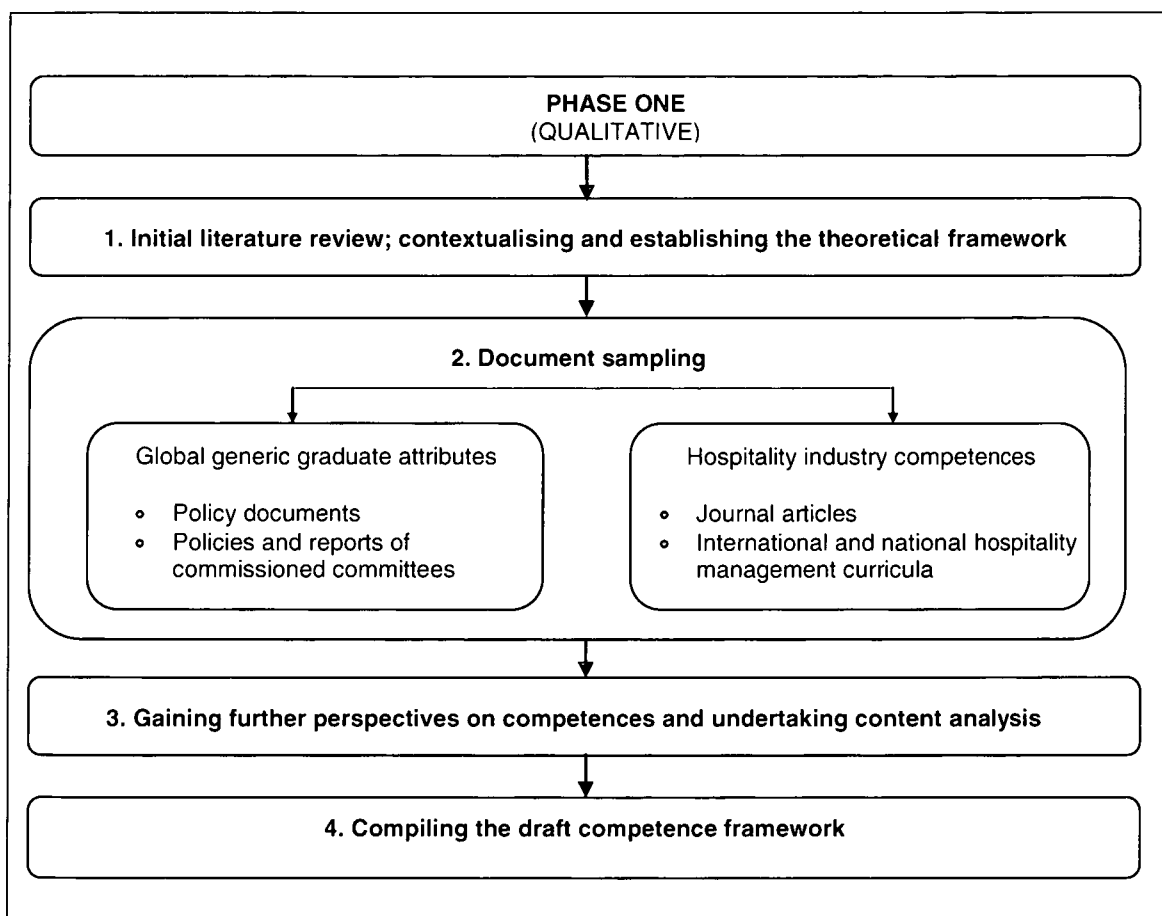


Figure 4.3: Methodology employed in Phase One

Compiled by the researcher for the purposes of this study

As a first step, an initial literature review served to establish the theoretical framework of the study and to contextualise the research problem. The next step entailed the sampling of the most appropriate documents for use in the third step. This third step primarily focused on gaining of perspectives and the identification, by means of a content analysis process, of competences that could potentially enhance the employability of hospitality management graduates in South Africa. The draft competence framework was compiled/put together in a fourth step. The four steps of Phase One are discussed in more detail in the sections that follow.

4.3.1 Contextualising and establishing theoretical framework

The first step of Phase One was of a non-empirical nature (Babbie & Mouton, 2008:78) and involved a literature review that served to contextualise the study and to provide important theoretical perspectives. Insight was in particular gained into the international and South African hospitality sectors and hospitality management education in the international and South African context (presented in Chapter Two), as well as the employability, generic graduate attribute, competence, and competency concepts applicable to the study (presented in Chapter Three). This review informed the holistic competence-based conceptualisation of employability that is followed in the study (see section 3.5).

4.3.2 Document sampling

The second step entailed the sampling of documents suggesting potential competences for inclusion in the draft framework. The appropriate selection of sources to be consulted played an important role in the study and necessitates a detailed account. The search focused on competences that could potentially enhance the employability of hospitality management graduates. Initial/first-round competences were collected from generic graduate attribute and hospitality related documents in order to identify a range of competences that were generic and transferable to multiple work-situations; and also industry or occupation specific (presented in Chapter Six). The types of documents related to the generic graduate concept included policies and the reports of government commissioned committees; while journal articles and the curricula of national and international

baccalaureate qualifications in hospitality management represented the hospitality related documents.

Considering the suggestions of Leedy and Ormrod (2005:142) and Cohen, Manion and Morrison (2007:477) to select a sample of documents if the body of material is large, the researcher restricted the material by purposefully defining the sample of documentation to be consulted. In line with the observation of Nieuwenhuis (2007:79) that qualitative research is generally based on non-probability and purposeful sampling, purposeful sampling (Leedy & Ormrod, 2005:206; Cohen *et al.*, 2007:114) was used as a non-probability sampling technique to restrict the material being used for review and analysis in the third step of Phase One. McMillan and Schumacher (2006:319) point out that the power and logic of purposeful sampling is its ability to yield many insights about the phenomena being studied in a few cases. Likewise, Nieuwenhuis (2007:79) affirms that purposeful sampling usually provides the richest source of information to answer the research question.

The nature of the purposeful sampling of documents related to the generic graduate attribute concept is discussed below, followed by a discussion of the sampling of documents specifically related to the hospitality sector.

4.3.2.1 Sampling of documents related to the generic graduate attribute concept

The generic skills concept is evident in various countries such as Canada, New Zealand, Australia, France, Singapore, Switzerland, South Africa, the UK and USA (Smith & Comyn, 2003:16; NCVET, 2003:2). Smith and Comyn (2003:16) point out that generic attributes can be investigated from an employment, assessment, and social relevance perspective. Taking into account that this study investigated the employability of hospitality management graduates; and that Australia, the UK, USA and South Africa have identified generic attributes from an employment-related perspective (Smith & Comyn, 2003:16), the researcher decided to explore the development of skills related to the generic graduate attribute concept in these countries only. The documents were restricted to government policies and the reports of committees that were commissioned by government institutions within

the identified countries between 1985 and 2011. It was not a requirement for the documents to focus on the development of generic attributes from a HE perspective. The following 21 documents met the inclusion criteria and were selected for content analysis purposes in Chapter Five:

- *Australia*: Karmel (1985); Finn (1991); Mayer (1992); Candy *et al.* (1994); Field and Mawer (1996); West (1998); Hambur, Rowe and Luc (2000); ACNRS (2000); ACER (2001); ESFRG (2002); A DEEWR, (2008); and AQFC (2011).
- *United States of America*: Carnevale, Gainer and Meltzer (1990); and SCANS (1991).
- *United Kingdom*: NCIHE (1996); Frearson (1998); UK DfES (2004); and SQA (2003).
- *South Africa*: RSA DoE (1997) RSA (1998) and Griesel and Parker (2009).

4.3.2.2 *Sampling of hospitality related documents*

Despite the vast number of documentation that could have been consulted to provide potential competence suggestions applicable to the hospitality sector, the researcher limited the documentation to journal articles and curricula of international and national baccalaureate qualifications in hospitality management. More detail, including motivation for this choice, is provided below.

(i) *Sampling of journal articles*

The researcher firstly considered the research of McKercher, Law and Lam (2006). These researchers used a peer assessment method to evaluate the perceived quality of thirty international hospitality journals. A total number of 191 hospitality experts rated eight journals as the best hospitality journals in this global survey (McKercher *et al.*, 2006:1235, 1243). Law and Van der Veen (2008:114) refer to

these journals as the most prestigious hospitality journals, while Ip, Leung and Law (2011:533) describe them as leading hospitality journals. The eight journals that were identified by the study of McKercher *et al.* (2006) are the following:

- Cornell Hospitality Quarterly (previously known as Cornell Hotel and Restaurant Administration Quarterly);
- FIU Hospitality Review;
- International Journal of Contemporary Hospitality Management;
- International Journal of Hospitality Management;
- Journal of Hospitality & Tourism Research;
- International Journal of Hospitality & Tourism Administration;
- Journal of Hospitality Marketing & Management (previously known as Journal of Hospitality & Leisure Marketing); and
- Journal of Hospitality & Tourism Education.

Two of the journals, the FIU Hospitality Review and the Journal of Hospitality & Tourism Education, were not available on the databases of the University of the Free State and were consequently excluded from the study. In order to compensate for these two journals, the researcher embarked onto another search of journals available on the databases and selected the following four journals:

- Journal of European Industrial Training;
- Journal of Human Resources in Hospitality & Tourism;
- Journal of Teaching in Travel & Tourism; and
- Tourism Management.

The ten journals ultimately selected for content analysis purposes are depicted in Table 4.1. These journals were accessed by means of the following four major databases: Emerald; Sage Publications; Science Direct; and Taylor & Francis.

Table 4.1: Journals selected for content analysis purposes

Journals	Preliminary selection		Final Selection	
	n	%	n	%
Cornell Hospitality Quarterly	10	6.6%	4	23.6%
International Journal of Contemporary Hospitality Management	17	11.2%	3	17.6%
International Journal of Hospitality & Tourism Administration	1	0.6%	-	-
International Journal of Hospitality Management	32	21.1%	3	17.6%
Journal of European Industrial Training	14	9.2%	1	5.9%
Journal of Hospitality & Tourism Research	4	2.6%	-	-
Journal of Hospitality Marketing & Management	2	1.3%	-	-
Journal of Human Resources in Hospitality & Tourism	10	6.6%	3	17.6%
Journal of Teaching in Travel & Tourism	50	32.9%	2	11.8%
Tourism Management	12	7.9%	1	5.9%
Total	152	100%	17	100%

The time period 1 January 2000 to 31 October 2011 was adopted as the most appropriate time frame for the journals to be reviewed. The articles that were selected for the further review and analysis were subjected to a preliminary selection and a final selection. In order to qualify for preliminary selection, the abstract of the articles in the identified journals had to include one of the following words: “competence”, “competences”, “competency”, “competencies”, “graduate” or “graduates”. Book reviews, research notes, and editor notes were not considered for preliminary selection purposes. Table 4.1 indicates that a total number of 152 articles were selected for further review and analysis.

The 152 identified articles were then qualitatively examined. The researcher read through the abstract of each article to determine whether it was related to this study. In order to further confirm their appropriateness, full-length articles of the abstracts identified as potentially of value to the study, were thoroughly read. The following considerations were taken into account in the selection of the final list of 17 articles for content analysis purposes:

- A multi-dimensional/holistic approach to competence was followed in this study. Articles therefore had to cover a wide range of competences and should not have been restricted to a specific or non-related competence in order to qualify for selection.

- Journal articles addressing the development of competence frameworks for Food and Beverage Departments (e.g. positions as restaurant managers or supervisors; banquet managers; and chefs); Rooms Divisions of hotels (e.g. positions as front office managers, supervisors or team leaders; front office agents; reservation agents, and as housekeepers); positions on cruise ships; and for meeting, convention and events managers; caterers and food service managers, were included in the sample selected for content analysis. Graduates are usually employed in these departments and/or positions (see section 1.2.4) and the journal articles dealing with these departments or positions were consequently included in the sample of documents. However, journal articles addressing, for example, the competences expected of hospitality human resource managers, club managers, hotel controllers or training professionals were excluded from the sample, since graduates are seldom appointed in these positions.

- It was also clear from the researcher's experience and informal discussions with other heads of department and lecturers of HEIs presenting hospitality management qualifications (see section 1.2.4) that hospitality management graduates usually enter the hospitality sector as entry level managers (assistant managers), management trainees, or in some instances as middle level managers (departmental or section managers). The proposed competence framework therefore had to make provision for the competences expected of hospitality management graduates employed at these levels. Articles addressing the competences expected of, for example, top hotel general managers were consequently excluded from the literature review, while articles

addressing the competences expected of lower and middle level hospitality managers were included.

- Agut, Grau and Peiró suggest that “training is not the appropriate criteria for the identification of competency needs” (Agut, Grau & Peiró, 2003:283). They identified three problems associated with empirical studies that approach the identification of competence needs from a training angle. First, some of the competencies required might be ignored, since the focus is too narrow. Second, training needs analysis usually focuses on knowledge and skills and omits including generic managerial competences. Third, the approach usually focuses on the training needs as perceived by managers, while ignoring the gaps that exist between the competences already possessed and the competences required. Articles addressing the training needs of a specific group of people, e.g. managers from Spanish hotel and restaurants and multi-unit managers in a large casual dining restaurant organisation were consequently also excluded.

Following the considerations above, 17 articles were finally selected for review and analysis. Table 4.1 reflects the distribution of the 17 articles among the ten journals. The table shows that three articles (17.6%) were finally selected from each of the following journals: *International Journal of Contemporary Hospitality Management*; *International Journal of Hospitality Management*; and the *Journal of Human Resources in Hospitality & Tourism*. Not one of the four articles published in the *Journal of Hospitality & Tourism Research* was selected during the final selection process.

- (ii) Sampling of the curricula of national and international baccalaureate qualifications in hospitality management

Curricula of national and international baccalaureate qualifications in hospitality management were also considered for inclusion in the sample of documents.

The curriculum for the Bachelor of Technology (BTech) in Hospitality Management, which is presented by six public HEIs in South Africa (CPUT; CUT; DUT; TUT; UJ; and WSU); and the curriculum for the Bachelor of Commerce (BCom) in Hospitality Management, which is presented by SSA (a private HEI), was selected for content analysis purposes (see section 2.4.2).

The baccalaureate curricula of the top five hospitality management schools in the world, as identified by the research conducted by Taylor Nelson Sofres Travel and Tourism (2010:2), were also considered for content analysis purposes. This can be considered as an example of reputational case sampling when “best examples” (McMillan & Schumacher, 2006:364) are used as a sampling technique. Taylor Nelson Sofres Travel and Tourism (2010) conducted research among a large sample of senior managers from top international five star hotels (a total of 181 questionnaires were received from 55 different countries). The following hospitality management schools (in ranking order) were rated by the senior managers as the top five in the world:

- Ecole Hôtelière de Lausanne (Switzerland);
- Les Roches International School of Hotel Mangement (Switzerland);
- Glion Institute of Higher Education (Switzerland);
- Cornell University School of Hotel Administration (USA);
- Hotelschool The Hague (Netherlands);

The researcher requested detailed curricula from these hospitality schools via email, but only Hotelschool The Hague provided the researcher with a detailed curriculum. Les Roches International School of Hotel Management (LRISHM); Glion Institute of Higher Education (GIHE); and Cornell University School of Hotel Administration (CUSHA) referred the researcher to their official websites, while the top rated hospitality school did not respond to the researcher’s email. A detailed curriculum was also not available on the official website of Ecole Hôtelière de Lausanne. The curricula of four of the top five international hospitality schools were therefore included in the content analysis process.

At the end of the document sampling process, 44 documents were selected for content analysis purposes. Of the 44 documents, 21 were related to the generic graduate attribute concept and 23 were hospitality related.

4.3.3 The content analysis process

Okumus and Wong (2007:81) state that content analysis can be applied to a wide range of social research areas and provides a rich and in-depth explanation or description of the research question. McMillan and Schumacher describe qualitative data analysis as “a relatively systematic process of coding, categorizing, and interpreting data to provide explanations of a single phenomenon of interest” (McMillan & Schumacher, 2006:364). Likewise, Leedy and Ormrod describe content analysis as “a detailed and systematic examination of the contents of a particular body of material for the purpose of identifying patterns, themes, or biases” (Leedy & Ormrod, 2005:209). Neuman defines it as “a technique for gathering and analyzing the content of text. The content refers to words, meanings, pictures, symbols, ideas, themes or any messages that can be communicated” (Neuman, 2000:292). Content analysis, in the context of this study, was used to “attain a condensed and broad description of the phenomenon, and the outcome of the analysis is concepts or categories describing the phenomenon” (Elo & Kyngäs, 2008:108).

The literature review and the researcher’s own prior knowledge and experience in hospitality management education assisted him with the data collection. The data collection entailed an identification of competence statements that could potentially enhance the employability of hospitality management graduates in South Africa. Competence statements that addressed more than one competence were split to contain only one competence per statement.

The researcher employed deductive and inductive analysis to organise the initial competence statements (qualitative data) into categories and meaningful patterns.

Deductive or a-priori analysis entails the usage of categories that were developed before the analysis commenced (McMillan & Schumacher, 2006:473; Elo & Kyngäs, 2008:109). A categorisation matrix is usually compiled; the data is reviewed for content; and then coded according to its correspondence with the identified categories of the matrix (Elo & Kyngäs, 2008:109). Deductive analysis therefore moves from “the general to the specific” (Elo & Kyngäs, 2008:108).

Inductive analysis involves the process whereby categories and patterns emerge from the data (McMillan & Schumacher, 2006:473; Elo & Kyngäs, 2008:109). The inductive analysis is performed by open, axial and selective coding (Schreier, 2012:111). The open coding process usually starts by perusing the dataset several times and by entering the most detailed level of codes possible on a coding sheet to describe the themes or topics that emerged from the data (Elo & Kyngäs, 2008:108). Similar concepts are then grouped together and categories are developed and arranged in a hierarchical structure (Schreier, 2012:115). This is followed by the using of “content-characteristic words” to name/describe each of the categories (Elo & Kyngäs, 2008:111). Causal relationships are therefore identified between categories. This is followed by axial coding. Strauss and Corbin define axial coding as “a set of procedures whereby data are put back together in new ways after open coding, by making connections between categories” (Strauss & Corbin, 1990:96). The axial coding process is followed by selective coding. This entails the identification of core categories and then systematically relating it to other categories. The categories are then further refined and reclassified.

As summarised below, a time-consuming process was followed to identify the 25 competence domains of the draft competence framework; to categorise each of the more than two thousand initial competences into one of these competence domains; to reduce the initial competences sensibly to a more manageable number; and to categorise the 25 competence domains within three competence clusters.

- A deductive approach was followed by identifying 11 competence domains. In this categorising process, the researcher was influenced by the exit level outcomes of the BTech in Hospitality Management that is presented at public HEIs in South Africa. A code was linked to each of these competence domains. The 11 competence domains and codes (in brackets) were as follow:
 - Accounting and Financial Management (FIM)
 - Communication (COM)
 - Culinary (CUL)
 - Customer Satisfaction (CUS)
 - Food and Beverage (FOB)
 - Health and Safety (HEA)
 - Legal (LAW)
 - Management and Leadership (MAN)
 - Research (RES)
 - Rooms Division (ROO)
 - Technological (TEC)

- The researcher considered the literature review on the competency and competence concepts (presented in Chapter Two) and followed an inductive approach to identify the following four domains that were added to the competence categorisation matrix:
 - Attitudes and Values (ATT)
 - Emotional and Social Intelligence (EMO);
 - Meta-competencies (MET)
 - Generic (GEN)

- Each of the initial competence statements were carefully studied, coded in an open deductive process, connections sought and then categorised in one of the 15 competence domains mentioned above.

- Initial/first-round competence statements that could not be linked to one of the 15 competence domains, were perused several times in order “to make sense of the data and whole” (Elo & Kyngäs, 2008:1110). The procedure was mainly of an inductive nature and the researcher had no predetermined idea about the categories he was going to use. The researcher was led by his own prior knowledge and the data itself to identify the following nine competence domains and accompanying codes from the hospitality related data:
 - Economic (ECO)
 - Entrepreneurial (ENT)
 - Environmental Protection and Sustainability (ENV)
 - Event Management (EVE)
 - Hospitality Sector Knowledge (HOS)
 - Human Resources Management (HUM)
 - Marketing (MAR)
 - Project Management (PRO)
 - Tourism (TOU)

- Competence statements that could not be categorised in one of the above-mentioned competence domains were allocated the competence domain code “OTH” for “Other”.

- Although the initial competence statements were now grouped and categorised within 25 competence domains, there were a substantial number of competence statements categorised in each of the 25 competence domains listed above. The researcher performed content analysis, axial, and selective coding (Schreier, 2012:111) to reconnect, regroup and reduce the initial/first-round competence statements to a more manageable number. This painstaking process was mainly inductive in nature, led by his knowledge of and experience in the context, as well as the perspectives gained from literature.

- This process led, among others, to the description of competence domain GEN to be changed to “Other Generic” competences and the description and code of competence domain OTH being changed to “Other Vocational” based competences (VOC). The competence statements in the original GEN and OTH competence domains were then re-categorised in either the VOC or OTH competence domains.
- The abstraction process continued as far as reasonable and possible and three competence clusters emerged from the data:
 - *Competence Cluster One*: Those competence domains that are mainly vocational/hospitality based;
 - *Competence Cluster Two*: Those competence domains that are mainly management based, or that include aspects/elements of management; and
 - *Competence Cluster Three*: Those competence domains that are mainly based on the generic graduate attribute concept.
- An inductive process was followed and the 25 competence domains were categorised within the three competence clusters.

4.3.4 Compiling the draft competence framework

The researcher added seven additional competence statements that he presumed could play a meaningful role in enhancing the employability of hospitality management graduates. In a fourth step, the findings of the qualitative content analysis of generic graduate attribute related documents (described in sections 5.2.2) and hospitality related documents (described in section 5.3.3); and the additional seven competence statements that were identified by the researcher (see section 5.3.3), were interpreted and used to compile a draft competence framework that could serve as directive for enhancing the employability of hospitality management graduates in South Africa. (The draft competence

framework is presented in Table 5.37 and the compilation thereof is discussed in section 5.4).

4.3.5 Trustworthiness of the content analysis process

Validity and reliability are usually used as criteria to evaluate the quality of conventional quantitative studies. Considering that qualitative data analysis differs from traditional quantitative research in terms of its fundamental assumptions, research purposes and inference processes, the suitability of the reliability and validity criteria to evaluate qualitative research is sometimes questioned (Bradley, 1993:436; Stenbacka, 2001; Zhang & Wildemuth, 2009:6). Guba (1981) therefore proposed the use of “trustworthiness” as a parallel criterion to evaluate the quality of qualitative content analysis. He suggests four criteria for evaluating trustworthiness, namely: credibility, transferability, dependability and conformability. More detail, including actions taken to enhance the trustworthiness of the content analysis, is provided below.

- *Credibility* refers to the “adequate representation of the constructions of the social world under study” (Bradley, 1993:436). Likewise, Graneheim and Lundman (2004:110) postulate that credibility denotes how well categories and themes cover the data so that no relevant data have been accidentally left out. Credibility can therefore be considered as the equivalent of internal validity in quantitative studies. The credibility of this study was enhanced by the careful selection of the documents to be reviewed in the purposeful sampling process followed (see section 4.3.2), as well as the thoroughness of the analysis procedure followed (described in section 4.3.3). Zhang and Wildemuth (2009:313) and Shenton (2004:73) state that the researcher’s knowledge and experience can significantly impact on the trustworthiness of the research results. The researcher’s experience and expertise in hospitality management education could therefore have contributed towards the credibility of the qualitative study (see section 1.2.4).

- *Transferability* refers to the extent to which the findings of the qualitative study could be applied to other situations (Zhang & Wildemuth, 2009:313); and can therefore be seen as the equivalent of external validity in quantitative research. Shenton (2004:69), however, advises that the findings of a qualitative study are specific and contextualised. It might therefore be difficult to demonstrate that the findings of a qualitative study are applicable to other situations. In line with the suggestions of Graneheim and Lundman (2004:10) and Zhang and Wildemuth (2009:313), transferability was enhanced by providing clear description of the sampling of documents (see section 4.3.2) and the content analysis process (see section 4.3.3); and by providing a clear presentation of the findings (see Chapter Five). Information to contextualise the study, as recommended by Shenton (2004:73), was furthermore provided (see Chapter Two).
- *Dependability* refers to “the coherence of the internal process and the way the researcher accounts for changing conditions in the phenomena” (Bradley, 1993:437). The results of the content analysis should therefore be similar to the results of another researcher repeating the same process (Wimmer & Dominick, 2006:151). As suggested by Shenton (2004:73) and Wimmer and Dominick (2006:151), dependability was enhanced by providing an in-depth description of the methodology followed and motivation for decisions made in the research process. The availability of an audit trail (Babbie & Mouton, 2008:278) of all data sources and relevant documentation for making public the evolvement of the analysis and decision making processes potentially enhanced the dependability of the study.
- *Confirmability* refers to “the extent to which the characteristics of the data, as posited by the researcher, can be confirmed by others who read or review the research results” (Bradley, 1993:437). Zhang and Wildemuth (2009:314) state that a study’s confirmability could be

determined by checking the consistency in the data, the findings, the interpretations and the recommendations. Following the suggestion of Shenton (2004:73), the researcher provided an in-depth description of the methodology followed in order to allow for the results of the study to be scrutinised by others (see section 4.3). The availability of an audit trail, mentioned in the previous paragraph, also added to the confirmability of the study. The researcher furthermore accepted/acknowledged the role of subjectivity (see sections 5.5 and 7.3) and recognised certain shortcomings in the methods followed (see section 7.3). In the final instance, the draft competence framework was subjected to a Delphi evaluation by experts in the field in Phase Two of the study (see section that follows).

4.4 METHODOLOGY EMPLOYED IN PHASE TWO (DELPHI EVALUATION)

Phase Two focused on the third aim of the study, namely to undertake a Delphi evaluation of the draft framework in order to promote/validate the adaptation of the draft competence framework to South African circumstances.

4.4.1 Overview of the Delphi technique

A brief overview of the Delphi technique is provided by investigating the history, definition, characteristics, advantages and disadvantages of the Delphi technique in the sections that follow.

4.4.1.1 History of the Delphi technique

The name of the Delphi technique is borrowed from the ancient Greek story of the oracle of Delphi. Apollo was the master of Delphi and he was known for his ability to forecast the future (Goodman, 1987:729). The name of the Delphi technique therefore refers to the technique's ability to forecast. However, Van Zolingen and Klaassen (2003:317) state that it is no longer the oracle of the Delphi that is consulted, but a panel of experts.

The Delphi technique dates back to the late 1940s when the RAND Corporation conducted a series of studies to assist the United States Air Force with the identification of war strike scenarios and how to best react to them (Helmer, 1975:xix; Linstone & Turoff, 1975:1). Although the first Delphi technique was performed in 1948, the first documented proposal to use the Delphi technique for non-military purposes was published in 1963 (Helmer & Quade, 1963). The use of the Delphi technique then spread rapidly, predominantly towards the evaluation of complex social problems and technological forecasting (Keeney, Hasson & McKenna, 2001:199; Landeta, 2006:468). Landeta (2006:479) reports that the Delphi technique has since the 1960s been extensively used in a broad spectrum of research studies in the Social Sciences and Health Sciences, while Gupta and Clarke reported that the Delphi technique has been applied in the following domains (in alphabetical order): “academia, administration, agriculture, automotive, banking, criminal justice, economics, education, environmental studies, finance, health care, housing, insurance, management, real estate, sales, strategic planning, tourism, training, transportation, and utilities” (Gupta & Clarke, 1996:185).

According to Syme-Grant, Stewart and Ker (2005:103-106) the Delphi technique has proven itself as a successful competence modelling method, and has been used with success to propose competence models or frameworks for the hospitality sector. Birdir and Pearson (2000), for example, used the Delphi technique to identify the competences required by chefs, while Horng *et al.* (2011) used the technique to analyse the competences of top general managers in the Taiwanese hotel sector.

4.4.1.2 *Definition of the Delphi technique*

The Delphi technique is described by researchers as a method–

- to “obtain the most reliable consensus of opinion of a group of experts... by a series of intensive questionnaires interspersed with controlled opinion feedback” (Dalkey & Helmer, 1963:458);

- “for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem” (Linstone & Turoff, 1975:3);
- that “enables the structuring of a group opinion” (Endacott, Clifford & Tripp, 1999:1);
- “whereby, on individual basis, data are collected from experts in a number of rounds. At each stage, the results of the preceding rounds are fed back until stability in responses among experts on a specific issue has been reached through iteration” (Van Zolingen & Klaassen, 2003:319);
- using “a series of questionnaires to generate expert opinion in an anonymous fashion and takes place over a series of rounds” (De Villiers, De Villiers & Kent, 2005:640);
- “which has the aim of obtaining a reliable group decision from a set of experts” (Landeta, Matey, Ruíz & Galter, 2008:32); and
- “of a popular survey technique that brings consensus of opinions among a set of experts or panelists (informed individuals) by maintaining anonymity among them” (Prusty, Mohapatra & Mukherjee, 2009:3).

4.4.1.3 *Characteristics of the Delphi technique*

A number of characteristics are evident from the above definitions provided for the Delphi technique, namely:

- The Delphi technique is a structured group communication process (Mullen, 2003:38; Okoli & Pawlowski, 2004:16; Rowe, Wright & McColl, 2005:377).
- A panel of experts is used for the Delphi technique (De Villiers *et al.*, 2005:640; Du Plessis & Human, 2007:16; Landeta *et al.*, 2008:32).
- The Delphi process is repetitive (Clayton, 1997:376; De Villiers *et al.*, 2005:642; Rowe *et al.*, 2005:378; Landeta, 2006:468; Du Plessis &

Human, 2007:16) and grants some opportunity to individuals to revise their views (Lintstone & Turoff, 1975:3; Okoli & Pawlowski, 2004:16; Pätäri, 2010:97).

- Some degree of anonymity is granted to individuals (Van Zolingen & Klaassen, 2003:320; Okoli & Pawlowski, 2004:16; Rowe *et al.*, 2005:378; Gordon & Pease, 2006:322; Landeta, 2006:468; Du Plessis & Human, 2007:16; Steinert, 2009:292; Pätäri, 2010:97), since participants are not aware of other participants' involvement in the study (Van Zolingen & Klaassen, 2003:320).
- The responses from Delphi panellists are statistically processed (Steinert, 2009:292; Pätäri, 2010:97), for example by calculating means or medians (Rowe & Wright, 1999:354; Van Zolingen & Klaassen, 2003:320).
- Controlled feedback is provided of the Delphi panel's judgment or view (Okoli & Pawlowski, 2004:16; Gordon & Pease, 2006:322; Landeta, 2006:468; Du Plessis & Human, 2007:16; Steinert, 2009:292; Pätäri, 2010:97). The exchange of information occurs through the group coordinator or researcher who can eliminate irrelevant information (Landeta *et al.*, 2008:364).

4.4.1.4 *Advantages and disadvantages of the Delphi technique*

Some of the advantages associated with the Delphi technique are evident from the discussion of the characteristics of the Delphi technique above. The motivation for using the Delphi technique was based on the following advantages of the technique:

- The Delphi technique is regarded as a suitable method to find an answer for a difficult question, and has been applied in a variety of situations by researchers as a tool for expert problem solving (Okoli & Pawlowski, 2004:16; Landeta, 2006:468). This study investigates the competence

directives for the enhanced employability of hospitality management graduates in South Africa. This is a complex issue that requires the knowledge of experts who understand the South African hospitality sector and hospitality management education.

- Delphi studies are generally regarded to be valid and reliable (Engels & Powell-Kennedy, 2007:433). Refer to section 4.5 for a detailed discussion on the validity and reliability of the Delphi technique.
- The anonymity of respondents can remove the social-emotional behaviour often associated with other research methods (Clayton, 1997:376; Van Zolingen & Klaassen, 2003:319). It avoids direct confrontation of the experts (Okoli & Pawlowski, 2004:16; Landeta, 2006:469), eliminates the effect of strong personalities and status (Mullen, 2003:46; Landeta, 2006:469), and group pressure (Ganssle, 2004:2; Garavsalia & Gredler, 2004:376-377), thereby ensuring equal participation by all participants (Cricher & Gladstone, 1998:432). The anonymity of respondents furthermore prevents participants responding as representatives of organisations (Cricher & Gladstone, 1998:435; Pätäri, 2010:97).
- The opinions of experts can be obtained from participants who are geographically apart (Murry & Hammons, 1995:426; Evans, Rogers, McGraw, Battle & Furniss, 2004:57; De Villiers *et al.*, 2005:639). The popularity of electronic communication facilitates the Delphi process and ultimately leads to a saving in time, effort and costs (De Villiers *et al.*, 2005:642).
- The hospitality sector is well-known for its low response rates to questionnaires (Ravichandran & Arendt, 2008). Studies that surveyed hospitality managers reported response rates as low as 11 per cent (Monarz & Kay, 2005; Dopson, 2004); 13 per cent (Cho, Erdem & Johanson, 2006); 14 per cent (Gursoy & Swanger, 2005); and 19 per

cent (Chung-Herrera *et al.*, 2003). The response rate in Delphi techniques tends to be higher, (Okoli & Pawlowski, 2004:20), since the researcher can personally obtain assurance that the respondents would participate in the study before commencement of the Delphi technique.

- The Delphi technique has the ability to elicit both quantitative and qualitative data (Du Plessis & Human, 2007:22). Critcher and Gladstone point out that the Delphi technique actually “straddles the divide between qualitative and quantitative methodologies” (Critcher & Gladstone, 1998:433).

Despite the extensive list of benefits associated with the Delphi technique, the technique is not free of critique. The following disadvantages are associated with the Delphi technique:

- The Delphi technique does not follow accepted scientific procedures and lacks psychometric validity (Mullen, 2003:39; Steinert, 2009:293). This critique against the Delphi technique stems mostly from researchers with a positivist epistemological stance (Mullen, 2003:40).
- The Delphi panellists are arbitrary selected (Linstone & Turoff, 1975: 6–7).
- The anonymity of respondents could lead to a situation where individuals are not held accountable for any of their responses or for the results of the Delphi (Sackman, 1975:712).
- The Delphi technique is often criticised for poor questionnaire design (Jones & Hunter, 1995:379).
- The Delphi technique takes a long time to complete. The long intervals between rounds could discourage experts to participate (Landeta *et al.*,

2008:44). Furthermore, the time for completion of the Delphi technique cannot be accurately determined when the process commences and can merely be estimated (Linstone & Turoff, 1975:6–7).

- The Delphi technique demands substantial effort from panellists. Delphi panellists often need to participate in a technique that is not familiar to them; they are often required to answer the same questions more than once; panellists have to participate in the technique over a long period of time, they have limited interaction with other panellists; and sometimes have no emotional or professional link with the study and can perceive their compensation for participation merely as series of statistics being send to them (Landeta, 2006:470).

Most of the disadvantages discussed above relate to the problems associated with any other social science tool (Strauss & Zeigler, 1975:253–259). The researcher was attentive to these factors by developing specific inclusion criteria for the Delphi panellists [see section 4.4.2.1(i)]; employing a quasi-anonymous approach among panellists (see section 4.6.2); taking special care in the design of the questionnaires for the different rounds [see sections 4.4.2.3(i) and 4.4.2.4(i)]; and Appendices 4.7; 4.8; 4.9; 4.11]; by reducing the long intervals between rounds to less than two months [see section 4.4.2.4(iii)]; and by highlighting the value of the study when panellists were recruited (see Appendices 4.3 to 4.5).

4.4.2 Procedures followed in the Delphi evaluation

Figure 4.4 reflects the procedures followed to set up a Delphi panel of experts; to decide on the number of Delphi rounds and the stopping criteria that would apply; to execute Rounds One to Four of the Delphi evaluation; and to propose a competence framework.

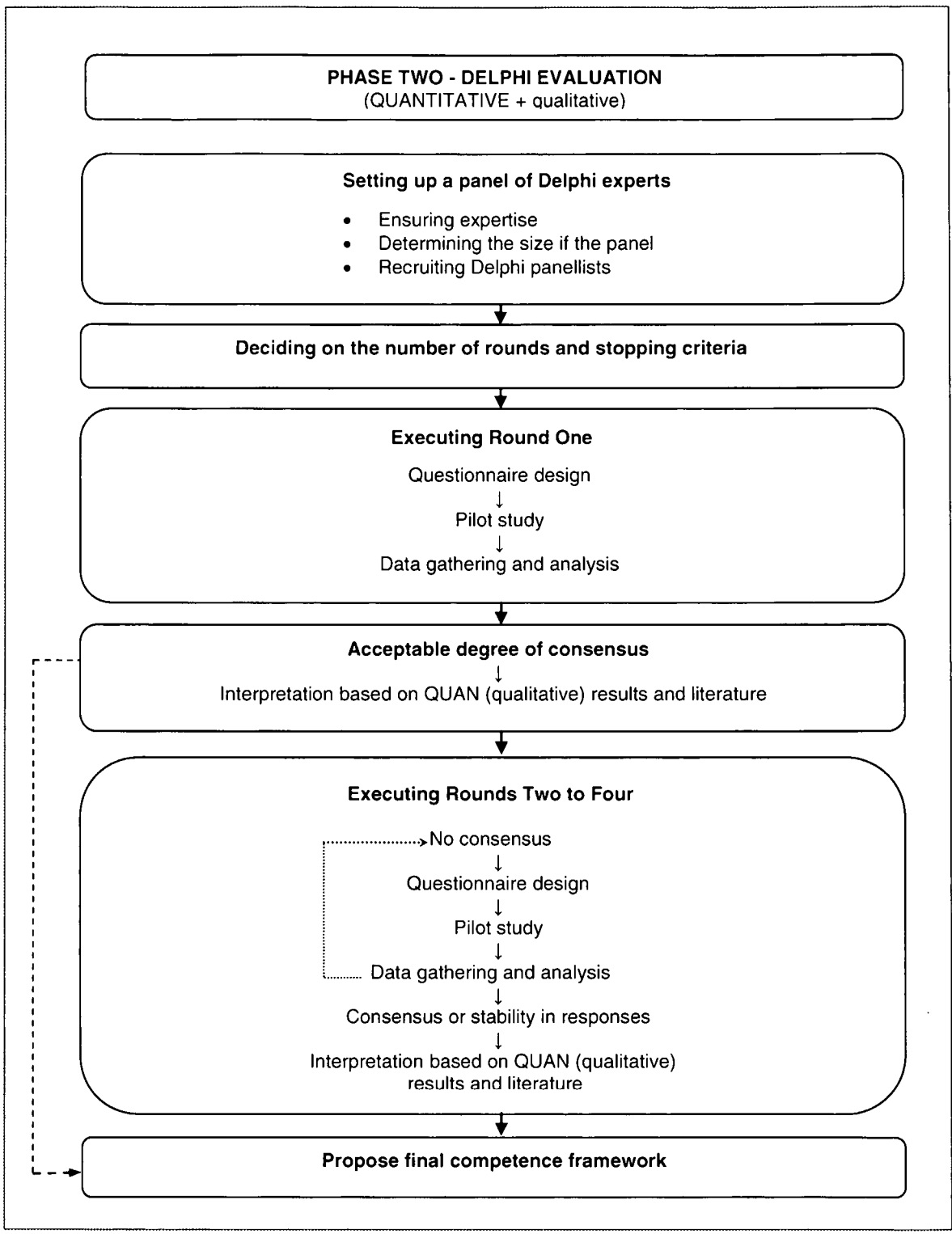


Figure 4.4: Methodology employed in Phase Two
Compiled by the researcher for the purposes of this study

4.4.2.1 *Setting up a Delphi panel of experts*

The following sections explain the procedures that were followed to set up the Delphi panel of experts, with specific reference to the considerations taken into account to ensure the expertise of Delphi panellists, to determine the size of the Delphi panel and to recruit the Delphi panellists.

(i) Ensuring the expertise of the Delphi panel

There seems to be no universal measure to identify the term “expert” for the purpose of a Delphi technique (Du Plessis & Human, 2007:16). Mullen (2003:40) states that an expert is often assumed to be a person who is scientifically or professionally qualified or a person who has high status, while McKenna (1994:1221) describes experts as “informed individuals”. Experts have also been described as “specialists in their field” (Goodman, 1987:730) or as persons who have knowledge about a specific subject (Davidson, Merritt-Gray, Buchanan, & Noel, 1997:341; Yousuf, 2007:2). The researcher relied on the definition for an expert provided by Clayton, namely: “An expert is someone who possesses the knowledge and experience necessary to participate in a Delphi” (Clayton, 1997:377).

The researcher followed a holistic approach and, based on previous research, identified three groups of experts to have the necessary knowledge and experience about the competences that could enhance the employability of hospitality management graduates in South Africa. The three groups were hospitality sector professionals (Kriegl, 2000; Perdue *et al.*, 2000; Kay & Russette, 2000; Chung-Herrera *et al.*, 2003; Brownell, 2008; Gursoy & Swanger, 2005; Cho *et al.*, 2006; Jauhari, 2006), hospitality academics (Cho *et al.*, 2006) and hospitality management alumni (Chung, 2000; Downie & Möller, 2002; Cho *et al.*, 2006).

To ensure the expertise of the panel, the following inclusion criteria were applied as the minimum requirements to ensure expertise:

- Group One: Hospitality sector professionals

At least an SANQF Level Six qualification, ten years' hospitality experience and five years' managerial experience in the hospitality sector; or an SANQF Level Seven or higher qualification, eight years' hospitality experience and five years' managerial experience in the hospitality sector.

- Group Two: Hospitality management academics

At least an SANQF Level Seven qualification, ten years' combined experience in the hospitality sector and hospitality management education, of which at least five years should have been spent in hospitality management education.

- Group Three: Hospitality management alumni

The alumni should have completed their baccalaureate degrees in Hospitality Management (SANQF Level Seven qualification) in 2011; the heads of department or deans of the HEIs where they have obtained their degrees from should regard the alumni as top performers in both theoretical and practical subjects; and should furthermore expect the alumni to render superior job performance in the hospitality sector.

The Delphi technique does not require a random sample (Hasson, Keeney & McKenna, 2000:1010; Keeney *et al.*, 2001:195) that is statistical representative of the sample (Powell-Kennedy, 2003:378). The Delphi technique rather employs a non-random sampling technique (Hasson *et al.*, 2000:1010); while the representativeness of the sample is assessed on the qualities of an expert panel (Keeney *et al.*, 2001:195). Purposeful sampling, which is most often used to select Delphi panellists (Du Plessis & Human, 2007:18), was therefore applied. In

addition, the researcher made use of his extensive network to nominate potential experts to serve on the Delphi panel. Elements of snowball sampling were therefore purposefully incorporated into the sampling process. Noy defines snowball sampling as the sampling procedure whereby “the researcher accesses informants through contact information that is provided by other informants” (Noy, 2008:330).

(ii) Determining the size of the Delphi panel

There is no prescribed sample size for the Delphi technique (Armstrong, Parsons & Baker, 2000:299). Cavalli-Sforza and Ortolano (1984:325) states that a typical Delphi technique consists of eight to 12 members, while Phillips (2000:193) suggests an optimal size of seven to 12 members. Okoli and Pawlowski (2004:19) propose a sample size of ten to 18 experts on a Delphi panel, while other researchers (Clayton, 1997:378; De Villiers *et al.*, 2005:640) recommend, as a rule of thumb, 15 to 30 members when panellists come from the same industry/sector. However, Garavalia and Gredler (2004:375) used a panel of 39 experts in their Delphi to assess problems in academic programmes.

As suggested by Cantrill, Sibbald and Buetow (1996:69), the sample size of the Delphi panel for this study was governed by the purpose of the investigation. Similar to Armstrong *et al.* (2000:299), the researcher subjectively decided on a size for the Delphi panel that “appears” to be sufficient to elicit a variety of opinions and large enough to accommodate the low response rate characterised by hospitality management research. Consequently, a sample size that was bigger than the rule of thumb, as suggested by Clayton (1997:378) and De Villiers *et al.* (2005:640), was aimed for. It was also considered that the bigger sample size could increase the reliability of the group decision process, since it could lead to an increase in the number of opinions provided by respondents (Powell-Kennedy, 2003:378). A sample size of 36 was decided upon. The intention was to spread the 36 panellists equally among the three groups of experts.

(iii) Recruiting the Delphi panellists

The inclusion criteria to be regarded as an expert for the study [see section 4.4.2.1(i)], experts' scope of expertise, and experts' geographical spread were considered when Delphi panellists were recruited.

Although the Delphi technique does not require a representative sample, researchers (Hasson *et al.*, 2000:1010; Keeney *et al.*, 2001:195; Powell-Kennedy, 2003:378; Van Zolingen & Klaassen, 2003:325; Avery, Savelyich, Sheikh, Gantrill, Morris, Fernando, Bainbridge, Horsfield & Teasdale 2005:4) emphasise that the Delphi panel should provide for an adequate scope of expertise. The researcher consequently aimed to recruit hospitality sector professionals (group one of the Delphi panel) who were involved in the accommodation; restaurant; and food and beverage sub-sectors of the hospitality sector. Furthermore, the hospitality sector professionals had to represent different hospitality enterprises in South Africa. The researcher also aimed to include hospitality management academics and alumni from the different private and public HEIs in South Africa in groups Two and Three of the Delphi panel. In order to address the objective of the SANQF to "facilitate access to, and mobility and progression within education, training and career paths" (RSA, 2008b:9), a hospitality representative from the FET (Further Education and Training) sector and secondary education were recruited.

Gibson and Miller (1990:35) suggest that experts should be recruited from a range of geographical areas. The researcher therefore recruited experts from the Free State, Gauteng, Eastern Cape, Western Cape, and KwaZulu Natal, since the HEIs presenting hospitality management qualification reside in these provinces of South Africa.

The inclusion criteria to be considered an expert and the considerations discussed to provide for an adequate scope of expertise were taken into account when the recruitment list of experts was compiled.

As discussed earlier, the researcher built an extensive network of people involved in the hospitality sector and in HE hospitality management education over a period of 17 years. This network, as established in the South African hospitality sector and hospitality management education enabled him to nominate experts for the hospitality sector professional and hospitality management academics expert groups. The researcher was, however, concerned about the recruitment of hospitality management alumni. He considered that some of the HEIs might be hesitant to provide names and contact details of their alumni to him, since it might be against the policy of their universities.

The researcher was mindful of selection bias in the selection of Delphi experts (Van Zolingen & Klaassen, 2003:324). Leedy and Ormrod describe selection bias as “any influence that may have disturbed the randomness by which the choice of a sample population has been selected” (Leedy & Ormrod, 2005:209). Although the sampling technique employed in this study was not randomised, the researcher aimed to include experts who were also not known to him in order to reduce the effect of selection bias. He therefore made use of his extensive network to also nominate potential experts to serve on the Delphi panel who were unknown to the researcher. An element of snowball sampling [see section 4.4.2.1(i)] was thus purposefully built into the sampling process.

Despite the fact that 12 hospitality sector professionals and 12 hospitality management academics were required for groups One and Two of the Delphi panel, the researcher recruited twenty experts per group in order to compensate for a low response rate. Likewise, three alumni were recruited from each of the seven HEIs accredited to present hospitality management baccalaureate degrees (CPUT; CUT; DUT; SSA; TUT; UJ; and WSU).

Recruitment letters (Appendix 4.1) were sent to the heads of department or deans of the seven HEIs presenting baccalaureate degrees in hospitality management, on 13 February 2012. The researcher adopted the process followed by French, Anderson, Burnard, Holmes, Mashaba, Wong and Bingh-Hua (1996:596) by requesting hospitality management heads of department or deans of the HEIs

presenting baccalaureate degrees in hospitality management on the SANQF Level Seven to nominate three alumni each to participate in the research project. The recruitment letter to heads of department and deans stated that alumni had to comply with the inclusion criteria discussed in section 4.4.2.1(i) and requested them to obtain the consent of the alumni before providing the researcher with their names and contact details. The recruitment letters (Appendix 4.1) furthermore contained detailed information about the research project and also highlighted alumni's contribution towards the study (Hasson *et al.*, 2000:1010). Heads of department or deans were requested to complete the letter of participation (Appendix 4.2) and to provide the names and contact details of the alumni to him (if they agreed to participate) within three business days of receipt of the letter. In the cases where heads of department or deans did not respond within the time limit, reminder emails and telephone calls were used to increase the response rate (Carrol, 2004:35; Hasson *et al.*, 2000:1011).

Recruitment letters were sent to hospitality sector professionals (Appendix 4.3) and hospitality management academics (Appendix 4.4) on 13 February 2012, while recruitment letters were sent to alumni (Appendix 4.5) on the same day that the researcher received the email addresses of the alumni identified by the relevant heads of department or deans. Recruitment letters to alumni were sent during the period 13 to 22 February 2012.

The recruitment letters contained detailed information about the research project and its value; and also highlighted addressees' contribution towards the study (Hasson *et al.*, 2000:1010). Respondents were requested to complete an informed consent form within three business days to confirm their participation in the study; and to provide specific biographic information (Appendix 4.6). Reminder emails and telephone calls (Carrol, 2004:35; Hasson, *et al.*, 2000:1011) were again used to increase the response rate.

4.4.2.2 *The number of Delphi rounds and stopping criteria*

According to Critcher and Gladstone (1998:432) and Mullen (2003:46), the number of rounds for the Delphi technique may be as few as two and as many as five. However, Sumsion (1998:153) states that the traditional Delphi technique requires four rounds. Then again, a number of researchers (Gibson & Miller, 1990:37; Goldfisher, 1992:11; Mitchell, 1992:7-8; Walker & Selfe, 1996:679; Sumsion, 1998:153; Du Plessis & Human, 2007:17) support the notion that two or three rounds are preferred, since positions are unlikely to change after two or three rounds and that participation may fall off. De Villiers *et al.* (2005:639) stated, for example, that consensus was achieved on 97 per cent of the 388 items posed in their Delphi questionnaire after three rounds.

The number of rounds in the Delphi technique in the study was determined by applying the following stopping criteria:

- *An acceptable degree of consensus is reached:* The Delphi process is usually stopped when an acceptable degree of consensus is reached among panellists (Jones & Hunter, 1995:377; Bezuidenhout, Nel & Nel, 2004:175; Mullen, 2003:46; De Villiers *et al.*, 2005:639). Tigelaar, Dolmans, Wolfhagen and Van der Vleuten, describe consensus as an “agreement between panellists on rating a particular item within a specific round” (Tigelaar, Dolmans, Wolfhagen & Van der Vleuten, 2004:259) while Powell-Kennedy (2003:279) states that, for purposes of the Delphi technique, consensus can be expressed as a percentage agreement or in such terms as “most participants agreed”. Avery *et al.* (2005:4) suggest that consensus has been achieved when a certain percentage of panel members rated a statement as “Important” or “Very Important”.

There seems to be no agreed-upon or universal level of consensus (Hasson *et al.*, 2000:101; Van Zolingen & Klaassen, 2003:327). Tigelaar *et al.* (2004:259) regards 75 per cent as an acceptable degree of consensus for the Delphi technique, while Okoli and Pawlowski

(2004:26) and De Villiers *et al.* (2005:641) considered 70 per cent as a satisfactory level of consensus. Considering the above, the researcher decided to accept 75 per cent an acceptable degree of consensus before the study commenced. This meant that consensus was reached if 75 per cent or more of the experts agreed on the importance of a competence statement. Delphi panellists were therefore not required to rate the competence statement in the next round.

- *Stability in the distribution of the group's responses is obtained:* Although it is the purpose of the Delphi technique to reach consensus, Linstone and Turoff (1975:10) highlight the fact that group consensus is not always achieved. Researchers therefore suggest that the Delphi procedure could also stop if stability in the distribution of the group's response is obtained (Linstone & Turoff, 1975:277; Rowe & Wright, 1999:354; Van Zolingen & Klaassen, 2003:319). Stability in the group's responses occurs when no significant difference can be elicited in the respondents' ratings and opinions after several rounds of the Delphi technique (Tigelaar *et al.*, 2004:259; Deshpande, Shiffman & Nadkarni, 2005:50). In order to maximise iteration and optimise the reaching of consensus, stability was only used as a stopping criterion at the end of Round Three.

Sharma, Gupta and Sushil (1993:276) state the chi-square test can be used to determine whether stability of responses occurred between two successive rounds of the Delphi technique. Fisher's exact test, which can be used as an alternative to the chi-squared test, was used as it is regarded to be more accurate than the chi-squared test when smaller samples (of about thirty) are used (Pietersen & Maree, 2007:14). The responses of Round Three were tested for stability against those of Round Two at the five per cent level of significance. A significant difference in the responses of Delphi panellists ($p < 0.05$) indicated that stability in responses was not reached, while stability in responses was

reached if $p \geq 0.05$. Competences with $p < 0.05$ were subjected to Round Four of the Delphi technique.

- *A specific number of rounds have been reached:* Considering that excessive repetition is usually unacceptable to Delphi panellists, the Delphi process can also stop if a specific number of rounds has been reached (De Villiers *et al.*, 2005:639). For purposes of this study, the Delphi process would stop after Round Four, the traditional number of rounds for a Delphi technique.

In accordance with the recommendation of Greatorex and Dexter (2000:1016), respondents were informed in the recruitment letters (Appendices 4.1; 4.3 to 4.5) about the stopping criteria that would apply in the study.

4.4.2.3 *Executing Round One of the Delphi evaluation*

The execution of Round One of the Delphi evaluation entailed the design of a questionnaire; performing a pilot study; and the gathering and analysing of data. Each of these aspects will be addressed next.

(i) Questionnaire design

The Delphi technique is a survey research method (Goodman, 1987:729; Cohen *et al.*, 2004:1011) and consequently required the preparation and design of a survey instrument or questionnaire. The draft competence framework that was compiled in Phase One was used to develop a quantitative survey instrument for Phase Two. The quantitative questionnaire therefore acted as a link between the two phases of the study. The questionnaire contained all the competences of the draft competence framework and eight additional competences relating to varying levels of competence in food preparation skills and communication in an indigenous language (see section 6.4.1).

The questionnaire for the first round of the Delphi evaluation (Appendix 4.7) informed the respondents about the aim of the study, and provided definitions for the terms “competence” and “graduate”. Respondents were requested to rate 235

competence statements' importance towards the enhancement of the employability of hospitality management graduates in South Africa on the following scale: 1 = "Unnecessary"; 2 = "Useful"; and 3 = "Essential". Quantitative data was thus generated. The scale used was adopted from Linstone and Turoff (1975:90-92), while the competence statements were similar to those of the draft competence framework.

Respondents were furthermore requested to provide, as far as possible, comments next to each of the competence statements and could add additional competences at the end of the questionnaire. Qualitative data was thus also generated.

The questionnaire also informed respondents about the stopping criterion that would apply. Respondents were requested to return the completed questionnaire by email or fax to the researcher within three business days after they had received it.

(ii) Pilot study

It is recommended to pilot test the questionnaire before the Delphi process commences (Critcher & Gladstone, 1998:436; Hasson *et al.*, 2000:1010; Powell-Kennedy, 2003:378). Considering the suggestion of Turoff (1975:93) that Delphi panellists from the main study should not participate in the pilot study, three participants (one hospitality sector professional, one hospitality management academic and one hospitality management alumnus) with similar characteristics as the Delphi panellists, but with no involvement in the main study, participated in the pilot studies.

The purpose of the pilot studies was to test for the clarity of the instructions, ease of completing the questionnaire, and to determine the time taken to complete the questionnaire (Leedy & Ormrod, 2005:188). It was also the purpose of the pilot studies to rectify problems relating to the management and motivation of the panel of experts (Landeta, 2006:479). In addition to completing the questionnaire, respondents were also requested to refine and challenge the formulation of questions (Critcher & Gladstone, 1998:435) and competence statements and to

provide suggestions on managing and motivating the panel of experts. The pilot study was conducted from 6 to 9 February 2012.

Considering that the Delphi technique is more time-intensive than a traditional survey (Okoli & Pawlowski, 2004:24), the researcher paid specific attention to the time required to complete the questionnaire. The questionnaire complied with the suggestion of Mitchell (1992:9) to limit the time for completion of the questionnaires to a maximum of thirty minutes. Respondents were informed accordingly in the questionnaire developed for Round One.

Written and/or verbal feedback from the pilot study was accepted by the researcher. Minor adjustments were made to the questionnaires for the different rounds before it was administered to the Delphi panellists. These changes included, amongst others, the rephrasing of some of the competence statements, and changes to some of the directions.

(iii) Data gathering

Following the recommendation of Okoli and Pawlowski (2004:23), the first questionnaire was distributed via email to each expert on the same day they confirmed their participation in the research study. The distribution and collection of questionnaires for the first round of the Delphi took place during the period 13 to 27 February 2012.

In the cases where respondents did not respond within the time limit, reminder emails and telephone calls were used to increase the response rate (Carrol, 2004:35; Hasson, *et al.*, 2000:1011).

All questionnaires were not fully completed by Delphi panellists, but the fact that participants were anonymous to one another, but not the researcher (Mullen, 2003:46; Okoli & Pawlowski, 2004:19), enabled him to request the applicable respondents via email to complete the omitted questions.

(iv) Data analysis

Median scores and the distribution of the group's response over the three importance categories were calculated by means of an Excel spreadsheet. The distribution of the group's responses over the three importance categories represented the consensus percentages calculated. The qualitative comments provided by experts were recorded.

4.4.2.4 Executing Rounds Two to Four of the Delphi evaluation

The questionnaire design, pilot studies and gathering and analyses of data for Rounds Two to Four of the Delphi technique are discussed in the sections that follow.

(i) Questionnaire design

The questionnaires developed for Rounds Two (Appendix 4.8), Three (Appendix 4.9) and Four (Appendix 4.11) of the Delphi evaluation followed the same format as the questionnaire developed for Round One (Appendix 4.7). It provided respondents with quantitative and qualitative feedback about the previous rounds. Median scores, consensus percentages and the comments provided by experts during the previous rounds of the Delphi technique were provided to respondents.

Although respondents were invited to provide comments in the questionnaires of Rounds Two and Four, they were requested to provide reasons (as far as possible) for rating every Round Three competence as "Unnecessary", "Useful" or "Essential". Valuable and rich data were collected in this way and the researcher provided Delphi panelists with a summary of the reasons provided by Delphi panellists for rating Round Three competences in a specific way (see Appendix 4.10). Panellists were encouraged to consult Appendix 4.10 when rating the competence statements in the questionnaire for Round Four of the Delphi evaluation.

The questionnaires for Rounds Two to Four were influenced by the quantitative, and to a minor extent the qualitative results of the previous rounds. The sections

that follow describe how the researcher dealt with the quantitative and qualitative results of Rounds Two to Four.

- Dealing with the quantitative results

Respondents were not required to rate competence statements obtaining a consensus percentage of 75 or higher during the previous rounds.

Considering that stability in the distribution of the group's responses was only employed as a stopping criteria at the end of Round Three, the calculated p-value of Fischer's exact test was provided to respondents in the questionnaire developed for Round Four. Respondents were not required to rate in Round Four the competences where stability in the distribution of the group's responses occurred.

The questionnaires developed for Rounds Two to Four, requested respondents to reconsider, in the light of the feedback provided to them, their previous responses to those competence statements where consensus percentages of 75 per cent or lower were calculated; or where stability in the distribution of the group's responses had not occurred.

- Dealing with the qualitative data/results

Some experts identified additional competence statements during Round One of the Delphi technique. Following the suggestion of Hasson *et al.* (2000:1010) the researcher included all of these competence statements in the questionnaire for Round Two, since it was argued that in this phase of the research the participants should be given the opportunity to decide on the importance of the competences and not the researcher. Additionally identified competences that matched the meaning of existing competences were, however, not entered. In these instances the researcher communicated via email with the participants who had identified these new competencies in order to get their viewpoint on the similarity in contents of the competences. All of these participants agreed that the competences need not be included in the next questionnaire, since comparable competences had already been listed in the questionnaire.

Additional competence statements identified during Round One of the Delphi technique were not always well formulated by Delphi panellists and in some instances not in the same format as the existing competence statements in the questionnaire developed for Round One. The researcher therefore had to reformulate some of the additional competence statements for inclusion in the questionnaire developed for Round Two. The researcher returned the reformulated competence statements via email to the applicable participants for their input in order to ensure that their viewpoints and the essence of the competence were still encapsulated in the reformulated competence statements. Respondents were requested during Round Two to rate the additional competences on the same scale that was utilised during Round One of the Delphi technique. No additional competences were identified by respondents during Rounds Two to Four.

(ii) Pilot studies: Rounds Two to Four

Although it is not clear whether pilot studies should be undertaken for every round or only for the initial round of the Delphi (Keeney *et al.*, 2001:198), the researcher conducted a pilot study for Rounds Two to Four in a similar fashion as in Round One.

(iii) Data gathering and analysis

The quality of the Delphi technique increases as the time between completing a questionnaire and mailing the next questionnaire decreases (Mitchell, 1991:346). A long time lapse between rounds could furthermore dishearten and demotivate Delphi panelists. Considering the above-mentioned and the fact that Landeta *et al.* (2008:44) reported an average time lapse of two months between rounds, the researcher aimed to send a follow-up questionnaire to respondents within six weeks after they had received the previous questionnaire.

On 5 March 2012 the questionnaire for Round Two of the Delphi technique was distributed via email to all Delphi panelists who had completed the questionnaire for round one of the Delphi technique. Respondents were requested to return the completed questionnaire by email or fax to the researcher within three business days after they have received it.

The questionnaires for Rounds Three and Four were distributed to respondents on 29 March 2012 and 23 May 2012 respectively. Although the researcher aimed to send follow-up questionnaires to respondents within six weeks after they had received the Round Three questionnaire, the Easter holidays and a number of public holidays during April and May caused a delay in the feedback received from panellists, and therefore also in the distribution of the follow-up questionnaire to panellists for Round Four. Reminder emails and telephone calls were used to increase the response rate (Carrol, 2004:35; Hasson, *et al.*, 2000:1011). The time lapse between 29 March 2012 and 23 May 2012 were less than the average time lapse of two months reported by Landeta *et al.* (2008:44).

Quantitative data played a primary role in the categorising of competence statements as “Unnecessary”, “Useful” or “Essential”, while qualitative data provided by experts provided a supportive or secondary role in the interpretation of the results of the study. The researcher correlated the quantitative results at the end of the study with the qualitative data obtained from the questionnaires and the literature review. The embedded design (Creswell & Plano Clark, 2007:68) followed in the study (see to section 4.2.2) was especially useful when categorising competence statements obtaining consensus percentages of less than 75 per cent in Round Four or where stability in the responses of Delphi participants was reached in Rounds Three. In these instances the researcher was primarily led by the medians calculated for the competence statements, but he also made use of the qualitative data provided by panellists, previous studies and literature to categorise the competences’ importance towards the enhancement of hospitality management graduates’ employability in South Africa.

4.4.2.5 *Proposing a final competence framework*

The researcher reviewed and interpreted the competence statements that were categorised as “Essential” over the four rounds of the Delphi evaluation (see section 6.4). The 25 competence domains of the draft competence domain were reduced by three domains and adjustments were made to the categorisation of competences in the remaining 22 competence domains. A final draft of the competence framework consisting of 194 competence statements that are

categorised within 22 competence domains and three competence clusters was proposed (see section 6.5).

4.5 VALIDITY AND RELIABILITY

When undertaking any research study, consideration must be given to issues of reliability and validity (Hocking, Stacks & McDermott 2003:143). The sections that follow explain how validity and reliability of the Delphi technique and the Delphi questionnaire were enhanced in the study.

4.5.1 Validity

The validation of the Delphi technique (as a survey method) and the Delphi questionnaires (as a survey instrument) will be elaborated on in the next sections.

4.5.1.1 Delphi technique

Delphi studies are generally regarded to be valid (Engels & Powell-Kennedy, 2007:433) and the scientific community continues to rely on it as a valid technique to obtain and process subjective information from experts (Landeta *et al.*, 2008:34). This statement is supported by various comparative studies done on the accuracy of the Delphi technique (Gustafson, Shukla, Delbecq & Walster, 1973; Van De Ven & Delbecq, 1974; Riggs, 1983; Parenté, Anderson, Myers & O'Brien, 1984; Snizek, 1990; Rowe & Wright, 1999; Landeta, 2006).

Research has shown that the decisions made by means of a group decision process (such as the Delphi technique) are more valid than the decisions taken by individuals (Murry & Hammons, 1995:426; Okoli & Pawlowski, 2004:19; De Villiers *et al.*, 2005:639). However, Rowe *et al.* (2005:378) emphasise that the reasons for Delphi panellists' improved judgment when compared to alternative measures still remain unclear.

Van Zolingen and Klaassen (2003:328) state that one needs to distinguish between the external and internal validity of the Delphi technique. The external validity of the Delphi technique, also known as criterion-oriented validity, refers to the extent to

which the conclusions drawn from the Delphi technique can be generalised to other situations, while the internal validity of the Delphi technique is concerned with the technique's ability to lead to desired results and forecasts.

The external validity of the Delphi technique is influenced by the skills of the facilitator, the quality of the instructions provided to experts, and the motivation of participants (Woudenberg, 1991:139). Rowe, Wright and Bolger (1991:235) state that the internal validity of the Delphi technique could be affected by the number of experts, the expertise of the participants, and the inter-correlation of experts' judgments. They, however, point out that studies have not been performed to examine the influence of these factors on the internal validity of the Delphi technique.

In this study, the validity of the Delphi technique was enhanced by–

- including a sufficient number of experts on the Delphi panel [see sections 4.4.2.1(ii) and 6.3];
- a deliberate attempt to include Delphi panellists who had the necessary expertise in terms of qualifications and experience [see sections 4.4.2.1(i) and 6.2];
- conducting a comprehensive literature review and content analysis on the competences that could potentially enhance the employability of hospitality management graduates in South Africa (see Chapter Five);
- iterating the Delphi process until an acceptable degree of consensus or stability was reached (see section 4.4.2.2);
- providing quantitative and qualitative feedback to experts between rounds as soon as possible [see section 4.4.2.4 and Appendices 4.8 to 4.11]; and
- taking appropriate measures (sending reminder emails and telephone calls to those respondents who did not respond within the time limit) to increase the response rate [see sections 4.4.2.3(iii) and 4.4.2.4(iii)].

4.5.1.2 *Delphi questionnaires*

The validity of the measuring instrument refers to the ability of the Delphi questionnaires to “measure what it is actually supposed to measure” (Leedy & Ormrod, 2005:92).

Three issues surrounded the validity of the Delphi questionnaires, namely: face validity, content validity and construct validity. Face validity refers to “the extent to which, on the surface, an instrument *looks like* it’s measuring a particular characteristic” (Leedy & Ormrod, 2005:92). Content validity is also a subjective judgment and refers to the extent to which the measuring instrument is able to capture the content of what is being measured (Hocking *et al.*, 2003:140). Construct validity can be described as “thinking through the ways in which a concept is theoretically supposed to correlate with different concepts” (McTavish & Loether, 2002:68) or as “the logical relationships between variables” (Babbie & Mouton, 2008:123).

Face validity of the Delphi questionnaires was firstly enhanced by conducting a thorough literature review and content analysis on the competences that could potentially enhance the employability of hospitality management graduates in South Africa (see Chapter Five); and secondly by performing pilot studies of the questionnaires on a hospitality sector professional, hospitality management academic and hospitality management alumnus who were not involved in the main study [see sections 4.4.2.3(ii) and 4.4.2.4(ii)]. The performance of the pilot studies also contributed towards the content validity of the questionnaires. Construct validity was enhanced by requesting some experts to validate the researcher’s interpretation of the qualitative data supplied by them to the researcher (see section 4.4.2.4). The researcher furthermore correlated the quantitative results with the qualitative data obtained from the questionnaires and the literature review (see Chapter Six).

4.5.2 Reliability

The reliability of the Delphi technique (as a survey method) and the Delphi questionnaires (as a survey instrument) will be addressed in the next sections.

4.5.2.1 *Delphi technique*

Babbie and Mouton (2008:119) describe reliability as “a matter of whether a particular technique, applied repeatedly to the same object, would yield the same result each time. Although the Delphi technique is considered to be one of the most reliable methods to reach consensus (Engels & Powell-Kennedy, 2007:433), Hasson *et al.* (2000:1012) state that “there is no evidence of the reliability of the Delphi method”, since there is no guarantee that the same results will be obtained if the same information were given to two or more panels. Contrary to this notion Williams and Webb (1994); Walker and Selfe (1996); and Landeta *et al.* (2008) found that the Delphi technique was accurate when replicated.

4.5.2.2 *Delphi questionnaires*

The Delphi technique is often criticised for poor questionnaire design (Jones & Hunter, 1995:379) and the researcher was consequently mindful of instrumental errors that could play a role in reliability of the measuring instrument (Hocking *et al.*, 2003:130). In this study, reliability was enhanced by–

- performing a pilot study on a hospitality sector professional, hospitality management academic and hospitality management alumnus who were not involved in the main study in order to identify possible areas that could lead to instrumental errors [see sections 4.4.2.3(ii) and 4.4.2.4(ii)];
- including Delphi panellists who had the necessary expertise in terms of qualifications and experience [see sections 4.4.2.1(i) and 6.2];
- a deliberate attempt to increase the number of opinions provided by experts by firstly selecting a sample size that was bigger than the rule of thumb [see section 4.4.2.1(ii)]; secondly by requesting Delphi panellists to provide reasons for their ratings during Round Three of the Delphi technique (see Appendix 4.10), and thirdly by taking appropriate measures (sending

reminder emails and telephone calls to those respondents who did not respond within the time limit) to increase the response rate [see sections 4.4.2.3(iii); 4.4.2.4(iii)];

- taking special care in the design and administration of the questionnaire [see sections 4.4.2.3.1(i) and 4.4.2.4(i)];
- providing quantitative and qualitative feedback to experts between rounds as soon as possible [see section 4.4.2.4(iii) and Appendices 4.8 to 4.11]; and
- iterating the Delphi process until an acceptable degree of consensus or stability was reached (see section 4.4.2.2)

The researcher is therefore convinced that all possible measures were employed to ensure that the data generated can be regarded as valid and reliable.

4.6 ETHICAL CONSIDERATIONS

In this study, the ethical issues of consent, confidentiality and anonymity were applicable to the recruiting of Delphi panellists.

4.6.1 Consent

Informed consent (Babbie & Mouton, 2008:143) was obtained from participants before commencement of the study. Recruitment letters were sent to the heads of department or deans of HEIs presenting baccalaureate degrees in hospitality management (Appendix 4.1), hospitality sector professionals (Appendix 4.3), hospitality management academics (Appendix 4.4), and hospitality management alumni (Appendix 4.5). These recruitment letters assured respondents that their participation in the study would be voluntary and confidential. The recruitment letters outlined the intended use of the study and stated that the final results from the Delphi process will be provided to participants at the end of the study. The recruitment letters requested respondents to complete a letter of participation (Appendix 4.2) and an informed consent form (Appendix 4.6), indicating whether they would be willing to participate in the study and requested them to provide some demographic information if they were willing to participate.

The informed consent form (Appendix 4.6) provided to hospitality sector professionals, hospitality management academics and hospitality management alumni promoted informed consent by assuring participants that –

- their participation in the study is voluntary;
- they have the right to withdraw at any time from the study without consequence;
- they might be asked to give opinions on issues related to the research and that these opinions will not result in any judgement of them;
- they might be required to provide written justification for their responses for purpose of clarity;
- they will be kept informed of the results of each round of the questionnaire;
- confidentiality is guaranteed; and
- the anonymity amongst panel members is guaranteed.

Another form of consent applicable to this study was the approval of the study by the Title Registration Committee and Faculty Board Meeting of the Faculty of Education at the University of the Free State. This study complies with all requirements in this regard.

4.6.2 Confidentiality and anonymity

Researchers should respect the participants' right to confidentiality and privacy (Leedy & Ormrod, 2005:102). However, complete anonymity of respondents could lead to a situation where individuals are not held accountable for any of their responses or for the results of the Delphi technique" (Sackman, 1975:712). The researcher attempted to overcome this restriction by carefully selecting the panel of respondents and by following a quasi-anonymity approach where respondents and their responses are known to researcher, but not to other participants (Du Plessis & Human, 2007:16). Delphi panellists were assured of confidentiality and their quasi-anonymity in the recruitment letters sent to them (Appendices 4.3 to 4.5) and the informed consent form that were completed by them (Appendix 4.6).

4.7 CONCLUSION

The mixed methods research design accommodates the researcher's pragmatic world view, enabled him to incorporate quantitative and qualitative methods in the research design and enhanced the validity of the study. The exploratory research design was particularly suited for this study, as it provided an appropriate structure for putting together a draft competence framework in the first phase (qualitative) and the evaluation thereof (mainly quantitative) in the second phase.

Documents that provided valuable perspectives on the research problem were selected for review and content analysis purposes. The content analysis of these documents was a very time-consuming process and assisted the researcher in compiling a draft competence framework that incorporated vocational/hospitality based competences, management based competences and competences related to the generic graduate attribute concept.

The Delphi technique has been used with success to propose competence models or frameworks for the hospitality sector and its unique characteristics made it ideally suited as a method to evaluate the importance of the competence statements in the draft competence framework.

Certain limitations in the research design and methodology can be acknowledged (see for example section 4.4.1.4). The researcher was, however, attentive thereof and took effective measures to address the factors. Appropriate measures were taken to enhance the trustworthiness of the qualitative content analysis process, namely: credibility, transferability, dependability and conformability. Delphi studies are generally regarded to be valid and the researcher incorporated specific measures to enhance the validity and reliability of the Delphi technique and the questionnaires developed for the four rounds of the Delphi evaluation. Ethical issues related to the consent, confidentiality and anonymity of Delphi panelists were considered and complied with.

A draft competence framework, based on the content analysis process (see section 4.3), is compiled in the next chapter.

CHAPTER 5

COMPILING THE DRAFT COMPETENCE FRAMEWORK

5.1 INTRODUCTION

The previous chapter elaborated on the two-phased approach that was adopted to realise the purpose of the study. Phase One consisted of four steps (see section 4.3) that had to be carried out in order to compile a draft competence framework for the enhanced employability of hospitality management graduates in South Africa. The first step consisted of an initial literature review that was conducted to contextualise the research problem and to establish the conceptual framework of the study (see Chapters Two and Three). The second step was carried out (see section 4.3.2) when a sample of documents related to the generic graduate attribute concept and hospitality sector were carefully selected. The third step primarily involved the gaining of perspectives and the identification, by means of a content analysis process, of competences that could serve the purpose of the study. The process led to the categorisation of the identified competence domains among three competence clusters (see section 4.3.3).

It is the purpose of this chapter to report on the completion of the content analysis process (step four in Phase One). The following objectives are pursued in this regard:

- To describe the identification and nature of the competence statements and their categorisation among the identified competence domains and clusters (see section 4.3), by means of a content analysis process of documents, firstly related to the generic graduate attribute concept, and secondly to the hospitality sector;
- To compile a draft competence framework that could serve as a directive for the enhanced employability of hospitality management graduates in South Africa.

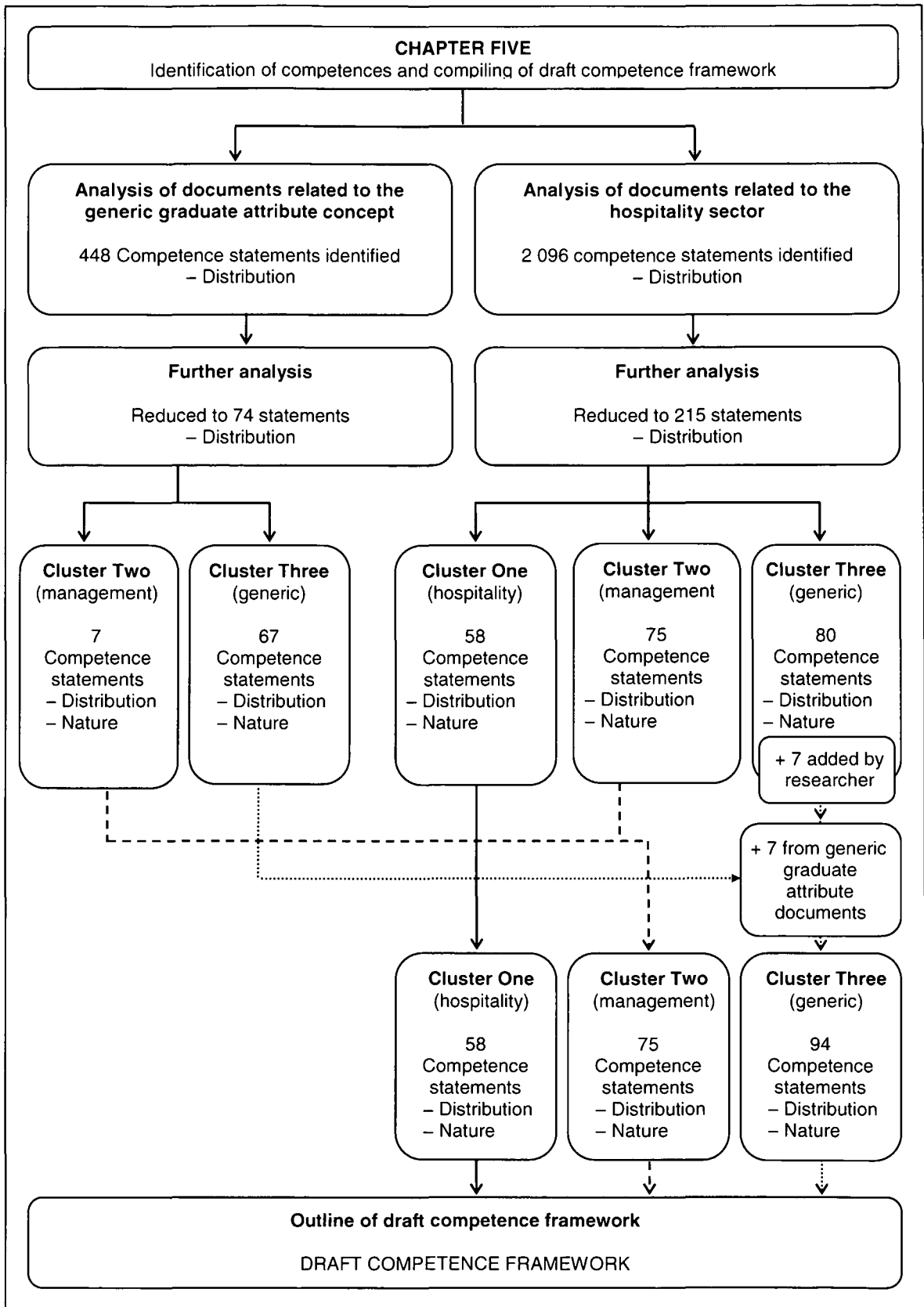


Figure 5.1: An outline of Chapter Five

Source: Compiled by the researcher for the purposes of this study

An outline of Chapter Five is presented in Figure 5.1. The figure clearly indicates the initial and reduced/refined number of competence statements identified for each of the two types of documents analysed. It also shows how these statements are categorised into the three clusters previously identified (respectively hospitality; management; and generic related). Seven additional competences, identified by the researcher, were also incorporated in Competence Cluster Three. The seven management based competence identified from the generic graduate attribute documents also appeared in hospitality documents, while seven generic graduate attribute based competences were evident in the generic graduate attribute related documents, but not in the hospitality related documents. The distribution and nature of the various competences are discussed and lead to the drafting of an outline (Figure 5.2) and a preliminary competence framework (see Table 5.37).

It is important to note that the interpretation of the researcher was of particular importance in the identification of competence statements, and particularly in the re-categorisation and reduction of statements. He was guided by his knowledge of and experience in the specific context (as spelled out in Chapter Two), as well as the theoretical perspectives presented in Chapter Three. A rationale for the inclusion of specific competences is therefore presented where considered essential. This chapter commences with the description of the analysis of the 21 generic graduate attribute related documents that were selected for the content analysis process.

5.2 DISTRIBUTION AND NATURE OF COMPETENCES SUGGESTED BY GENERIC GRADUATE ATTRIBUTE RELATED DOCUMENTS

The qualitative selection process described in section 4.3.2.1 was followed to select a sample of 21 policy documents and government commissioned reports within Australia, the UK, USA and South Africa (see section 3.3.1 for information on some of these documents). In the sections that follow, the distribution of the initial competence statements among the 21 generic attribute related documents and relevant competence clusters is firstly presented. This is followed by an overview of

the distribution, nature and sources of the reduced (refined) number of competence statements related to generic graduate attributes.

5.2.1 Distribution of initial competence statements among competence clusters and documents related to the generic graduate attribute concept

Following the review of the 21 generic attribute related documents (see section 4.3.2.1), 448 initial competence statements were collected that could potentially enhance the employability of hospitality graduates. Table 5.1 reflects the distribution of these competences among the 21 documents. Most of the 448 initial competence statements were collected from ESFRG (2002) and Carnevale *et al.* (1990). The ESFRG (2002) contributed 88 and Carnevale *et al.* (1990) contributed 47 competences towards the 448 initial competences.

The content analysis process described in section 4.3.3 was then followed. Each of the initial competence statements were carefully studied, coded in an open deductive process, connections sought and then categorised into ten (ENT, MAN, CUS, RES, COM, TEC, MET; EMO; ATT; OTH) of the 25 competence domains described in section 4.3.3. Table 5.1 shows that most of the initial competence statements (n=428) are related to Competence Cluster Three (generic graduate attribute based competences), while twenty are related to Competence Cluster Two (management based competences). This was expected, as the documents were primarily directed towards the generic graduate attribute concept. The management based competences were collected from eight documents (Carnevale *et al.*, 1990; Finn, 1991; SCANS, 1991; Mayer, 1992; Field & Mawer, 1996; Frearson, 1998; West, 1998; ESFRG, 2002).

Table 5.1: Distribution of initial competence statements among competence clusters and documents related to the generic graduate attribute concept

Documents	No of competences in competence clusters		Total
	Two	Three	
Karmel (1985)		3	3
Carnevale <i>et al.</i> (1990)	1	46	47
Finn (1991)	1	29	30
SCANS (1991)	2	38	40
Mayer (1992)	1	19	20
Candy <i>et al.</i> (1994)		20	20
Field and Mawer (1996)	1	19	20
NCIHE (1996)		4	4
RSA DoE (1997)		8	8
Frearson (1998)	1	21	22
RSA (1998)		19	19
West (1998)	1	18	19
ACNRS (2000)		12	12
Hambur <i>et al.</i> (2000)		4	4
ACER (2001)		4	4
ESFRG (2002)	12	76	88
SQA (2003)		19	19
A DEEWR (2008)		5	5
Griesel and Parker (2009)		31	31
UK DfES (2010)		20	20
AQFC (2011)		13	13
Total	20	428	448

The initial 448 competence statements were then subjected to further analysis, as described below.

5.2.2 Distribution and nature of the reduced number of competence statements suggested by generic graduate attribute related documents

In order to refine and reduce the initial number of competence statements, content analysis, axial and selective coding were employed in a further analysis process (see section 4.3.3). Table 5.2 indicates that the initial 448 competence statements were distributed among ten competence domains and two competence clusters. After the new analysis the initial 20 competence statements of Competence Cluster Two were reconnected, regrouped and ultimately reduced to seven. Similarly, the initial 428 competences of Cluster Three were reduced to 67. The initial 113 meta-competency statements were, for example, regrouped into 12 meta-competency statements.

Table 5.2: Distribution of initial and reduced number of competence statements among competence domains and competence clusters: Generic graduate attribute related documents

Domains	Competence statements					
	Competence Cluster One		Competence Cluster Two		Total	
	Initial no	Reduced no	Initial no	Reduced no	Initial no	Reduced no
MAN	16	4			16	4
ENT	1	1			1	1
CUS	2	1			2	1
RES	1	1			1	1
COM			91	11	91	11
TEC			50	3	50	3
MET			113	12	113	12
EMO			80	10	80	10
ATT			59	25	59	25
GEN			35	6	35	6
Total	20	7	428	67	448	74

The nature of the refined competence statements related to Competence Clusters Two and Three are described in more detail in the sections that follow.

5.2.2.1 The nature of the competence domains and statements categorised in the management based competence cluster (Competence Cluster Two)

The identified management based competences related to/belonging to competence Cluster Two (see Table 5.2), were categorised into competence domains MAN (n=4); ENT (n=1), CUS (n=1); and RES (n=1). These competence statements and the documents suggesting that the competences could potentially enhance the employability of graduates are reflected in Table 5.3.

Although the seven competences of Table 5.3 were collected from documents related to the generic graduate attribute concept, the competences will not be regarded as generic attributes for purposes of this study. In line with the translation concept of Barrie (2004:265; 2007:440; 2012:83), as described in section 3.3.2.3, the competences will also not be perceived as disciplinary competences (Competence Cluster One/hospitality based competences), but as competences that interact with disciplinary/hospitality based competences.

Table 5.3: Management based competences suggested in documents related to generic graduate attributes

Codes	Competence statements	Documents
ENT02	Develop entrepreneurial opportunities	RSA (1998)
MAN02	Supervision and management skills	Mayer (1992); Field and Mawer (1996); ESFRG (2002)
MAN03	Leadership skills	Carnevale <i>et al.</i> (1990); Finn (1991); SCANS (1991)
MAN05	Networking skills	ESFRG (2002)
MAN08	Strategic management skills	ESFRG (2002)
CUS01	Understand the nature of service excellence	SCANS (1991); ESFRG (2002)
RES02	The ability to execute a hospitality management research project	West (1998)

5.2.2.2 The nature of the competence domains and statements categorised in the generic competence cluster (Competence Cluster Three)

The 67 refined competence statements of Competence Cluster Three (see Table 5.2) were spread among the following six competence domains of Competence Cluster Three: COM (n=11); TEC (n=3); MET (n=12); EMO (n=10); ATT (n=25); and OTH (n=6).

The COM, TEC; ATT and OTH competence domains exhibited elements of the precursor (see section 3.3.3.1), complementary (see section 3.3.3.2) and to some extent the enabling (see section 3.3.3.3) conceptions of generic graduate attributes, as suggested by Barrie (2004:265; 2007:440; 2012:84). In line with the enabling conception of graduate attributes, competences of the MET and EMO competence domains are viewed as graduate attributes that have the potential to transcend the knowledge and contexts in which they were originally developed.

The sections that follow describe the nature of the 67 refined competence statements that were spread among the six competence domains of Competence Cluster Three.

(i) Communication competences

Table 5.4 shows that a considerable number of the selected documents suggested that communication competences could potentially play a significant role towards the enhancement of graduates' employability. Eleven and more of the 21 documents suggested that competence statements COM01 (n=14); COM03 (n=14) COM06 (n=17) and COM08 (n=11) could enhance graduates' employability. Competence statements COM04; COM05; COM11; COM12; COM14 were identified from the content analysis process of hospitality related documents and are therefore not reported under this section, but in section 5.3.

Table 5.4: Communication competences suggested in documents related to the generic graduate attribute concept

Codes	Competence statements	Documents
COM01	Communication skills	Karmel (1985); Finn (1991); Mayer (1992); Field and Mawer (1996); NCIHE (1996); RSA DoE (1997); Frearson (1998); RSA (1998); West (1998); ESFRG (2002); SQA (2003); Griesel and Parker (2009); UK DfES (2010); AQFC (2011)
COM02	Listening skills	West (1998); Carnevale <i>et al.</i> (1990); Finn (1991); SCANS (1991); ESFRG (2002); SQA (2003); UK DfES (2010)
COM03	English speaking skills	Carnevale <i>et al.</i> (1990); Finn (1991); SCANS (1991); Mayer (1992); Field and Mawer (1996); Frearson (1998); RSA (1998); West (1998); ACNRS (2000); ESFRG (2002); SQA (2003); A DEEWR (2008); Griesel and Parker (2009); UK DfES (2010)
COM06	General English writing skills	Carnevale <i>et al.</i> (1990); Finn (1991); SCANS (1991); Mayer (1992); Field and Mawer (1996); Frearson (1998); RSA (1998); West (1998); ACNRS (2000); Hambur <i>et al.</i> (2000); ACER (2001); ESFRG (2002); SQA (2003); A DEEWR (2008); Griesel and Parker (2009); UK DfES (2010); AQFC (2011)
COM07	Skills to write emails, memos, letters and reports in English	ACNRS (2000)
COM08	English reading skills	Carnevale <i>et al.</i> (1990); Finn (1991); SCANS (1991); Frearson (1998); West (1998); ACNRS (2000); ESFRG (2002); SQA (2003); A DEEWR (2008); UK DfES (2010); AQFC (2011)
COM09	Reflective and critical reading skills	Carnevale <i>et al.</i> (1990)
COM10	Non-verbal expression skills	Carnevale <i>et al.</i> (1990); Mayer (1992); Field and Mawer (1996); Frearson (1998); RSA (1998)
COM13	Interpersonal skills	Carnevale <i>et al.</i> (1990); Finn (1991); SCANS (1991); Mayer (1992); Field and Mawer (1996); ACNRS (2000); Hambur <i>et al.</i> (2000); ACER (2001); ESFRG (2002); AQFC (2011)
COM15	Basic conversation skills in a foreign language	ESFRG (2002)
COM16	Basic reading and writing skills in a foreign language	ESFRG (2002)

(ii) Technological competences

Sixteen of the 21 documents suggested that technological competences could potentially enhance the employability of graduates. Table 5.5 reflects the three competence statements that were categorised in the TEC competence domain.

Table 5.5: Technological competences suggested in documents related to generic graduate attributes

Codes	Competence statements	Documents
TEC01	Technology skills	Finn (1991); SCANS (1991); Mayer (1992); Field and Mawer (1996); RSA (1998); West (1998); ACNRS (2000); ESFRG (2002); Griesel and Parker (2009)
TEC02	Information technology skills	SCANS (1991); NCIHE (1996); Frearson (1998); ESFRG (2002); SQA (2003); Griesel and Parker (2009); UK DfES (2010)
TEC03	Skills to collect, analyse, organise, use and evaluate information	Karmel (1985); Carnevale <i>et al.</i> (1990); Finn (1991); SCANS (1991); Mayer (1992); Candy <i>et al.</i> (1994); Field and Mawer (1996); RSA (1998); West (1998); ESFRG (2002)

(iii) Meta-competencies

The content analysis process identified 12 meta-competency statements reflected in Table 5.6. Cheetham and Chivers (1996:23) categorised communication as a meta-competency, but it was classified as a separate competence domain in Competence Cluster Three for purposes of this study. Table 5.6 reflects that meta-competencies MET01 (n=13), MET07 (n=12) and MET10 (n=16) were the meta-competency statements that were identified in most of the documents analysed.

Table 5.6: Meta-competencies suggested in documents related to generic graduate attributes

Codes	Competence statements	Documents
MET01	Learning skills	Carnevale <i>et al.</i> (1990); SCANS (1991); Candy <i>et al.</i> (1994); NCIHE (1996); RSA DoE (1997); RSA (1998); ACNRS (2000); ESFRG (2002); SQA (2003); A DEEWR (2008); Griesel and Parker (2009); UK DfES (2010); AQFC (2011)
MET02	An inquiring mind	Candy <i>et al.</i> (1994); West (1998); ESFRG (2002)
MET03	Willingness to learn	ESFRG (2002); Griesel and Parker (2009)
MET04	Intellectual ability	West (1998); Griesel and Parker (2009)
MET05	Reflection skills	SCANS (1991); Mayer (1992); Candy <i>et al.</i> (1994); Field and Mawer (1996); RSA (1998); West (1998); ESFRG (2002); SQA (2003); UK DfES (2010)

MET06	Self development	Carnevale <i>et al.</i> (1990); Frearson (1998); UK DfES (2010)
MET07	Critical thinking	Finn (1991); SCANS (1991); Mayer (1992); Candy <i>et al.</i> (1994); Field and Mawer (1996); RSA DoE (1997); RSA (1998); West (1998); Hambur <i>et al.</i> (2000); ACER (2001); Griesel and Parker (2009); AQFC (2011)
MET08	Creativity and innovation	Carnevale <i>et al.</i> (1990); Finn (1991); SCANS (1991); Mayer (1992); Field and Mawer (1996); RSA (1998); ESFRG (2002)
MET09	Skills to explore educational and career opportunities	RSA (1998)
MET10	Problem solving skills	Carnevale <i>et al.</i> (1990); Finn (1991); SCANS (1991); Mayer (1992); Field and Mawer (1996); RSA DoE (1997); RSA (1998); West (1998); ACNRS (2000); Hambur <i>et al.</i> (2000); ACER (2001); ESFRG (2002); SQA (2003); Griesel and Parker (2009); UK DfES (2010); AQFC (2011)
MET11	Decision making skills	Finn (1991); SCANS (1991); RSA (1998); ESFRG (2002); AQFC (2011)
MET12	Perceiving multiple causal relationships in understanding phenomena or events (systems thinking)	SCANS (1991); RSA (1998); West (1998); Griesel and Parker (2009)

(iv) Emotional Intelligence (EI) and Social Intelligence (SI) competencies

The content analysis of documents related to generic graduate attributes suggested ten EI and SI competency statements that could potentially enhance graduates' employability. These competencies are reflected in Table 5.7 and are all related to the EI and SI competencies of Boyatzis (2009:754-755), as discussed in section 3.4.1.5. Twelve documents suggested that EMO03, and 15 documents suggested that EMO14 could potentially enhance graduates' employability. Carnevale *et al.* (1990) addressed five (EMO03; EMO10; EMO12; EMO13; and EMO14) of the ten EI and SI competencies listed in Table 5.7. Competency statements EMO01; EMO04; EMO07; EMO09; and EMO11 were identified from the content analysis process of hospitality related documents and by the researcher and are therefore not reported under this section. (The terms "competency" and "competencies" are used in this section, since EI and SI competencies refer to the behavioural aspect of competence. See section 3.4.4.2).

Table 5.7: Emotional and Social Intelligence competencies suggested in documents related to generic graduate attributes

Codes	Competence statements	Documents
EMO02	Knowing one's internal states, preferences, resources, and intuitions (self-awareness)	Candy <i>et al.</i> , 1994
EMO03	Managing one's internal states, preferences, resources, and intuitions (self-management)	Carnevale <i>et al.</i> (1990); Finn (1991); SCANS (1991); Candy <i>et al.</i> (1994); Field and Mawer (1996); Frearson (1998); RSA (1998); West (1998); ESFRG (2002); SQA (2003); UK DfES (2010); AQFC (2011)
EMO05	Flexibility in handling change (adaptability)	Finn (1991); Candy <i>et al.</i> (1994); RSA DoE (1997); ESFRG (2002); Griesel and Parker (2009)
EMO06	Striving to improve or meeting a standard of excellence (achievement orientation)	Griesel and Parker (2009)
EMO08	Sensing others' feelings and perspectives, and taking an active interest in their concerns (empathy)	ESFRG (2002)
EMO10	Sensing others' development needs and bolstering their abilities (coaching and mentoring attitude)	Carnevale <i>et al.</i> (1990); SCANS (1991); ESFRG (2002)
EMO12	Wielding effective tactics for persuasion (influence)	Carnevale <i>et al.</i> (1990); ESFRG (2002)
EMO13	Negotiating and resolving disagreements (conflict management)	Carnevale <i>et al.</i> (1990); Finn (1991); SCANS (1991); ESFRG (2002); Griesel and Parker (2009)
EMO14	Working with others toward shared goals (teamwork)	Karmel (1985); Carnevale <i>et al.</i> (1990); Finn (1991); SCANS (1991); Mayer (1992); Field and Mawer (1996); Frearson (1998); RSA (1998); West (1998); ACNRS (2000); ESFRG (2002); SQA (2003); Griesel and Parker (2009); UK DfES (2010); AQFC (2011)
EMO15	Creating group synergy in pursuing collective goals (collaboration)	Frearson (1998); ESFRG (2002); Griesel and Parker (2009)

(v) Attitudes and Values

Attitudes and values relate to the affective domain of activities and are associated with the behavioural approach to competency as followed in the USA (see section 3.4.1), the Taxonomy of Bloom *et al.* of 1964 (see section 3.4.3.1); savoir-être of the French competence *triptique* (see section 3.4.3.4); personal and ethical competence of Cheetham and Chivers (see section 3.4.3.2); and the values and attitudes of the SANQF (see section 3.4.3.7).

The selected documents suggested 25 attitudes and values that could potentially enhance graduates' employability. These attitudes and values are reflected in Table 5.8. In line with the functional approach to competence followed in the UK (see section 3.4.2), no attitudes or values were identified from selected documents that originated in this country. Competence statements ATT01 and ATT10 (identified by the researcher, based on his own knowledge and experience) and ATT02; ATT19; ATT23; ATT27; and ATT31 (identified from the content analysis process of hospitality related documents) are not reported in this section, but in section 5.3.3.3.]

Table 5.8: Attitudes and Values suggested in documents related to generic graduate attributes

Codes	Competence statements	Documents
ATT03	Awareness of global issues	Finn (1991); Griesel and Parker (2009)
ATT04	Awareness of the world of work	Finn (1991); ACNRS (2000); Griesel and Parker (2009)
ATT05	Being motivated	Carnevale <i>et al.</i> (1990); ESFRG (2002)
ATT06	Being observative	ESFRG (2002)
ATT07	A business orientation	ESFRG (2002)
ATT08	Commitment	ESFRG (2002)
ATT09	Common sense attitude	Finn (1991); Griesel and Parker (2009)
ATT11	Cultural sensitivity	Finn (1991); (RSA, 1998); Griesel and Parker (2009)
ATT12	A customer orientation	Mayer (1992); Field and Mawer (1996); ESFRG (2002)
ATT13	Efficiency	SCANS (1991)
ATT14	Embracing diversity	SCANS (1991); RSA DoE (1997); ESFRG (2002); Griesel and Parker (2009)
ATT15	Enthusiasm	ESFRG (2002)
ATT16	Ethical thinking	Finn (1991); West (1998)
ATT17	Productive and hardworking	Carnevale <i>et al.</i> (1990)
ATT18	Helicopter vision	Candy <i>et al.</i> , 1994
ATT20	Initiative	Finn (1991); ESFRG (2002)
ATT21	Integrity and honesty	SCANS (1991); ESFRG (2002); AQFC (2011)
ATT22	Loyalty	ESFRG (2002)
ATT24	Positive self esteem	Carnevale <i>et al.</i> (1990); Finn (1991); SCANS (1991); ESFRG (2002); Griesel and Parker (2009)
ATT25	Professional work attitude	ESFRG (2002)

ATT26	Projecting a professional image	ESFRG (2002)
ATT28	Responsibility	Carnevale <i>et al.</i> (1990); SCANS (1991); ESFRG (2002)
ATT29	Responsible citizenship	RSA DoE (1997); RSA (1998)
ATT30	Responsibility towards the environment	RSA (1998)
ATT32	Sense of humour	ESFRG (2002)

(vi) Other Generic competences

Table 5.9 identifies the six generic competence statements that could not be categorised into one of the other generic graduate attribute competence domains. Only one of the analysed documents (Carnevale *et al.*, 1990) suggests that competence statements GEN02; GEN04 and GEN05 could potentially enhance graduates' employability, while 14 of the 25 documents suggest that GEN07 can fulfil such a role. Competence statements GEN01, GEN03, and GEN06 were identified from the content analysis process of hospitality related documents; and GEN08 were identified through the researcher's own knowledge and experience; and are therefore not reported in this section, but in Table 5.36.

Table 5.9: Other Generic competences suggested in documents related to generic graduate attributes

Codes	Competence statements	Documents
GEN02	Ability to deal with ambiguity	Carnevale <i>et al.</i> (1990)
GEN04	Ability to deal with stress	Carnevale <i>et al.</i> (1990); ESFRG (2002)
GEN05	Ability to judge appropriate behaviour	Carnevale <i>et al.</i> (1990)
GEN07	Numeracy skills	Carnevale <i>et al.</i> (1990); Finn (1991); SCANS (1991); Mayer (1992); Field and Mawer (1996); NCIHE (1996); Frearson (1998); RSA (1998); ACNRS (2000); ESFRG (2002); SQA (2003); A DEEWR (2008); UK DfES (2010); AQFC (2011)
GEN09	Technical skills	Griesel and Parker (2009)
GEN10	Time management skills	Mayer (1992); Candy <i>et al.</i> (1994); Field and Mawer (1996); ACNRS (2000)

5.2.3 Conclusion

Seven management based competences were collected from documents related to the generic graduate attribute concept. These competences are, in line with the translation concept of Barrie (2004:265; 2007:440; 2012:83), as described in

section 3.3.2.3, regarded as competences that interact with disciplinary/hospitality based competences. The 67 generic graduate attributes that were categorised in Competence Cluster Three can play an important role in enhancing hospitality management graduates' employability. Although a number of researchers (Mayer, 1992; Hager *et al.*, 2002; NCVET, 2003; Barrie, 2004; Hoban *et al.*, 2004; Kember & Leung, 2005a; Kember & Leung, 2005b; Oliver 2008; Treleaven & Voola, 2008; McQuaid & Lindsay, 2005; Creighton, 2007) emphasise the important role of non-contextualised generic graduate attributes towards employability, the role of contextualised discipline specific competences should not be ignored (see section 3.2). In order to include such competences in the proposed competence framework, hospitality related documents were also analysed. The section that follows addresses the findings pertaining to the content analysis of documents related to the hospitality sector.

5.3 DISTRIBUTION AND NATURE OF COMPETENCES SUGGESTED BY HOSPITALITY RELATED DOCUMENTS

Following the qualitative selection process described in section 4.3.2.2, 17 journal articles and six hospitality management curricula were carefully selected for review and content analyses purposes. The sections that follow first provide an overview of these documents and briefly describe the distribution of the initially identified competence statements among the hospitality related documents and relevant competence clusters. The nature of the seven additional competence statements identified by the researcher, based on his own knowledge and experience, are also integrated in the discussion. The section concludes with an overview of the distribution and nature of the refined set of competences that was identified by means of the content analysis of hospitality related documents.

5.3.1 Overview of the hospitality related documents

The seventeen journal articles that were selected for content analysis purposes appeared in seven leading international journals (see section 4.3.2.2). Appendix 5.1 can be viewed for a brief overview of the purpose, methodology employed and findings of the 17 research studies covered in the articles.

In addition to the 17 journal articles, four international and two South African hospitality management curricula were selected for content analysis purposes. Appendix 5.2 provides a brief overview of these curricula. Of all the six hospitality schools, CUSHA (2012) was founded first in 1929. Although the hospitality school of the CUT (2012) was not the first hotel/hospitality school in South Africa, it was the first South African HEI to offer a baccalaureate degree in hospitality management in 1998. LRISHM and GIHE were both ranked second in the research conducted by Taylor Nelson Sofres Travel and Tourism (2010:2). The researcher could not find any evidence of a South African ranking of hospitality schools. The baccalaureate degrees presented by the hospitality schools vary between three to four years and all six curricula make provision for both theory and practical tuition. The liberation of the hospitality management curriculum (see section 4.3.2.1) is evident in all six selected curricula. For example, competences related to management, law, economics, research, communication and technology are incorporated in the hospitality curricula. All of the selected hospitality curricula provides for WBL which varies between 800 hours (CUSHA, 2012) to two six month periods (GIHE, 2011; LRISHM, 2012a; LRISHM, 2012b; GIHE, 2012; HTH, 2012; CUT, 2012).

5.3.2 Distribution of initial competence statements among competence clusters and hospitality related documents

Following the review of the 17 journal articles and six curricula, a total of 2 096 initial competence statements that could potentially enhance hospitality graduates' employability were collected. Table 5.10 reflects the distribution of these competence statements among the 17 journal articles and six curricula. It is clear from this table that the number of initial competence statements collected from curricula varied from 149 (SSA, 2012b) to 421 (LRISHM, 2012b). Only seven of these competences were collected from Jauhari (2006), while 114 initial competences were collected from Horng and Lu (2006). The number of competences reported per journal article in Table 5.10, in some instances, exceeds the number of competences reported in Appendix 5.1, since some of the initial

competence statements were divided into two or more competence statements in order to contain only one competence per statement.

Table 5.10: Distribution of initial competence statements among competence clusters and hospitality related documents

Documents	No of competences in competence clusters			Total
	One	Two	Three	
Birdir and Pearson (2000)	19	4	17	40
Chung (2000)	3	17	16	36
Kay and Russette (2000:54)	15	37	29	81
Kriegl (2000)	1	2	11	14
Wilson <i>et al.</i> (2000)	1	8	7	16
Brophy and Kiely (2002)	0	23	5	28
Lin (2002)	1	14	15	30
Chung-Herrera <i>et al.</i> (2003)	2	11	23	36
Chan and Coleman (2004)	1	1	15	17
Kay and Monarz (2004)	3	25	8	36
Tesone and Ricci (2005)	3	9	24	36
Horng and Lu (2006)	16	42	56	114
Jauhari (2006)	0	3	4	7
Brownell (2008)	1	3	30	34
Zopiatis (2010)	4	8	16	28
Huang and Lin (2010)	7	6	3	16
Testa and Sipe (2012)	0	5	18	23
LRISHM (2012b)	128	161	132	421
GIHE (2011)	69	128	94	291
CUSHA (2012)	66	109	58	233
HTH (2012)	27	109	48	184
SSA (2012b)	27	83	39	149
CUT (2012)	80	95	51	226
Total	474	903	719	2 096

The 2 096 initial competence statements were subjected to the content analysis process described in section 4.3.3. Each of the initial competence statements were carefully studied, connections between competences sought (axial and coding) and then categorised within one of the 25 competence domains identified in section 4.3.3. Table 5.10 indicates that 903 of the initial competences suggested by the 23 documents related to Competence Cluster Two (management based competences). In addition, respectively 474 and 719 of the initial competence statements were categorised in Competence Clusters One (vocational/hospitality based competences) and Three (competences related to the generic graduate attributes concept). It is interesting to note that three documents (Brophy & Kiely, 2002; Jauhari, 2006; Testa & Sipe, 2012) do not address any of the vocational based competences of Competence Cluster One.

The 2 096 initial competence statements were then subjected to further content analysis, as described in the section that follows.

5.3.3 Distribution and nature of the reduced number of competence statements suggested by hospitality related documents

In order to refine and reduce the initial number of competence statements, content analysis, axial and selective coding were employed in a further analysis process (see section 4.3.3). Table 5.11 shows that the 2 096 initial competence statements were reduced to 215 competence statements and were categorised within 25 competence domains and three competence clusters. After the new analysis the initial 515 competence statements of Competence Cluster One were reconnected, regrouped and ultimately reduced to sixty. Similarly, the initial 880 and 701 competences of Clusters Two and Three were reduced to 75 and eighty. The 226 initial Accounting and Financial Management (FIM) competences were, for example, condensed in 18 competence statements.

Table 5.11: Distribution of initial and reduced number of competence statements among competence domains and competence clusters: Hospitality related documents

Domain	Competence Cluster One		Competence Cluster Two		Competence Cluster Three		Total	
	Initial no	Reduced	Initial no	Reduced no	Initial no	Reduced no	Initial no	Reduced no
HOS	44	4					44	4
TOU	39	5					39	5
ROO	105	12					105	12
FOB	137	15					137	15
CUL	149	16					149	16
EVE	23	3					23	3
VOC	18	5					18	5
MAN			179	14			179	14
MAR			104	6			104	6
HUM			74	4			74	4
FIM			226	18			226	18
ECO			12	2			12	2
ENT			18	2			18	2
LAW			70	12			70	12
CUS			61	5			61	5
ENV			24	2			24	2
HEA			38	5			38	5
PRO			12	2			12	2
RES			62	3			62	3
COM					208	16	208	16
TEC					75	5	75	5
MET					116	11	116	11
EMO					133	14	133	14
ATT					136	27	136	27
GEN					33	7	33	7
Total	515	60	880	75	701	80	2 096	215

The nature of the reduced number of competence statements of Competence Clusters One to Three are described in the sections that follow and represent the findings of the qualitative content analysis of the hospitality related documents. In addition, the section related to Competence Cluster Three also describes the seven competence statements that were identified by the researcher to enhance the employability of hospitality management graduates in South Africa. The relevance of many of the identified competences for enhanced employability is also highlighted in the presentation of the findings. These discussions motivate the inclusion and or wording of specific competences from the researcher's perspective. The overview commences with a discussion of competence domains and statements belonging to Cluster One.

5.3.3.1 The nature of the competence domains and statements categorised in the vocational/hospitality based competence cluster (Competence Cluster One)

Competence Cluster One represents those competence statements and domains that are mainly vocational/hospitality based. It therefore encompasses the competences that are typical of the hospitality sector and consequently also of the tourism industry. Competences of this cluster furthermore refer to competences that can potentially enhance hospitality management graduates' employability in specific functional areas, careers or positions within the hospitality sector. These competences consequently represent elements of the functional, role, and job type of competence frameworks (see section 3.4.5.2). The following competence domains of Competence Cluster One were identified from the content analysis of data obtained from the selected journal articles and curricula: Hospitality Sector Knowledge; Tourism; Rooms Division; Food and Beverage; Culinary; Event Management; and Other Vocational based competences. The nature of the vocational/hospitality based competence domains are explained in the sections that follow.

(i) Hospitality Sector Knowledge

The unique characteristics of the hospitality sector, as described in section 2.3, have a definite effect on the identification of competences that can potentially enhance graduates' employability. Hospitality is a dynamic sector (Barrows & Powers, 2008:xiv; see also section 2.3.1) and it can therefore be expected of graduates to have knowledge about the trends, challenges, and opportunities offered by the sector they are trained and educated for. The South African hospitality sector is a major provider of employment and graduates ought to be aware of the abundant range of career opportunities provided by the sector (see section 2.2; Richardson, 2008:387). Being aware of the skills shortage in the sector (see section 2.3.7) could motivate students to develop their skills in these areas.

Considering the poor working conditions in the hospitality sector (see section 2.3.5), researchers (Tesone & Ricci, 2005:61; Richardson, 2008:387) suggest that graduates should have realistic expectations concerning the industry and its working conditions. Students should not have "glamorous expectations of fun, plenty of travel, excellent pay, and plush managerial jobs", but education institutions should prepare their graduates for real life, and should paint a "less rosy picture of the industry" (Tesone & Ricci, 2005:61-62).

In order to exhibit knowledge of the hospitality sector, graduates could be required to understand the tangible and intangible elements of the hospitality product (see section 2.3.2), since it could have a significant influence on customer satisfaction and loyalty (Dawson *et al.*, 2011:290).

Hospitality management graduates need to have hospitality operational knowledge as a basic requirement to be employable and to pursue a career in the hospitality sector. All of the selected hospitality management curricula include WBL (see Appendix 5.2) in their curricula to enable students to gain, among others, hospitality operations knowledge. Students need to understand the day-to-day hospitality operations that are carried out to ensure a consistent quality of service and products.

Following the content analysis process described in section 4.3.3, four competence statements were categorised in the Hospitality Sector Knowledge competence domain. Table 5.12 reflects these competence statements and also the documents suggesting that these competences could potentially enhance hospitality management graduates' employability. It is clear from Table 5.12 that the curricula of all the education institutions emphasised HOS01; HOS03 and HOS04 as potential competences that could enhance the employability of hospitality management graduates.

Table 5.12: Hospitality Sector Knowledge suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
HOS01	Knowledge of the hospitality sector	Chung (2000); Kay and Russette (2000); Chung-Herrera <i>et al.</i> (2003); Tesone and Ricci (2005); Horng and Lu (2006); Brownell (2008); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b);
HOS02	Knowledge of hospitality products	Tesone and Ricci (2005); GIHE (2011); HTH (2012); LRISHM (2012b)
HOS03	Knowledge of the employment opportunities in the hospitality sector	GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
HOS04	Knowledge of hospitality operations	Lin (2002); Chung-Herrera <i>et al.</i> (2003); Chan and Coleman (2004); Huang and Lin (2010); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)

(ii) Tourism competences

The hospitality sector functions within the tourism industry (see section 2.1) and it can therefore be required of hospitality management graduates to have knowledge about the tourism industry and its importance to destination regions. By having a clear understanding of the demand and supply side of tourism, graduates could contribute towards the vision of the NTSS, namely that South Africa should be regarded as one of the top twenty tourism destinations in the world by 2020 (RSA. DoT, 2011:11). Graduates will realise that the hospitality sector forms part of the supply side of tourism by providing accommodation, food and beverage and sometimes provide transportation services to tourists; and that they (as future hospitality employees) can therefore make a significant contribution towards South Africa being recognised as a Top Twenty destination (Vanhoven, 2011:95).

It is the mission of the NTSS to grow a sustainable tourism economy in South Africa (RSA. DoT, 2011:11), and graduates need to be aware how they could contribute towards the realisation of this mission. They could be required to understand that, in the African context, sustainable tourism development refers to poverty alleviation, job creation, the development of new tourism development opportunities, while ensuring that resources are not overexploited (CATHSSETA, 2012:30).

Non-Governmental Organisations (NGO's) are regarded as important role players in the tourism industry and play an important role in skills development in SMME's in South Africa (CATHSSETA, 2012:79). NGOs could serve as employers for graduates; and having knowledge of NGOs could enhance graduates' employability.

Following the content analysis process described in section 4.3, five competence statements were categorised in the Tourism competence domain. Table 5.13 reflects these competence statements and also the documents suggesting that these competences could potentially enhance hospitality management graduates' employability. Only the curricula of GIHE (GIHE, 2011) addressed all five competence statements.

Table 5.13: Tourism competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
TOU01	Knowledge of the tourism industry	GIHE (2011); CUSHA (2012); LRISHM (2012b)
TOU02	Knowledge of tourism demand and supply	GIHE (2011); LRISHM (2012b)
TOU03	Sustainable tourism development skills	Horng and Lu (2006); GIHE (2011); HTH (2012)
TOU04	Knowledge of transport systems	GIHE (2011); CUSHA (2012)
TOU05	Knowledge of tourism Non-Governmental Organisations' operations	GIHE (2011)

(iii) Rooms Division competences

The accommodation sub-sector of the hospitality sector plays an important role in the South African economy (see section 2.2.2) and is regarded as one of the most profitable functional areas of some hospitality enterprises, such as hotels. A typical Rooms Division yields a profit of approximately seventy per cent after the deduction of direct costs, while such a profit amounts to only ten to 15 per cent for a Food and Beverage Department (Barrows, Powers, & Reynolds, 2012:314).

In order to be employable in one of the most important hospitality sub-sectors, hospitality management graduates require Rooms Division knowledge. They should, for example have knowledge of the guest cycle in relation to the Rooms Division and should understand the interrelatedness of the different departments within the Rooms Division.

Three important Rooms Division departments employing hospitality management graduates are the Front Office, Guest Reservations and Housekeeping Departments. It can therefore be expected of graduates to have skills relevant to these sections. The Front Office plays an important role in guest services and can be described as the “hub or nerve centre” of a hotel (Walker, 2009:128-129). Skills that front office agents could be expected to exhibit include guest arrival and guest departure skills; and offering services such as handling messages, faxes and mail; and providing hotel information to guests. Housekeeping plays an important role in keeping guest rooms looking attractive and clean (Barrows *et al.*, 2012:323). The first contact a guest has with a hotel is usually with a reservation agent. These agents play an important role in procuring extra room revenue and are no longer regarded as only clerks recording reservations, but as persons selling rooms (Andrews, 2009:119). Having good front office, housekeeping and reservations skills could contribute towards meeting and exceeding guests’ expectations, and can therefore enhance hospitality management graduates’ employability.

A property information management system that relates to both back- and front-office operations has become the standard in many lodging establishments (Walker, 2009:137-138). The Housekeeping, Front Office and Guest Reservations Departments use these systems with great success for a variety of reasons. The ability to use a property information management system and its different modules could therefore enhance the employability of hospitality management graduates.

A hospitality management graduate who is appointed in one of the above-mentioned departments of the Rooms Division as a supervisor or manager could be expected to perform the basic management functions (planning, organising, leading and control).

Yield and revenue management entails a variation in room rates according to the demand for and supply of rooms at a specific time. In this way occupancy and average room rate per night is optimised in order to increase profitability (Walker, 2009:143). Yield and revenue management is becoming increasingly important for lodging establishments (Barrows *et al.*, 2012:158), and it could therefore be demanded of hospitality management graduates to have yield and revenue management knowledge and skills.

The ability to manage the facilities of a hospitality enterprise could require of hospitality management graduates to have facilities knowledge, and the ability to supervise the maintenance function of the enterprise. Although hotel properties are usually designed by professionals, hospitality managers or owners need to assist in the design process to ensure that aesthetic and practicality requirements are met (Ransley & Ingram, 2004:44).

Twelve Rooms Division competence statements were identified from the content analysis process. Table 5.14 indicates that four journal articles (Chung, 2000; Kay & Russette, 2000; Kay & Monarz, 2004; Huang & Lin, 2010) and all of the curricula suggest that these competence statements could potentially enhance hospitality management graduates' employability. Although the ability to use a property information management system was not evident in any of the hospitality management curricula studied, the researcher knows from experience that HEIs in

South Africa teach these skills to hospitality management graduates in South Africa and therefore included ROO08 as a competence statement In Table 5.14. The Rooms Division competence domains therefore consisted of 12 competence statements.

Table 5.14: Rooms Division competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
ROO01	Rooms Division knowledge	Kay and Russette (2000); GIHE (2011); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b);
ROO02	Front office skills	Kay and Russette (2000); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b);
ROO03	Guest reservation skills	Kay and Russette (2000); Kay and Monarz (2004); CUT (2012)
ROO04	Housekeeping skills	Huang and Lin (2010); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
ROO05	Rooms Division management skills	Kay and Russette (2000); GIHE (2011); CUT (2012); LRISHM (2012b)
ROO06	Yield and revenue management knowledge	Kay and Russette (2000); Kay and Monarz (2004); GIHE (2011); CUSHA (2012); CUT (2012); LRISHM (2012b); SSA (2012b)
ROO07	Yield and revenue management skills	Kay and Russette (2000); CUSHA (2012); HTH (2012); LRISHM (2012b) ; SSA (2012b)
ROO08	The ability to use a property information management system	Kay and Monarz (2004)
ROO09	Knowledge of hospitality facilities	Chung (2000); CUSHA (2012)
ROO10	The ability to manage the maintenance function of a hospitality enterprise	CUT (2012); LRISHM (2012b)
ROO11	The ability to manage hospitality facilities	Kay and Russette (2000); CUSHA (2012); LRISHM (2012b)
ROO12	Hospitality property design skills	GIHE (2011); CUSHA (2012); HTH (2012); LRISHM (2012b)

(iv) Food and Beverage competences

Despite the significant contribution of restaurants and similar enterprises to South Africa's economy and employment (see section 2.2.2), restaurant managers represent one of the top three manager occupations with substantial current and potential vacancies within the South African tourism industry, while waiter positions are regarded as hard to fill positions (see section 2.3.7). The development of graduates with food and beverage competences could therefore be regarded as essential for this sub-sector of the hospitality sector.

The complexities associated with the hospitality product have a huge impact on the food and beverage competences that could be expected of hospitality management graduates. Owing to the intangible service element of the hospitality product (see section 2.3.2), it can be expected of graduates to exhibit food and beverage service skills. Having knowledge of the major beverage categories; food and beverage trends; and social protocol and etiquette could not only assist them in delivering a world-class experience (see section 2.2.1), but can also enhance their employability. The sophisticated customers of today expect of service professionals to guide them in the selection of wine; which implies that service professionals need to have food and wine pairing skills (Andrews, 2009:209). The tangible element of the hospitality product implies that service professionals (and hospitality management graduates) should be able to judge the quality of food and beverages, by asking, for example, questions like: How hot is the food? How cold is the beer? How long did it take to serve the customer?

The challenges posed by the nature of the hospitality product make food and beverage marketing skills very important for food and beverage service professionals and food and beverage managers. In addition to the marketing skills, the wine list and design of the menu play an important role in food and beverage marketing. The design of a restaurant menu reflects the soul of a restaurant. It is used to educate guests, reflect the mood of the restaurant, assist with the creation of the identity of the restaurant; and plays an important role in advertising the restaurant (Andrews, 2009:118). The wine list, which is also meant for spirits, also plays an important role in marketing. The importance of beverage sales and marketing is supported by the fact that alcoholic beverages usually yield a higher profit margin than food and stimulates appetite (Andrews, 2009:117).

Service professionals should be able to use an electronic point of sales system. Such a system improves communication between the kitchen and restaurant and furthermore provides managers with information relating to how many customers a waiter served, the revenue generated by the waiter, how long it took a waiter to serve a table, menu item preference and menu item profitability (Davis *et al.*, 2008:290-294).

Should hospitality management graduates be appointed as managers or supervisors in food and beverage outlets or departments, it can be expected of them to carry out the four basic managerial functions of planning, organising leading and control (Davis *et al.*, 2008:16); and to exhibit food and beverage revenue management skills. By monitoring the movement of food and beverages, managers are able to identify instances where food and beverage costs exceed expectations; and are also able to take the necessary corrective measures to rectify the problem (Andrews, 2009:525). The importance of cost control is emphasised by the fact that direct operating costs account to 75 to 85 per cent of food and beverage revenue (Barrows *et al.*, 2012:314). Purchasing plays an important role in food and beverage control and the profitability and return on investment in a hospitality enterprise (Davis *et al.*, 2008:199). Purchasing skills entails that food and beverages should be bought at the right price, in the right quality and from the right supplier (Andrews, 2009:532). In order to enhance their employability, it could be expected of hospitality management graduates to display these skills.

The design and layout of a food and beverage outlet can have a significant impact on the meal experience and on its members of staff (Davis *et al.*, 2008:132). Although the design and layout of a food and beverage facility can be a demanding task, it could enhance graduates' employability if they exhibit these skills.

The content analysis process linked 15 competence statements to the Food and Beverage competence domain. Table 5.15 shows that all six curricula suggest that competences FOB01; FOB03; and FOB10 can potentially enhance hospitality management graduates' employability.

Table 5.15: Food and Beverage competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
FOB01	Beverage knowledge	Horng and Lu (2006); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
FOB02	Knowledge of food and beverage trends	Birdir and Pearson (2000); Huang and Lin (2010); CUSHA (2012); CUT (2012); LRISHM (2012b)
FOB03	Food and beverage service skills	Kay and Russette (2000); Horng and Lu (2006); GIHE (2011); CUT (2012); CUSHA (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
FOB04	Knowledge of social protocol and etiquette	Chung (2000); Kriegl (2000); Horng and Lu (2006); CUSHA (2012); CUT (2012); LRISHM (2012b)
FOB05	Skills to design a restaurant menu	CUSHA (2012); Horng and Lu (2006); Huang and Lin (2010); GIHE (2011); LRISHM (2012b)
FOB06	Skills to develop a wine and spirits list	CUSHA (2012); HTH (2012)
FOB07	Skills to pair wine and food	CUSHA (2012); HTH (2012); SSA (2012b); Horng and Lu (2006); LRISHM (2012b)
FOB08	Food and beverage marketing skills	CUSHA (2012); CUT (2012); GIHE (2011); SSA (2012b);
FOB09	The ability to use a food and beverage information system	CUT (2012)
FOB10	Food and beverage management skills	Kay and Russette (2000); Horng and Lu (2006); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
FOB11	Food and beverage revenue management skills	GIHE (2011); CUSHA (2012); LRISHM (2012b)
FOB12	The ability to judge the quality of food and beverages	Horng and Lu (2006); CUSHA (2012); LRISHM (2012b)
FOB13	Purchasing skills	Horng and Lu (2006); GIHE (2011); CUT (2012); LRISHM (2012b)
FOB14	Skills to administer a food and beverage control system	GIHE (2011); CUSHA (2012); CUT (2012); SSA (2012b);
FOB15	Skills to design a food and beverage facility	CUT (2012); LRISHM (2012b); SSA (2012b);

(v) Culinary competences

The South African hospitality sector experiences a shortage of suitably qualified culinary workers, which is aggravated by a skills gap in the competence levels of existing culinary workers in the sector (see section 2.3.7).

The unresolved debate among hospitality academics and the industry concerning the question whether hospitality education should emphasise a general and theoretical knowledge base or specific skills training (see section 2.4.4.1), also implies a lack of agreement among stakeholders about the level of food

preparation skills that hospitality management graduates should exhibit. Although limited research has been done on chefs' competences (Zopiatis, 2010:460), it is suggested that hospitality management graduates should have some degree of culinary competence (Santich, 2004:15). This could not only contribute towards students' general knowledge, but could also equip them to effectively fulfil their responsibilities and duties as hosts (Zopiatis, 2010:460). Having catering skills could enable hospitality management graduates to start their own catering businesses.

In order to display culinary competence, graduates require food product, nutritional, food service operations and culinary knowledge. Hospitality employers can, for example, expect hospitality graduates to be familiar with the different cooking and food preparation techniques; food production and distribution systems; and international cuisines. Graduates could furthermore be required to operate and clean food preparation equipment safely and hygienically according to standard professional practice; and could be responsible for maintaining a safe and hygienic kitchen working environment. It is the duty of every employee working with food to be aware of food safety and sanitation practices. The implementation of hazard analyses and critical control points (HACCP) plays an important role in this regard (Arduser & Brown, 2005:33).

Higher level culinary competences could include the ability to develop new food products; to develop, modify and improve food recipes; to evaluate the quality of food; and to plan, modify and improve menus. Menu planning is considered as one of the most important activities in food and beverage establishments, since it determines the cooking skills that will be required, service skills and décor of the establishment (Andrews, 2009:107). Considering that hospitality management students are prepared to perform a managerial role, it could also be expected of them to exhibit kitchen management skills.

The kitchen forms the heart of every food service operation. The design of the kitchen has a significant impact on the quality of food, the number of guests that can be served, and the workload and roles of employees. Hospitality management

graduates' employability could therefore be enhanced if they exhibit kitchen management skills (Katsigris & Thomas, 2009:71).

Table 5.16 reflects the sixteen competence statements that were categorised in the Culinary competence domain. All the selected curricula require graduates to complete at least one module or course in basic food preparation skills. Only the curriculum SSA (SSA, 2012b) requires of all their graduates to have advanced cooking skills, while other curricula (LRISHM, 2012b; CUSHA, 2012; CUT, 2012) provide for the development of intermediate and advanced food preparation skills in elective modules.

Table 5.16: Culinary competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
CUL01	Food product knowledge	Birdir and Pearson (2000); Horng and Lu (2006); Huang and Lin (2010); CUSHA (2012); LRISHM (2012b)
CUL02	Culinary knowledge	Birdir and Pearson (2000); Zopiatis (2010); GIHE (2011); CUSHA (2012); CUT (2012); LRISHM (2012b); SSA (2012b);
CUL03	Knowledge of kitchen equipment	CUT (2012); LRISHM (2012b)
CUL04	Kitchen design skills	CUT (2012); LRISHM (2012b)
CUL05	Basic food preparation skills	Birdir and Pearson (2000); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
CUL06	Intermediate food preparation skills	CUSHA (2012); CUT (2012); LRISHM (2012b); SSA (2012b)
CUL07	Advanced food preparation skills	Zopiatis (2010); CUSHA (2012); CUT (2012); LRISHM (2012b); SSA (2012b)
CUL08	Catering skills	CUSHA (2012); CUT (2012); LRISHM (2012b); SSA (2012b);
CUL09	The ability to maintain a safe and hygienic kitchen working environment	Birdir and Pearson (2000); Wilson <i>et al.</i> (2000); Huang and Lin (2010); GIHE (2011); CUSHA (2012); CUT (2012); LRISHM (2012b); SSA (2012b)
CUL10	Skills to develop, modify and improve food recipes	Birdir and Pearson (2000); Zopiatis (2010); CUT (2012); LRISHM (2012b)
CUL11	Skills to plan, modify and improve menus	GIHE (2011); CUSHA (2012); CUT (2012); LRISHM (2012b)
CUL12	Kitchen management skills	Birdir and Pearson (2000); CUSHA (2012); CUT (2012); LRISHM (2012b)
CUL13	Food quality evaluation skills	Birdir and Pearson (2000); CUSHA (2012); LRISHM (2012b)
CUL14	The ability to develop new food products	Birdir and Pearson (2000); LRISHM (2012b)
CUL15	Nutrition knowledge	GIHE (2011); CUT (2012); LRISHM (2012b); SSA (2012b)
CUL16	Knowledge of food service operations	Birdir and Pearson (2000); Zopiatis (2010); CUSHA (2012); CUT (2012); LRISHM (2012b)

(vi) Event Management competences

Event management has development from project management, and can therefore be seen as a specialised branch of project management that has developed within the tourism industry (O'Toole, 2012:213). The successful hosting of the 2010 FIFA World Cup showed that South Africa has the capacity and infrastructure to host mega events (CATHSSETA, 2012:27). Considering that business and mega events could, in line with Theme One of the NTSS (see section 2.2.1), be effectively used to draw visitors to a destination and to improve the seasonal and geographic spread of tourism within South Africa (RSA DoT, 2011:39); and the fact that some hospitality managers pursue careers as event managers, it can be deduced that event management knowledge and skills to plan, organise, lead and control events successfully could enhance graduates' employability. The ability to use events management software could furthermore contribute towards the enhancement of their employability.

Table 5.17 reflects the three competence statements that are related to the Event Management competence domain. Only one journal article (Horng & Lu, 2006) suggested that event management knowledge (working knowledge of conference rules) could potentially enhance the employability of hospitality management graduates.

Table 5.17: Event Management competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
EVE01	Knowledge of event management	Horng and Lu (2006); GIHE (2011); HTH (2012); LRISHM (2012b)
EVE02	Event management skills	GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b)
EVE03	The ability to use event management software	LRISHM (2012b)

(vii) Other Vocational based competences

South African hospitality management graduates do not usually pursue careers in spas, casinos and clubs (see section 1.2.4), but curricula of international hotel schools (GIHE, 2011; CUSHA, 2012) suggested competences related to these

areas. Although these competences are developed in the elective modules presented by international hospitality schools, the competences were, based on comprehensiveness considerations, also included as competences that could potentially enhance graduates' employability. These competence statements are reflected in Table 5.18.

Table 5.18: Other Vocational based competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
VOC01	Knowledge of spas	GIHE (2011); CUSHA (2012)
VOC02	The ability to manage a spa	GIHE (2011); CUSHA (2012)
VOC03	Knowledge of casino operations and the hotels attached to them	CUSHA (2012)
VOC04	Knowledge of common casino games	CUSHA (2012)
VOC05	The ability to manage a club	CUSHA (2012)

The section that follows identifies the competence domains and statements of Competence Cluster Two. The competence statements of this competence cluster were management based, or referred to or included some aspects/elements of management

5.3.3.2 The nature of the competence domains and statements categorised in the management based competence cluster (Competence Cluster Two)

Jauhari (2006:132) emphasises the fact that hospitality management education needs to incorporate aspects of management. The researcher stated that hospitality management education could not be left to merely "on the job experience", as learning would then happen through trial and error. Management based competences are important for the development and long-term career success of hospitality management graduates. These conceptual skills are required to cope with the complex environment of the hospitality sector (Lin, 2002:85) and significantly contributed towards hospitality management graduates' career success and development (Chung, 2000:84). Maintaining an appropriate balance between the development of graduates' management and vocational based

competences is, however, important (see section 2.4.4.1). The sections that follow elaborate on the following management based competence domains that could enhance the employability of hospitality management graduates: Management and Leadership; Marketing; Human Resources Management; Accounting and Financial Management; Economics; Entrepreneurship; Legal; Customer Satisfaction; Environmental Protection; Health and Safety; Project Management; and Research competences.

(i) Management and Leadership competences

There seems to be a tendency among hospitality sector professionals to emphasise the importance of non-industry knowledge, such as business management, instead of industry specific technical skills (Kay & Monarz, 2004:295).

HEIs develop hospitality management graduates to be managers and leaders in the hospitality sector. The visions of the School of Tourism, Hospitality and Sport of the CUT (CUT, 2012) and the School of Tourism and Hospitality of the UJ (UJ, 2012a) state, for example, that these institutions develop managers and leaders for the tourism and hospitality industries; and the inclusion of the word “management” in the qualifier of the qualification, clearly implies that graduates need to have knowledge of management concepts and should display management and leadership skills.

The dynamic nature of the hospitality sector (see section 2.3.1) requires hospitality enterprises to continuously redefine their strategic management practices in order to create and maintain a competitive advantage (Okumus *et al.*, 2011:31). Having strategic management skills to define a mission, vision, goals and objectives; and being able to craft and execute strategies at different levels could therefore contribute towards the employability of hospitality management graduates. The dynamic nature and the diverse workforce of the hospitality sector (see section 2.3.1) furthermore suggest that graduates need to have change management and diversity management skills. Networking skills and the ability to cultivate a climate of trust could also play an important role in such an environment and students

should realise that they need to focus on the value of networking irrespective of personal chemistry (Monaghan, 2007:14).

The complexities of the hospitality product require hospitality employees to meet and exceed customers' expectations; and TQM plays an important role in this regard (see section 2.3.2). Hospitality management graduates' employability could be enhanced if they have quality management knowledge and skills.

Hospitality managers are confronted with ethical issues on a daily basis and Boella and Goss-Turner (2005:318-320) suggest that managers should constantly ask themselves questions such as: Are our prices misleading, with hidden extras? Are we exploiting our customers' ignorance about their rights? Should we offer our customers food products that are obtained using very cruel methods? Are the cleaning materials that we use environmentally friendly? Knowledge of the ethical issues facing the hospitality sector could enable hospitality managers to avoid legal liability and to run responsible and profitable hospitality enterprises (Barth, 2008:9-10).

Management consultancy service skills could enable hospitality management graduates to start their own hospitality consultancy services.

Knowledge management is regarded as a key success factor in most industries, including the tourism industry and hospitality sector. Knowledge can be defined as "the sum of information and capabilities that individuals use in arriving at solutions to problems, while knowledge management involves the capturing of documents and personal experiences in a useful manner to reach the objectives of the enterprise (Gronau, 2002:75-76). It could therefore enhance hospitality management graduates' employability if they exhibit competence in this regard.

Following the content analysis process, 14 competence statements were categorised in the Management and Leadership competence domain. Table 5.19 reflects that the curricula of all the selected education institutions develop graduates' competence in MAN01, MAN02; MAN03, MAN04, MAN08, MAN11 and MAN12. Eleven of the 17 journal articles selected (64.7%) highlighted the

importance of MAN02, while the importance of competence statements MAN03 and MAN08 were confirmed by seven articles (41.1%) each.

It was not only the hospitality related documents that suggested management and leadership as competences that could enhance the employability of hospitality management graduates. MAN02; MAN03; MAN05 and MAN08 were also evident in the documents related to the generic graduate attribute concept (see section 5.2.2.1).

Table 5.19: Management and Leadership competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
MAN01	Knowledge of management concepts	Tesone and Ricci (2005); Horng and Lu (2006); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
MAN02	Supervision and management skills	Birdir and Pearson (2000); Chung (2000); Kay and Russette (2000); Wilson <i>et al.</i> (2000); Brophy and Kiely (2002); Lin (2002); Chung-Herrera <i>et al.</i> (2003); Kay and Monarz (2004); Horng and Lu (2006); Zopiatis (2010); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b); Testa and Sipe (2012)
MAN03	Leadership skills	Wilson <i>et al.</i> (2000); Brophy and Kiely (2002); Chung-Herrera <i>et al.</i> (2003); Kay and Monarz (2004); Horng and Lu (2006); Huang and Lin (2010); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
MAN04	Change management skills	Kriegl (2000); Horng and Lu (2006); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b); Testa and Sipe (2012)
MAN05	Networking skills	Kay and Russette (2000); Chung-Herrera <i>et al.</i> (2003); CUSHA (2012); SSA (2012b); Testa and Sipe (2012)
MAN06	Diversity management skills	CUSHA (2012); Brownell (2008); SSA (2012b)
MAN07	Understand the ethical issues facing hospitality managers	Kay and Russette (2000); GIHE (2011); HTH (2012); SSA (2012b)
MAN08	Strategic management skills	Kay and Russette (2000); Brophy and Kiely (2002); Chung-Herrera <i>et al.</i> (2003); Kay and Monarz (2004); Brownell (2008); Zopiatis (2010); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b); Testa and Sipe (2012);
MAN09	Management consultancy service skills	HTH (2012)
MAN10	Operational management skills	Chung (2000); Kay and Russette (2000); Horng and Lu (2006); GIHE (2011); LRISHM (2012b); SSA (2012b)
MAN11	Knowledge of quality management	Kay and Russette (2000); Kay and Monarz (2004); Tesone and Ricci (2005); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
MAN12	Quality management skills	Chung (2000); Lin (2002); Chung-Herrera <i>et al.</i> (2003); Horng and Lu (2006); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
MAN13	Ability to cultivate a climate of trust	Kay and Russette (2000); Tesone and Ricci (2005)
MAN14	Knowledge management skills	GIHE (2011); CUSHA (2012); HTH (2012); SSA (2012b)

(ii) Marketing competences

Marketing has a significant influence on a hospitality establishment's competitive advantage and financial performance; and is regarded as one of the key elements affecting productivity (Israeli, Adler, Mehrez & Sundali, 2000:23; Kilic & Okumus, 2005:319-320). In addition, it can ensure a steady flow of customers (Reid & Bojanic, 2010:8). The study performed by Chung (2000:484) showed that marketing competence could lead to career success and career development in the hospitality sector. The Tourism Skills Audit highlighted the importance of marketing to owner managers of SMMEs and revealed that 75 per cent of the owner managers are deficient in marketing and sales skills (Grant Thornton, 2007:54).

Considering the importance of marketing, a thorough understanding of marketing and marketing skills could be demanded from hospitality managers and therefore also graduates. The marketing concept is based on the principle that enterprises firstly determine customers' needs and wants and then develop products to meet those needs and wants, while simultaneously meeting the goals of the enterprise, namely making a profit (Reid & Bojanic, 2010:10). The marketing knowledge that could be expected of hospitality management graduates include knowledge about the nature of marketing; the marketing and market environment; market segmentation; target marketing; product positioning; the marketing mix; and the main elements of a marketing plan.

Understanding the hospitality market is one of the most important challenges facing hospitality managers. Hospitality managers need to be aware of changes in customers' needs and wants in order to adapt their marketing mix accordingly (Reid & Bojanic, 2010:89).

Graduates should be able to apply their marketing knowledge in order to display their marketing skills. Should hospitality management graduates be appointed in a managerial positions or start their own businesses, it could add to their employability if they can develop a marketing plan; and if they could manage those sections of the price, product, promotion and distribution strategies of the hospitality enterprise that are applicable to their departments.

A marketing plan to meet and exceed the expectations of customers can only be successful if it is based on accurate and reliable information (Briggs, Sutherland & Drummond, 2007:1015). This information can be obtained from proper marketing research. Marketing research knowledge could therefore enhance graduates' employability.

The importance of understanding strategic marketing in an international context is supported by to vision of the NTSS to have South Africa regarded as a top twenty tourism destination in the world by 2020; by Strategic Objective Seven of the NTSS which aims to position South Africa as a globally recognised tourism destination brand; and by the benefits hospitality enterprises can reap from foreign tourists (see section 2.2.1).

Table 5.20 reflects the five competence statements that are related to the Marketing competence domain. Three of these competence statements (MAR01; MAR03 and MAR04) were suggested by all of the selected curricula. Only one journal article (Kay & Monarz, 2004) identified marketing research knowledge as a competence required by managers in the accommodation sub-sector of the hospitality sector.

Table 5.20: Marketing competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
MAR01	Marketing management knowledge	Lin (2002); Kay and Monarz (2004); Horng and Lu (2006); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
MAR02	Understand the hospitality market	Kay and Russette (2000); Jauhari (2006); GIHE (2011); HTH (2012)
MAR03	Marketing skills	Chung (2000); Kay and Russette (2000); Kay and Monarz (2004); Horng and Lu (2006); Huang and Lin (2010); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
MAR04	Marketing management skills	Lin (2002); Kay and Monarz (2004); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
MAR05	Marketing research knowledge	Kay and Monarz (2004)
MAR06	Understand strategic marketing in an international context	GIHE (2011); LRISHM (2012b)

(iii) Human Resources Management competences

The demand for human resources management knowledge and skills among hospitality management graduates is reflected by the poor working conditions (see section 2.3.5) and high labour (see section 2.3.6) experienced in the South African hospitality sector. The importance of human resources management competence is confirmed by the study performed by Kay and Monarz (2004:295) who found that upper-level and middle-level managers perceived human resources management competences as more important than financial management, marketing and information technology skills. The researchers Kay and Monarz refer to it as “the most important element of hospitality management success” (Kay & Monarz, 2004:286). In line with the findings of Kay and Monarz (2004:286), Chung (2000:484) found that human resources management competences contribute towards career success and development. It is therefore suggested that hospitality management graduates’ employability could be enhanced by the necessary knowledge and skills to procure (e.g. recruiting, selecting, placing, orientation and socialising of employees), develop, compensate, motivate and integrate employees in the workplace (Durai, 2010:9).

Hospitality managers usually aim to ensure that good relationships are built between management and employees by integrating employees effectively into the workplace. Management should, for example, provide fair treatment to employees in terms of its grievance and disciplinary procedures; and career management processes (Durai, 2010:9). It becomes even more important when one considers that trade unions are an important force in South Africa, with approximately sixty per cent of the formal work force being members of trade unions (STATSSA, 2012a:30). Hospitality management graduates could therefore be expected to have labour relations knowledge and to display labour relations management skills by dealing effectively with, amongst others, trade unions, grievances and disciplinary actions.

The content analysis process linked four competence statements to the Human Resources Management competence domain. Table 5.21 shows that all of the

selected hospitality management curricula suggested competences HUM01 and HUM02 to potentially enhance hospitality management graduates' employability. The potential important role human resources management skills could play in enhancing hospitality management graduates' employability is reflected by the fact that ten of the 17 selected journal articles regarded HUM02 as important.

Table 5.21: Human Resources Management competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
HUM01	Knowledge of human resources management functions	GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
HUM02	Human resources management skills	Chung (2000); Kay and Russette (2000); Wilson <i>et al.</i> (2000); Brophy and Kiely (2002); Lin (2002); Chung-Herrera <i>et al.</i> (2003); Kay and Monarz (2004); Horng and Lu (2006); Brownell (2008); Zopiatis (2010); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
HUM03	Labour relations knowledge	Horng and Lu (2006); CUT (2012)
HUM04	Labour relations management skills	Kay and Russette (2000); Kay and Monarz (2004); Zopiatis (2010)

(iv) Accounting and Financial Management competences

Kay and Monarz (2004:295) suggest that hospitality employers should recruit hospitality management graduates who exhibit financial management competence, since it could ensure managerial advancement in the enterprise, and could contribute towards the enterprise's long-term profitability and growth. Financial management can be seen as the ability to make financial management decisions based on accounting information. The accounting information can be provided by the financial, cost and management accounting systems.

Financial accounting is concerned with the recording and analyses of financial transactions (Jagels, 2007:23-24). Although the recording of financial transactions was previously a time consuming manual effort, accounting software nowadays provide a cost-effective way to record transactions (Jagels, 2007:23-24). Financial accounting systems provide information in the form of income statements, balance sheets, and other financial statements to external users (suppliers, banks, investors, governmental bodies, etc) and internal users (departmental managers,

general managers, board of directors, etc). Understanding the basic theory and practice of financial accounting could equip hospitality managers with the necessary competences to understand the financial records and statements of a hospitality enterprise, thereby equipping them to make better decisions (DeFranco & Lattin, 2007:21).

Contrary to financial accounting, management and cost accounting provides information solely for management (Jagels, 2007:23-24). Understanding cost and management accounting could assist hospitality management graduates with the development of cost and financial control skills; management reporting skills; the calculation of cost and selling prices; cost-volume-profit analysis; budgeting skills; the ability to perform and interpret basic financial ratios; and the making of financial and investment decisions.

Cost and financial control plays an important role in the hospitality, for example, ninety per cent of a hotel's revenue is generally consumed by costs (Jagels, 2007:298). Skills to control, for example, cash receipts, cash disbursements, inventory and access to assets could be expected of graduates. Graduates could furthermore be required to have management reporting skills, since hospitality managers are frequently required to compile, read and interpret, for example, daily revenue reports, rooms revenue forecast and food and beverage menu abstracts (DeFranco & Lattin, 2007:17, 25, 26, 33).

The ability to calculate cost and selling prices of hospitality products suggests that hospitality managers (and therefore also hospitality management graduates) should be able to calculate selling prices for food and beverage items and rooms in such a manner that profit is maximised, while value for money products are still provided to customers (Jagels, 2007:245).

Cost-volume-profit analysis assists hospitality managers with the evaluation of current and future events, regardless of cost outflow and sales revenue inflow. It enables, amongst others, hospitality managers to determine the breakeven level of sales revenue in Rand value or units, the sales revenue required to cover a change

in variable costs and the sales revenue to cover a new fixed cost (Jagels, 2007:331).

Information from the management accounting system is usually used to prepare budgets (Barrows *et al.*, 2012:631). Departmental managers are generally expected to be involved in the budgeting process and therefore have to forecast future demand and revenue and costs. They furthermore have to work towards weekly budgets for revenue and costs in their departments (Adams, 2006:124). Consequently, it can be expected of hospitality management graduates to not only have budgeting skills, but to also have budget management skills by, for example, assigning budgets, controlling budgets, and by judging variances between actual and budgeted figures.

Hospitality managers have a responsibility to safeguard the assets of the enterprise, to control costs and to maximise the profitability of the enterprise. In order to determine whether management has complied with these requirements, the performance of a hospitality enterprise is often measured quantitatively using liquidity, profitability, solvency, activity and operating ratios (Jagels, 2007:141-142). Being able to calculate and interpret these ratios, could enable managers, and therefore also hospitality management graduates, to know what has happened, why it has happened, and what could be done in future to improve the performance of the enterprise.

Hospitality investors ultimately compare the cost of making an investment against the return on the investment in the future. In order to make investment and financing decisions and to determine the future return on investments, graduates need to understand the time value of money – a concept that implies that money has different values at different times (Dopson & Hayes, 2009:435).

Cash flow management skills can also be regarded as important for hospitality managers, since they need to forecast the cash needs and cash availability of a hospitality enterprise to optimally cover operating activities and planned investing and financing activities (Jagels, 2007:418).

The content analysis process described in section 4.3 linked 18 competence statements to the Accounting and Financial Management competence domain. Table 5.22 shows that all the curricula suggested that competence statements FIM01; FIM03; FIM05; FIM09; FIM11; FIM12; FIM16 and FIM 17 can potentially enhance the employability of hospitality management graduates. Only the curriculum of the South African Public HEIs (CUT, 2012) explicitly required of graduates to be able to record accounting transactions using a modern accounting information system.

Table 5.22: Accounting and Financial Management competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
FIM01	Understand the basic theory and practice of financial accounting	Hornig and Lu (2006); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
FIM02	Understand the financial records of a hospitality enterprise	CUSHA (2012); CUT (2012)
FIM03	Understand the financial statements of a hospitality enterprise	GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
FIM04	The ability to record accounting transactions using a modern accounting information system	CUT (2012)
FIM05	Understand how cost and management accounting is applied in hospitality management	Brophy and Kiely (2002); Jauhari (2006); Zopiatis (2010); Huang and Lin (2010); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
FIM06	The ability to manage financial strategies and policies	Kay and Russette (2000); GIHE (2011); CUSHA (2012); LRISHM (2012b)
FIM07	Management reporting skills	Kay and Russette (2000); Brophy and Kiely (2002); Tesone and Ricci (2005); SSA (2012b)
FIM08	Understand the time value of money	CUSHA (2012); HTH (2012); LRISHM (2012b)
FIM09	The ability to perform and interpret basic financial ratios	Chung (2000); Lin (2002); Kay and Monarz (2004); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
FIM10	The ability to perform cost-volume-profit analysis	Chung (2000); Hornig and Lu (2006); CUT (2012); LRISHM (2012b); SSA (2012b)
FIM11	The ability to make management decisions based on accounting information	CUSHA (2012); HTH (2012); SSA (2012b); CUT (2012); GIHE (2011); LRISHM (2012b)
FIM12	Budgeting skills	Kay and Russette (2000); Wilson <i>et al.</i> (2000); Kay and Monarz (2004); Hornig and Lu (2006); Zopiatis (2010); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
FIM13	Budget management skills	Wilson <i>et al.</i> (2000); Brophy and Kiely (2002); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b)

FIM14	Cash flow management skills	Kay and Monarz (2004); CUSHA (2012); HTH (2012); LRISHM (2012b)
FIM15	The ability to make investment and financing decisions	Kay and Monarz (2004); Jauhari (2006); GIHE (2011); CUSHA (2012); HTH (2012); LRISHM (2012b)
FIM16	The ability to calculate cost and selling prices of hospitality products	GIHE (2011); CUT (2012); CUSHA (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
FIM17	Cost and financial control skills	Wilson <i>et al.</i> (2000); Brophy and Kiely (2002); Kay and Monarz (2004); Zopiatis (2010); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
FIM18	The ability to forecast future demands	Brophy and Kiely (2002); Chung-Herrera <i>et al.</i> (2003); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)

(v) Economic competences

The tourism industry, and therefore also the hospitality sector, is largely dependent and driven by the South African and international economy (CATHSSETA, 2012:26). The recession impacted negatively on the demand for hospitality products, while the rand exchange rate contributed towards establishing South Africa as a value-for-money destination. The economic conditions of a country have a direct effect on the purchasing power and spending patterns of the consumer. Knowledge of economics and the ability to apply its concepts in hospitality business management could enhance graduates' employability since it can enable them to understand the effect of, for example, interest rates, inflation, exchange rates and a recession on the demand for and supply of the hospitality product.

Table 5.23 shows that the content analysis process suggested two economic competence statements that could potentially enhance the employability of hospitality management graduates in South Africa.

Table 5.23: Economic competences suggested in documents related to the hospitality sector

Code	Competence statement	Document
ECO01	Knowledge of micro-economics and macro-economics	GIHE (2011); CUSHA (2012); LRISHM (2012b); SSA (2012b)
ECO02	Ability to apply economic concepts in hospitality business management	CUSHA (2012); CUT (2012); LRISHM (2012b); GIHE (2011)

(vi) Entrepreneurial competences

The South African tourism industry provides more entrepreneurial opportunities than other industries and it comes therefore as no surprise that SMMEs form the backbone of the tourism industry (see section 2.3.3). It can, however, be a daunting task to start a new hospitality business (Davis *et al.*, 2008:115) and graduates, as future entrepreneurs, therefore require entrepreneurial knowledge to start their own businesses and the skill to develop entrepreneurial opportunities.

Table 5.24 shows that five of the six curricula (GIHE, 2011; CUSHA, 2012; LRISHM, 2012b; CUT, 2012; SSA, 2012b) require of graduates to have knowledge of entrepreneurship and the ability to develop entrepreneurial opportunities, while the curricula of HTH (HTH, 2012) did not cover these competence statements explicitly. Although the competence statements ENT01 and ENT02 are compulsory in the South African curricula (SSA, 2012b; CUT, 2012), the competence statements are offered as electives in the curricula of LRISHM (LRISHM, 2012b), GIHE (GIHE, 2011) and CUSHA (CUSHA, 2012). None of the selected journal articles suggested that entrepreneurial competences could potentially enhance the employability of hospitality management graduates. The documents related to generic graduate attributes (see section 5.2.2.1), also suggest ENT02 as a competence that can potentially enhance the employability of graduates.

Table 5.24: Entrepreneurial competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
ENT01	Knowledge to start one's own hospitality business	GIHE (2011); CUSHA (2012); CUT (2012); LRISHM (2012b); SSA (2012b)
ENT02	Develop entrepreneurial opportunities	GIHE (2011); CUSHA (2012); CUT (2012); LRISHM (2012b); SSA (2012b)

(vii) Legal competences

The actions and decisions taken by hospitality managers can cause hospitality enterprises to be the subject of litigation on a daily basis (Barth, 2008:2). This emphasises why graduates could be required to understand how the concepts of law are applied in the hospitality sector.

Considering the potential areas of risk and liability facing hospitality managers, it could contribute towards graduates' employability if they understand how the law of contract and the law of delict, as sources of the law of obligations, are applied in the hospitality sector. It is very probable that hospitality management graduates will enter on a daily basis into agreements with third parties on behalf of the enterprise, for example, by confirming a room reservation, selling food in a restaurant, or buying fresh produce. Understanding how the law of contract is applied in the hospitality sector could also include knowledge of the contracts of sale, credit agreements, letting and hiring agreements, contracts of employment, contract of agency, franchise agreements and insurance contracts. In order to understand the law of delict (known as the law of tort in other jurisdictions), a graduate should, for example, have knowledge about the five elements of a delict; the different forms of delicts applicable to the hospitality sector; and the remedies available to the aggrieved party (Cumberlege & Gordon-Davis, 2004:53-66). The law of delict deals with situations when the hospitality enterprise can, for example, be held liable for damages suffered as a result of defective goods, services, and premises.

The promulgation of the Consumer Protection Act 68 of 2008 (RSA, 2008a) require of hospitality enterprises to transform the way in which they interacted with customers and aims to ensure that all their dealings with consumers are fair, reasonable and honest. Understanding how consumer protection laws are applied in the hospitality sector could enhance the employability of hospitality management graduates.

Considering that the internet has become an important source of information for hospitality customers and is increasingly substituting the traditional travel agent and other commercial enterprises as the chief mediator between customers and hospitality enterprises (RSA. DoT, 2011:6), it can be expected of hospitality graduates to understand how internet laws are applied in the hospitality sector.

The alleged exploitation of hospitality employees in South Africa (see section 2.3.5), highlights the importance of understanding how labour laws ought to be applied in the hospitality sector. This could enable hospitality graduates to practice

fair labour practices when appointed in a supervisory or managerial position; and could also inform them of their rights to, for example, fair labour practices, freedom of association and good working conditions. This could ultimately lead to the hospitality sector being recognised as a provider of decent work, as envisaged by the NTSS (see section 2.2.1).

Choosing a form of business enterprise is one of the vital decisions that a hospitality entrepreneur has to make (Boella & Pannett 2000:29; Barth, 2008:64). Hospitality management graduates therefore ought to understand the application of the different forms of business enterprise in the hospitality sector, by having knowledge of the legal requirements for the formation of the business form, as well as the advantages and disadvantages associated with the different business forms.

Hospitality enterprises serving food and beverages have a duty to provide food that is safe and wholesome and to serve alcohol responsively. It is important that hospitality management graduates understand how liquor laws and food safety laws are applied in the hospitality sector, since it could enhance their employability if they are appointed as employees or managers in restaurants or hotel Food and Beverage Departments.

One of the most expensive decisions that hospitality managers have to make, concerns the premises of the hospitality enterprise (Boella & Pannett 2000:65). They, for example, have to manage the hospitality premises according to the provisions of the National Building Regulations and Building Standards Act 103 of 1977 (RSA, 1977); Standards Act 8 of 2008 (RSA, 2008); Tourism Act 72 of 1993 (RSA, 1993c); and Tobacco Products Controls Act 83 of 1993 (RSA, 1993b).

In a study conducted by Enz (2004:321) among 448 restaurateurs, it became evident that taxation is a major concern for hospitality managers. It could therefore enhance hospitality management graduates' employability if they are able to interpret and apply the laws and practice notes relating to the Value-Added Tax Act 89 of 1991 (RSA, 1991) and the Income Tax Act 58 of 1962 (RSA, 1962).

Effective hospitality managers usually implement policies, procedures and training programmes to ensure the good health and physical protection of their guests and employees. Knowledge of the application of safety laws such as the Foodstuffs, Cosmetics and Disinfectants Act 54 of 1972 (RSA, 1972); Occupational Health and Safety Act 85 of 1993 (RSA, 1993a); and Meat Safety Act 40 of 2000 (RSA, 2000) could assist graduates with this task.

Following the content analysis process, 12 competence statements were categorised within the Legal competence domain. Table 5.25 reflects that all six selected curricula suggested that competence statements LAW01; LAW02; LAW06 and LAW07 could potentially enhance the employability of hospitality management graduates. Only the South African curricula required students to understand how health and safety laws are applied in the hospitality sector. It is, however, possible that these competence statements could have been embedded in the competences related to the Health and Safety competence domain.

Table 5.25: Legal competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
LAW01	Understand how the concepts of law are applied in the hospitality sector	Hornig and Lu (2006); Huang and Lin (2010); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
LAW02	Understand how the law of contract is applied in the hospitality sector	GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
LAW03	Understand how the law of delict is applied in the hospitality sector	GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b)
LAW04	Understand how consumer protection laws are applied in the hospitality sector	GIHE (2011)
LAW05	Understand how internet laws are applied in the hospitality sector	CUSHA (2012); LRISHM (2012b)
LAW06	Understand how labour laws are applied in the hospitality sector	GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
LAW07	Understand how the law of business entities (sole proprietorships, partnerships, close corporations, companies and business trusts) is applied in the hospitality sector	CUSHA (2012); CUT (2012); GIHE (2011); HTH (2012); LRISHM (2012b); SSA (2012b)
LAW08	Understand how liquor laws are applied in the hospitality sector	CUSHA (2012); CUT (2012); HTH (2012); SSA (2012b)
LAW09	Understand how tobacco laws are applied in the hospitality sector	CUT (2012)
LAW10	Understand how tax laws are applied in the hospitality sector	Hornig and Lu (2006); SSA (2012b)
LAW11	Understand the legal issues surrounding the hospitality premises	Hornig and Lu (2006); CUSHA (2012)
LAW12	Understand how health and safety laws are applied in the hospitality sector	Hornig and Lu (2006); CUT (2012); SSA (2012b)

(viii) Customer Satisfaction competences

The importance of customer satisfaction competences for hospitality management graduates is highlighted by the Tourism and Sport Skills Audit of 2007 (Grant Thornton, 2007:43, 58). The Audit revealed a gap in the customer/guest relations skills among all occupation categories in the hospitality sector and suggested that serious consideration had to be given to establish a service ethos in the sector. The importance of customer satisfaction is confirmed by Strategic Objective Nine of the NTSS, which aims to deliver a world-class visitor experience to tourists (see section 2.2.1) and the value of the NTSS that requires all tourism and non-tourism providers to continually strive for service excellence (RSA. DoT, 2011:12).

The importance of service excellence and the reasons why it is important to render excellent service suggests that graduates need to understand the nature of service excellence in the hospitality sector. Knowledge of consumer behaviour could contribute to graduates' customer satisfaction competences, and could motivate graduates to continuously strive to exceed customers' expectations. It could enhance graduates' employability if they are able to build positive customer relations. This could, for example, be done by making a strong impression on customers; showing hospitable behaviour and attitude towards guests; and by responding to the needs of guests in an adequate way in various situations.

Should hospitality management graduates be appointed in a managerial position, it could be expected of them to manage customer satisfaction by setting quality standards to meet and exceed guests' expectations; to manage guest problems with understanding and sensitivity; and to create a positive customer service climate.

Table 5.26 indicates the five Customer Satisfaction competences that could potentially enhance the employability of hospitality management graduates. These competences were required of newly graduated hotel employees (Chan & Coleman, 2004; Horng & Lu, 2006); emerging hospitality managers (17); chefs (Birdir & Pearson, 2000); and employees working in Food and Beverage Departments (Kay & Russette, 2000; Brophy & Kiely, 2002), Rooms Division

departments (Kay & Russette, 2000; Brophy & Kiely (2002), Sales Departments (Kay & Russette, 2000), and in international hotels (Lin (2002).

Table 5.26: Customer Satisfaction competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
CUS01	Understand the nature of service excellence	Tesone and Ricci (2005); GIHE (2011); HTH (2012); LRISHM (2012b)
CUS02	The ability to develop positive customer relations	Horng and Lu (2006); Birdir and Pearson (2000); Kay and Russette (2000); Brophy and Kiely (2002); Lin (2002); Huang and Lin (2010)
CUS03	Consumer behaviour knowledge	Horng and Lu (2006); GIHE (2011); CUSHA (2012); LRISHM (2012b); SSA (2012b)
CUS04	The ability to deliver world-class services to customers	Brophy and Kiely (2002); Tesone and Ricci (2005); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b); Testa and Sipe (2012)
CUS05	The ability to manage customer satisfaction	Chung (2000); Kay and Russette (2000); Brophy and Kiely (2002); Lin (2002); Chan and Coleman (2004); Horng and Lu (2006); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)

(ix) Environmental Protection and Sustainability competences

There is severe pressure from customers, employees, government, investors and environmental groups on hospitality enterprises to reduce the impact of their operations on the environment (Sloan, Legrand & Chen, 2009:vii, viii, 6). The National Green Economy Accord of 2011, which aims to lower carbon-intensity whilst increasing jobs and industrial development, is supported by CATHSSETA (2012:23) and the NTSS (RSA. DoL, 2011:46). Hospitality managers could contribute towards the green economy by green building design, energy-efficiency retrofitting, waste management and the enhanced roll-out of renewable energy sources. Managing waste and energy control systems, do not only contribute towards a reduction of the impact on the environment, but could also be used as marketing tool to enhance the reputation of the hospitality enterprise (Sloan *et al.*, 2009:vii, viii, 6). A thorough understanding of environmental protection and sustainability practices and the ability to manage waste and energy control systems could consequently enhance the employability of hospitality management graduates.

Despite the importance of environmental protection and sustainability practices, Table 5.27 shows that only a few of the curricula and journal articles suggest that Environmental Protection and Sustainability competences could enhance the employability of hospitality management graduates.

Table 5.27: Environmental Protection and Sustainability competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
ENV01	Knowledge of environmental protection and sustainability practices	Hornig and Lu (2006); GIHE (2011); CUSHA (2012); LRISHM (2012b); SSA (2012b)
ENV02	The ability to manage waste and energy control systems	GIHE (2011); CUT (2012)

(x) Health and Safety competences

It is expected of every hospitality employee to contribute towards a healthy and safe working environment (RSA, 1993a), which confirms hospitality graduates' requisite for health and safety knowledge. Applying basic occupational safety measures according to local and national legislation, implementing HACCP in food production areas and an understanding of significant diseases and the prevention thereof, could also play a significant role in maintaining a healthy and safe environment. Safety and security is a major concern in hotels, and it is expected of management to have the necessary safety and security knowledge and skills to protect guests and their property (Barrows *et al.*, 2012:328-239). Managing the wellness of employees is not only beneficial towards the health of employees, but can also contribute towards the financial health of the organisation (Brady & Carter-Ward, 2007:9).

The five competence statements related to the Health and Safety competence domain are reflected in Table 5.28. Knowledge of health and safety was included in the curricula of all the selected curricula, but only the curriculum of GIHE (GIHE, 2011) included knowledge of significant diseases and the prevention thereof in its curriculum.

Table 5.28: Health and Safety competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
HEA01	Knowledge of health and safety	Kay and Russette (2000); Wilson <i>et al.</i> (2000); Horng and Lu (2006); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
HEA02	Knowledge of significant diseases and the prevention thereof	GIHE (2011)
HEA03	Skills to maintain a healthy and safe environment	Brophy and Kiely (2002); CUT (2012); LRISHM (2012b); SSA (2012b)
HEA04	Safety and security management skills	Brophy and Kiely (2002); Huang and Lin (2010); CUT (2012); SSA (2012b)
HEA05	The ability to manage wellness in the workplace	CUSHA (2012); HTH (2012)

(xi) Project Management competences

Project management skills can also contribute towards the employability of hospitality management graduates. These skills are usually required when the enterprise is faced by a change, for example, to increase existing work processes, to install a new computer software system, to develop a new product or to enter a new market. Managers involved in project management are not only required to display project management skills in such situations, but could also be required to use project management software, such as Microsoft Project, to plan and evaluate projects (Kloppenborg, 2012:xv, 4).

The content analysis process revealed that none of the selected journal articles suggested that either of the Project Management competence statements, as depicted in Table 5.29, could enhance the employability of hospitality management graduates. Only the curricula of LRISHM (LRISHM, 2012b); GIHE (GIHE, 2011); CUSHA (CUSHA, 2012) and SSA (SSA, 2012b) addressed these competences.

Table 5.29: Project Management competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
PRO01	Project management skills	GIHE (2011); LRISHM (2012b); SSA (2012b)
PRO02	The ability to use project management software	CUSHA (2012); LRISHM (2012b)

(xii) Research competences

Research is regarded as the perfect platform to display that graduates have acquired the higher order thinking skills that were developed during their studies (Altinay & Paraskevas, 2008:4). Research competence suggests that hospitality management graduates should have research knowledge and the ability to execute a hospitality management research project independently. Hospitality management graduates could therefore be required to identify a research problem; perform a literature review; write a research proposal; gather data; use statistics to make decisions (in the case of qualitative research); recapitulate major findings; draw conclusions; evaluate and synthesise.

Following the content analysis process described in section 4.3, three competence statements were categorised in the Research competence domain. Table 5.30 reflects these competence statements and shows that the six selected curricula require graduates to execute a hospitality management research project. Only two curricula, namely that of LRISHM (LRISHM, 2012b) and GIHE (GIHE, 2011) explicitly mentioned that graduates need to show research report writing skills. Other curricula could, however, have embedded this competence in competence statement RES02.

Table 5.30: Research competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
RES01	Research knowledge	GIHE (2012); LRISHM (2012b)
RES02	The ability to execute a hospitality management research project	Birdir and Pearson (2000); Chung (2000); Kay and Russette (2000); Lin (2002); Horng and Lu (2006); Jauhari (2006); CUSHA (2012); CUT (2012); GIHE (2011); HTH (2012); LRISHM (2012b); SSA (2012b);
RES03	Research report writing skills	Birdir and Pearson (2000); GIHE (2011); LRISHM (2012b)

The following section identifies the competence domains and statements that were categorised in Competence Cluster Two.

5.3.3.3 The nature of the competence domains and statements categorised in the generic competence cluster (Competence Cluster Three)

The content analysis of data obtained from the journal articles and curricula did not only reveal vocational and management based competences, but also competences that could be classified as generic graduate attributes. These competences corresponded to a huge extent with the competences identified in section 5.2.2 and were categorised in one of the following six competence domains: Communication competences; Technological competences; Meta-competencies; EI and SI competencies; Attitudes and Values; and Other Generic competences. The competences of each of these competence domains will be elaborated on in the sections that follow.

(i) Communication competences

The importance of communication in the hospitality sector was highlighted in the latest Tourism and Sport Skills Audit that was conducted in 2007. The Audit showed that all hospitality occupational categories experienced a skills gap in the full range of communication skills (Grant Thornton, 2007:43). Hospitality employers specifically indicated that graduates lack communication skills, and that their communication in English needs to be improved (Grant Thornton, 2007:50).

English is the universal language of communication within the international hospitality sector (Blue & Harun, 2003:77; Andrews, 2009:562). It is furthermore the second language of the majority of South Africans and the most understood language in South Africa (South African Government Information, 2012). A certain level of English literacy is therefore required by hospitality employees to communicate with their guests, colleagues, superiors and subordinates.

Hospitality managers are usually required to critically read and interpret reports, memoranda; manuals, itineraries, brochures, and job specifications; and to communicate orally during formal and informal discussions, and when delivering presentations. They can be expected to write emails, memoranda, letters and reports and sometimes have to conduct meetings. Telephone skills can also be

regarded as an essential competence for the employability of hospitality management graduates. Graduates need to be able to answer a telephone appropriately, take messages, and transfer calls.

Effective communication is, however, not only limited to written and verbal communication, but also requires listening skills and non-verbal expression skills. Body language can, for example, have a greater impact upon the listener than the information communicated.

There are two conflicting viewpoints on the importance of a foreign language for hospitality management employees in South Africa. The 2007 Tourism and Sport Skills Audit showed that only 29 per cent of hospitality employees regard a foreign language as an essential skill, while unions and governments regarded it as an essential competence to ensure that foreign tourists are received better, and that they will return to South Africa (Grant Thornton, 2007:18; 51).

South Africa is a culturally diverse country, with eleven official languages (South African Government Information, 2012). The cultural diversity is also reflected in the composition of the country's hospitality sector (see section 2.3.4.4). The impact of cultural differences on communication cannot be ignored (Hearns; Devine & Baum, 2007:354). It can cause confusion in everyday situations, such as saying hello or goodbye; making excuses; communication during mealtimes; and the accepting or giving of presents. Students should therefore be exposed to cultural communication. It is furthermore suggested that indigenous groups find it encouraging if white people have language proficiency in an African language, since it enables them to understand the indigenous culture (Mangaliso, 2001:26). The level of language proficiency in an indigenous language is, however, not clear.

Table 5.31 reflects that competence statements COM01 to COM16 were identified from the content analysis process described in section 4.3. The content analysis of the selected journal articles and curricula suggested five additional Communication competence statements (COM04; COM05; COM11; COM12; COM14) that were not evident in the documents related to generic graduate attributes (see Table 5.4). The importance of interpersonal skills (COM13) is highlighted by the fact that

twelve articles addressed the competence. The six selected curricula all addressed competence statements COM01, COM03, COM04 and COM06. Although the curriculum of SSA (SSA, 2012b) did not explicitly address competence statement COM12, it could be embedded in the other competence statements related to cultural diversity. Three European curricula (GIHE, 2011; HTH, 2012; LRISHM, 2012b) addressed competences related to proficiency in a foreign language (COM14; COM15 and COM16). Although competence statements COM17 to COM19 were not identified by the content analysis process, the researcher added these competence statements to make provision for the indigenous languages of South Africa.

Table 5.31: Communication competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
COM01	Communication skills	Chung (2000); Kay and Russette (2000); Brophy and Kiely (2002); Lin (2002); Chung-Herrera <i>et al.</i> (2003); Horng and Lu (2006); Zopiatis (2010); Huang and Lin (2010); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
COM02	Listening skills	Birdir and Pearson (2000); Chung-Herrera <i>et al.</i> (2003); Tesone and Ricci (2005); Brownell (2008)
COM03	English speaking skills	Birdir and Pearson (2000); Chung-Herrera <i>et al.</i> (2003); Tesone and Ricci (2005); Zopiatis (2010); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
COM04	English presentation skills	Wilson <i>et al.</i> (2000); Horng and Lu (2006); Brownell (2008); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
COM05	Telephone skills	Kay and Russette (2000); SSA (2012b)
COM06	General English writing skills	Birdir and Pearson (2000); Kay and Russette (2000); Chung-Herrera <i>et al.</i> (2003); Chan and Coleman (2004); Tesone and Ricci (2005); Zopiatis (2010); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
COM07	Skills to write emails, memos, letters and reports in English	Horng and Lu (2006); Brownell (2008); GIHE (2011); CUSHA (2012); HTH (2012); LRISHM (2012b)
COM08	English reading skills	Chan and Coleman (2004); SSA (2012b)
COM09	Reflective and critical reading skills	Horng and Lu (2006); GIHE (2011); LRISHM (2012b)
COM10	Non-verbal expression skills	Horng and Lu (2006); CUSHA (2012); CUT (2012)
COM11	Skills to direct meetings	Horng and Lu (2006); Brownell (2008)
COM12	Intercultural communication skills	Brownell (2008); GIHE (2011); CUSHA (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
COM13	Interpersonal skills	Birdir and Pearson (2000); Chung (2000); Kay and Russette (2000); Kriegl (2000); Wilson <i>et al.</i> (2000); Lin (2002); Chung-Herrera <i>et al.</i> (2003); Tesone and Ricci (2005); Horng and Lu (2006); Brownell (2008); Zopiatis (2010); GIHE (2011); HTH (2012); LRISHM (2012b); Testa and Sipe (2012)

COM14	Basic communication skills in a foreign language	HTH (2012); LRISHM (2012b)
COM15	Basic conversation skills in a foreign language	Chan and Coleman (2004); Horng and Lu (2006); GIHE (2011); HTH (2012); LRISHM (2012b)
COM16	Basic reading and writing skills in a foreign language	Horng and Lu (2006); GIHE (2011); HTH (2012); LRISHM (2012b)
COM17	Basic communication skills in an indigenous language	None
COM18	Basic conversation skills in an indigenous language	None
COM19	Basic reading and writing skills in an indigenous language	None

(ii) Technological competences

The hospitality sector is not a technology focused sector, but the information-intensive nature of the sector requires the use of technology. (Leung & Law, 2005:55; Law & Jogaratnam, 2005:170). The hospitality sector uses information technology to assist with human resources management and training (Ip, Leung & Law, 2011:535); marketing; “back-of the-house-management” (Oronsky & Chathoth, 2007:944; 945); daily operations; reducing costs, improving customer service; enhancing operational efficiency (Leung & Law, 2005:55; 63); reservations; revenue management; and operational and strategic management (Ip *et al.*, 2011:542).

The Skills Audit of 2007 revealed a skills gap in information technology skills in the hospitality sector (Grant Thornton, 2007:43). For example, up to 75 per cent of tourism industry SMME owner managers reported a deficiency in information technology skills (Grant Thornton, 2007:43). The demand for information technology skills implies that it can be expected of hospitality management graduates to understand the role of computer hardware and software; and that graduates should be proficient in word processing, building worksheets, designing presentations, browsing the World Wide Web and sending emails. They should furthermore be able to collect, analyse, organise, use and evaluate information.

Some occupations in the South African hospitality sector also experienced a skills gap in hospitality specific software (Grant Thornton, 2007:43). It can therefore be presumed that graduates should at least have a basic knowledge of the different information systems that exist within the hospitality sector. Examples of such

information systems are supplied by Modular Integrated Cash Register Operating Systems (MICROS) and GAAP.

The internet and e-commerce has a dramatic and far-reaching impact on the hospitality sector (Yeh, Leong, Blecher & Lai, 2005:30) as the internet has become an important source of information for customers (RSA. DoT, 2011:6). Technology is increasingly substituting traditional travel agents as the chief mediator between customers and hospitality enterprises. Yeh *et al.* (2005) furthermore found that business travellers experienced higher levels of customer satisfaction and return patronage if hotel employees are knowledgeable about e-commerce and information technology. An understanding of e-commerce could therefore enhance the employability of hospitality management graduates.

Table 5.32 indicates the five competence statements suggested by the content analysis of the selected journal articles and curricula. Only competence statement TEC02 was evident in all six of the selected curricula. The content analysis of the selected generic graduate documents also identified competence statements TEC01, TEC02 and TEC03 as potential competences that could enhance hospitality management graduates' employability (see Table 5.5).

Table 5.32: Technological competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
TEC01	Technology skills	Brownell (2008); Testa and Sipe (2012); CUT (2012); HTH (2012); LRISHM (2012b)
TEC02	Information technology skills	Birdir and Pearson (2000); Kay and Russette (2000); Chan and Coleman (2004); Kay and Monarz (2004); Horng and Lu (2006); Zopiatis (2010); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
TEC03	Skills to collect, analyse, organise, use and evaluate information	CUT (2012); LRISHM (2012b); SSA (2012b)
TEC04	Knowledge of the different information systems that exist within the hospitality sector	Birdir and Pearson (2000); Kay and Russette (2000); CUSHA (2012)
TEC05	Knowledge of e-commerce	Kay and Monarz (2004); GIHE (2011); CUSHA (2012); HTH (2012); LRISHM (2012b); SSA (2012b)

(iii) Meta-competencies

The content analysis of documents related to generic graduate attributes suggested 12 meta-competencies that could enhance the employability of hospitality management graduates (see Table 5.6). Ten of these meta-competencies (MET01; MET03; MET05; MET06; MET07; MET08; MET09; MET10; MET11; MET12) were also suggested by the hospitality related documents. Two meta-competencies (MET02; MET04) were suggested by the generic graduate attribute documents, but not by the hospitality related documents. An additional meta-competency statement (MET13) was identified from the hospitality related documents. Table 5.33 reflects the meta-competencies that the hospitality related documents suggest to potentially enhance hospitality management graduates' employability.

Table 5.33: Meta-competencies suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
MET01	Learning skills	Horng and Lu (2006)
MET03	Willingness to learn	Chan and Coleman (2004); Horng and Lu (2006); LRISHM (2012b)
MET05	Reflection skills	GIHE (2011); LRISHM (2012b); SSA (2012b)
MET06	Self development	HTH (2012); SSA (2012b); Testa and Sipe (2012);
MET07	Critical thinking	Chung-Herrera <i>et al.</i> (2003); Horng and Lu (2006); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b)
MET08	Creativity and innovation	Birdir and Pearson (2000); Chung (2000); Kay and Russette (2000); Lin (2002); Chung-Herrera <i>et al.</i> (2003); Chan and Coleman (2004); Tesone and Ricci (2005); Horng and Lu (2006); Jauhari (2006); Brownell (2008); Zopiatis (2010); GIHE (2011); CUT (2012); HTH (2012); LRISHM (2012b)
MET09	Skills to explore educational and career opportunities	Chung (2000); Lin (2002); Brownell (2008); GIHE (2011)
MET10	Problem solving skills	Chung (2000); Wilson <i>et al.</i> (2000); Brophy and Kiely (2002); Lin (2002); Chan and Coleman (2004); Tesone and Ricci (2005); Horng and Lu (2006); Brownell (2008); Huang and Lin (2010); GIHE (2011); CUSHA (2012); CUT (2012); LRISHM (2012b); SSA (2012b); Testa and Sipe (2012)
MET11	Decision making skills	Birdir and Pearson (2000); Chung (2000); Chung-Herrera <i>et al.</i> (2003); Horng and Lu (2006); Brownell (2008); Zopiatis (2010); GIHE (2011); CUSHA (2012); CUT (2012); LRISHM (2012b); SSA (2012b)
MET12	Perceiving multiple causal relationships in understanding phenomena or events (systems thinking)	L Horng and Lu (2006); GIHE (2011); CUT (2012); LRISHM (2012b); Testa and Sipe (2012)

MET13	Perceiving themes or patterns in seemingly random items, events or phenomena (pattern recognition)	Chung (2000); CUT (2012); LRISHM (2012b)
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(iv) Emotional intelligence (EI) and Social Intelligence (SI) competencies

Various researchers (Goleman, 1998:4; Jordan, Ashkanasy & Hartel, 2002:368; Jaeger, 2003:634; Tucker, Sojka, Barone & McCarthy, 2000:336; Maynard, 2003:791; Pool & Sewell, 2007:283; Oliver, 2008:90; Pope, Roper & Qualter, 2011:10) emphasise the important role that EI plays in ensuring graduates' employability. A study performed by Scott-Halsell, Blum and Huffman (2008), for example, examined the EI scores of hospitality sector professionals in detail. The researchers calculated above average EI scores and noted that it could be an indication that emotional intelligence is an observable skill set in hospitality managers. It could therefore also be a sign that hospitality management graduates with above average EI scores could be more employable than graduates with lower EI scores. Consequently, HEIs could be expected to develop their graduates' EI competencies.

Table 5.34 reflects the 14 EI and SI competencies that were identified from the content analysis of selected hospitality related documents. EMO09 was not addressed by the documents related to generic graduate attributes, nor by the selected journal articles and curricula, but was included in the EI and SI competency domain in order to provide for all of the EI and SI competencies of Boyatzis (2009), as reflected in Table 3.1. The CI competences of Boyatzis (2009) were, for purposes of this study included in the Meta-competency domain as competence statements MET12 and MET13. The only EI and SI competency statement that was addressed by all the selected curricula was EMO14, while only the curriculum of the public HEIs (CUT, 2012) did not explicitly address EMO13. Only five of the competencies listed in Table 5.36 (EMO01, EMO04, EMO07 and EMO09; EMO11) were not evident in the analysis of documents related to generic graduate attributes (see Table 5.7).

Table 5.34: Emotional and Social Intelligence competencies suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
EMO01	Emotional intelligence	Zopiatis (2010)
EMO02	Knowing one's internal states, preferences, resources, and intuitions (self-awareness)	GIHE (2011); CUSHA (2012); Testa and Sipe (2012)
EMO03	Managing one's internal states, preferences, resources, and intuitions (self-management)	Birdir and Pearson (2000); Chung-Herrera <i>et al.</i> (2003); CUT (2012)
EMO04	The ability to keep disruptive emotions and impulses in check (emotional self-control)	Birdir and Pearson (2000); Zopiatis (2010); CUT (2012)
EMO05	Flexibility in handling change (adaptability)	Chung (2000); Kay and Russette (2000); Lin (2002); Chung-Herrera <i>et al.</i> (2003); Chan and Coleman (2004); Tesone and Ricci (2005); Horng and Lu (2006); Brownell (2008); Zopiatis (2010); SSA (2012b)
EMO06	Striving to improve or meeting a standard of excellence (achievement orientation)	Chan and Coleman (2004); Tesone and Ricci (2005); Testa and Sipe (2012)
EMO07	Persistence in pursuing goals despite obstacles and setbacks (positive outlook)	Chung (2000); Tesone and Ricci (2005); Brownell (2008); SSA (2012b); Testa and Sipe (2012)
EMO08	Sensing others' feelings and perspectives, and taking an active interest in their concerns (empathy)	Tesone and Ricci (2005); Horng and Lu (2006); CUSHA (2012); Testa and Sipe (2012)
EMO09	Reading a group's emotional currents and power relationships (organisational awareness)	None
EMO10	Sensing others' development needs and bolstering their abilities (coaching and mentoring attitude)	Kay and Russette (2000); Chan and Coleman (2004); Horng and Lu (2006); Brownell (2008); CUSHA (2012); HTH (2012); SSA (2012b); Testa and Sipe (2012)
EMO11	Inspiring and guiding individuals and groups (inspirational leadership)	Birdir and Pearson (2000); Kay and Russette (2000); Chung-Herrera <i>et al.</i> (2003); Kay and Monarz (2004); Horng and Lu (2006); Zopiatis (2010); CUSHA (2012); SSA (2012b); Testa and Sipe (2012)
EMO12	Wielding effective tactics for persuasion (influence)	Kay and Russette (2000); Brownell (2008); CUSHA (2012)
EMO13	Negotiating and resolving disagreements (conflict management)	Kay and Russette (2000); Chung-Herrera <i>et al.</i> (2003); Chan and Coleman (2004); Horng and Lu (2006); Brownell (2008); Huang and Lin (2010); GIHE (2011); CUSHA (2012); HTH (2012); LRISHM (2012b); SSA (2012b);
EMO14	Working with others toward shared goals (teamwork)	Brophy and Kiely (2002); Chung-Herrera <i>et al.</i> (2003); Tesone and Ricci (2005); Horng and Lu (2006); GIHE (2011); CUSHA (2012); CUT (2012); HTH (2012); LRISHM (2012b); SSA (2012b); Testa and Sipe (2012)
EMO15	Creating group synergy in pursuing collective goals (collaboration)	Chung (2000); Kay and Russette (2000); Wilson <i>et al.</i> (2000); Kay and Monarz (2004); Brownell (2008); GIHE (2011)

(v) Attitudes and Values

Attitudes and values play an important role in the hospitality sector and in defining hospitality employees' competences. Ricci and Tesone note that it has "been anecdotally noted that some hospitality managers believe in hiring for 'attitude' and training for knowledge and skills" (Ricci & Tesone, 2006:67).

Following the content analysis of the selected journal articles and curricula, 26 competence statements were categorised in the Attitudes and Values competence domain, as reflected in Table 5.35. Although ATT01 was not suggested as an initial competence by the hospitality related documents, the researcher included alertness as an attitude, since he knew from his experience that it could play a role in enhancing hospitality management graduates' employability in South Africa. Considering the competitive and dynamic nature of the hospitality sector (see section 2.3.1); the inclusion of "superior performance" in the competence concept adopted in this study (see section 3.5); and the fact that HEIs need to develop generation Y graduates (see section 2.3.4.1), competence statement ATT10, namely "competitiveness", was also added as a competence that could potentially contribute towards enhancing hospitality management graduates' employability.

Three attitudes and values (ATT04; ATT05; ATT09) were suggested by the documents related to generic graduate attributes to potentially enhance hospitality management graduates' employability (see Table 5.8), that were not evident in the hospitality related documents, and therefore do not appear in Table 5.35

Table 5.35: Attitudes and Values suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
ATT01	Alertness	None
ATT02	An appreciation for the arts and beautiful things	Horng and Lu (2006); GIHE (2011); LRISHM (2012b)
ATT03	Awareness of global issues	Kriegl (2000); Horng and Lu (2006); Jauhari (2006); Brownell (2008); GIHE (2011); LRISHM (2012b)
ATT06	Being observative	Horng and Lu (2006); GIHE (2011); LRISHM (2012b)
ATT07	A business orientation	Testa and Sipe (2012)

ATT08	Commitment	Kay and Russette (2000); Horng and Lu (2006); Jauhari (2006); LRISHM (2012b)
ATT10	Competitiveness	None
ATT11	Cultural sensitivity	Kriegl (2000); Horng and Lu (2006); Zopiatis (2010); GIHE (2011); HTH (2012); LRISHM (2012b); SSA (2012b); Testa and Sipe (2012)
ATT12	A customer orientation	Wilson <i>et al.</i> (2000); Brophy and Kiely (2002); Chung-Herrera <i>et al.</i> (2003); Jauhari (2006); HTH (2012)
ATT13	Efficiency	Kriegl (2000); Chung-Herrera <i>et al.</i> (2003); Tesone and Ricci (2005); Horng and Lu (2006)
ATT14	Embracing diversity	Chung-Herrera <i>et al.</i> (2003)
ATT15	Enthusiasm	Kay and Russette (2000); Brophy and Kiely (2002); Horng and Lu (2006)
ATT16	Ethical thinking	Chung (2000); Lin (2002); Chung-Herrera <i>et al.</i> (2003); Horng and Lu (2006); Zopiatis (2010); GIHE (2011); CUSHA (2012); HTH (2012); LRISHM (2012b)
ATT17	Productive and hardworking	Tesone and Ricci (2005); Brownell (2008)
ATT18	Helicopter vision	Birdir and Pearson (2000)
ATT19	A hospitality orientation	Horng and Lu (2006); Brownell (2008); SSA (2012b)
ATT20	Initiative	Kay and Russette (2000); Horng and Lu (2006); SSA (2012b)
ATT21	Integrity and honesty	Chung-Herrera <i>et al.</i> (2003); Chan and Coleman (2004); Horng and Lu (2006); Brownell (2008)
ATT22	Loyalty	Horng and Lu (2006)
ATT23	Perseverance	Chung-Herrera <i>et al.</i> (2003); Brownell (2008)
ATT24	Positive self esteem	Birdir and Pearson (2000); Horng and Lu (2006); Brownell (2008)
ATT25	Professional work attitude	Kay and Russette (2000); Chan and Coleman (2004); Horng and Lu (2006); Zopiatis (2010); GIHE (2011); CUT (2012); HTH (2012); LRISHM (2012b); Testa and Sipe (2012)
ATT26	Projecting a professional image	Chung (2000); Kay and Russette (2000); Wilson <i>et al.</i> (2000); Lin (2002); Chan and Coleman (2004); Tesone and Ricci (2005); Horng and Lu (2006); LRISHM (2012b)
ATT27	Reliability	Brownell (2008)
ATT28	Responsibility	Chan and Coleman (2004); Horng and Lu (2006); LRISHM (2012b); Testa and Sipe (2012)
ATT29	Responsible citizenship	Chung-Herrera <i>et al.</i> (2003); HTH (2012)
ATT30	Responsibility towards the environment	CUT (2012); SSA (2012b)
ATT31	Self-discipline	LRISHM (2012b)
ATT32	Sense of humour	Horng and Lu (2006)

(vi) Other Generic competences

In addition to the Communication; Technological; Meta-competencies; EI and SI competencies; and Attitudes and Values, the data obtained from journals and curricula also suggested a number of other generic skills that could potentially enhance the employability of hospitality management graduates in South Africa. These generic skills are depicted in Table 5.36 and could not be sensibly

categorised into one of the other competence domains of Competence Cluster Three. The content analysis of documents related to generic graduate attributes suggested that competence statements GEN02 and GEN05 could enhance the employability of graduates (see Table 5.9), but were not suggested by the hospitality related documents. The content analysis of hospitality related documents identified six of the seven generic competence statements listed in Table 5.36. The researcher added GEN08 to the list of competence statements in Table 5.36, since he is aware of the fact that graduates often need to perform generic administrative functions (e.g. sending of faxes and filing of documents) in various departments of a hotel, such as the Front Office and Reservations Departments.

Table 5.36: Other Generic competences suggested in documents related to the hospitality sector

Codes	Competence statements	Documents
GEN01	Ability to apply sociological concepts to everyday life	LRISHM (2012b)
GEN03	Ability to deal with criticism	Birdir and Pearson (2000); Kay and Russette (2000)
GEN04	Ability to deal with stress	Kay and Russette (2000); Kriegl (2000); Lin (2002); Horng and Lu (2006); Brownell (2008); CUSHA (2012); LRISHM (2012b)
GEN06	Ability to work in multi-task environments	Birdir and Pearson (2000)
GEN07	Numeracy skills	Horng and Lu (2006); CUT (2012); LRISHM (2012b); Testa and Sipe (2012)
GEN08	Office administration skills	None
GEN09	Technical skills	Kriegl (2000)
GEN10	Time management skills	Birdir and Pearson (2000); Kay and Russette (2000); Chung-Herrera <i>et al.</i> (2003); Horng and Lu (2006); Brownell (2008); Zopiatis (2010); GIHE (2011); Testa and Sipe (2012)

It is clear from the discussion above that vocational or hospitality based competences can play a significant role in enhancing hospitality management graduates' employability. The findings of the qualitative content analysis process also identified a significant number of generic attribute related competences that are usually regarded of graduates, irrespective of the context or study discipline. The seven competence statements added by the researcher to Competence Cluster Three were the following: COM17; COM18 COM19; EMO09; ATT01; ATT10; GEN08. The incorporation of the findings in section 5.2.2 and 5.2.3 in a

preliminary competence framework is in line with the holistic competence-based conceptualisation of employability adopted in this study; and will be addressed in the section that follows.

5.4 COMPILING THE DRAFT COMPETENCE FRAMEWORK

The findings of the qualitative content analysis of generic graduate attribute related documents (described in sections 5.2.2) and hospitality related documents (described in section 5.3.3); and the additional seven competence statements that were identified by the researcher; were interpreted and used to compile a draft competence framework that could serve as directive for enhancing the employability of hospitality management graduates in South Africa.

Most of the competence statements that were identified from the content analysis process of generic graduate attribute related documents, were also evident in the content analysis of hospitality related documents. Only seven competence statements (ATT04; ATT05; ATT09; GEN02; GEN05; MET02; MET04;) were apparent in the findings of the qualitative content analysis of generic graduate attribute related documents, but not in the findings of the content analysis of hospitality related documents.

The Culinary competence domain provided for three levels of food preparation skills, namely a basic (CUL05), intermediate (CUL06) and advanced (CUL07) level. Considering that intermediate and advanced food preparation were not evident in the curricula of all six HEIs (see Table 5.15), the researcher deemed a basic level of food preparation adequate to enhance the employability of hospitality management graduates in South Africa.

At the end of the content analysis process, the draft competence framework consisted of 227 competence statements that were categorised within 25 competence domains and three competence clusters. Figure 5.2 provides a schematic presentation of the distribution of the 227 competence statements among the 25 competence domains and three competence clusters. Competence Cluster Two, for example, consisted of twelve competence domains and 75

competence statements. Although most of the competence domains were categorised in Competence Cluster Two, the cluster accommodated the second lowest number of competence statements (n=75). This can be attributed to the competence domains of Entrepreneurship; Environmental Protection and Sustainability; and Project Management consisting of only two competence statements each.

The competence clusters, domains and statements of the preliminary competence framework are interlinked to one another. The generic graduate attribute domains of Meta-competencies (MET) and EI and SI competencies (EMO) overarch other competences, since it has the ability to enhance or reinforce other competences (see sections 3.4.3.2 and 3.6).

More details about the competence statements and domains that were categorised in each of the three Competence Clusters are reflected in Table 5.37. This table also represents the draft competence framework that will be evaluated by a Delphi panel of experts in order to promote/validate the adaptation to South African circumstances.

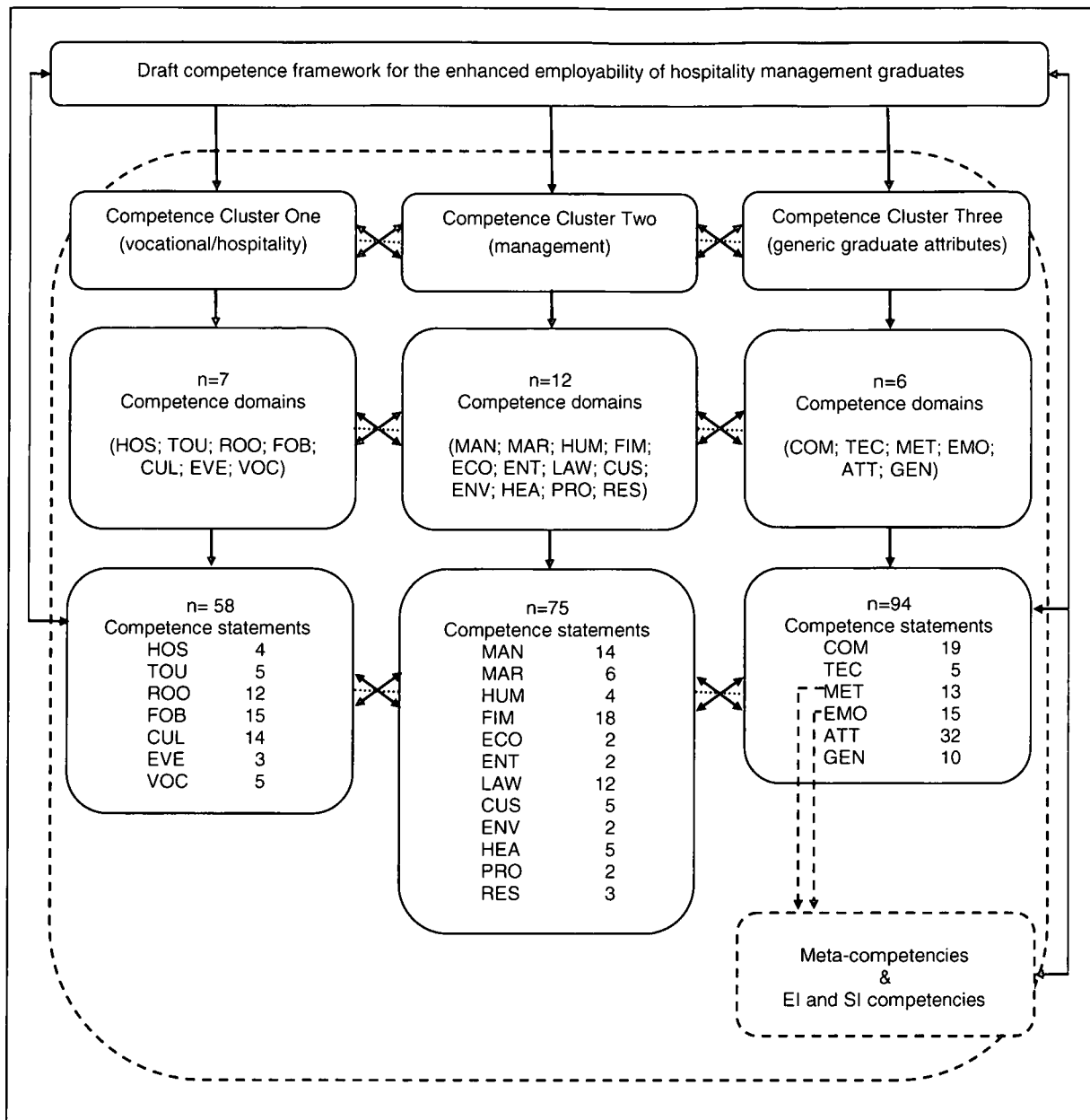


Figure 5.2: Distribution of the competences in the draft competence framework

Source: Compiled by the researcher for the purposes of this study

Table 5.37 The draft competence framework

Competence Cluster One (hospitality/vocational based)	Competence Cluster Two (management based)	Competence Cluster Three (based on the generic graduate attribute concept)
Hospitality Sector Knowledge <ul style="list-style-type: none"> • Knowledge of the hospitality sector • Knowledge of hospitality products • Knowledge of the employment opportunities in the hospitality sector • Knowledge of hospitality operations 	Management and Leadership competences <ul style="list-style-type: none"> • Knowledge of management concepts • Supervision and management skills • Leadership skills • Change management skills • Networking skills • Diversity management skills • Understand the ethical issues facing hospitality managers • Strategic management skills • Management consultancy service skills • Operational management skills • Knowledge of quality management • Quality management skills • Ability to cultivate a climate of trust • Knowledge management skills 	Communication competences <ul style="list-style-type: none"> • Communication skills • Listening skills • English speaking skills • English presentation skills • Telephone skills • General English writing skills • Skills to write emails, memos, letters and reports in English • English reading skills • Reflective and critical reading skills • Non-verbal expression skills • Skills to direct meetings • Intercultural communication skills • Interpersonal skills • Basic communication skills in a foreign language • Basic conversation skills in a foreign language • Basic reading and writing skills in a foreign language • Basic communication skills in an indigenous language • Basic conversation skills in an indigenous language • Basic reading and writing skills in an indigenous language
Tourism competences <ul style="list-style-type: none"> • Knowledge of the tourism industry • Knowledge of tourism demand and supply • Sustainable tourism development skills • Knowledge of transport systems • Knowledge of tourism Non-Governmental Organisations' operations 		
Rooms Division competences <ul style="list-style-type: none"> • Rooms Division knowledge • Front office skills • Guest reservation skills • Housekeeping skills • Rooms Division management skills • Yield and revenue management knowledge • Yield and revenue management skills • The ability to use a property information management system • Knowledge of hospitality facilities • The ability to manage the maintenance function of a hospitality enterprise • The ability to manage hospitality facilities • Hospitality property design skills 	Marketing competences <ul style="list-style-type: none"> • Marketing management knowledge • Understand the hospitality market • Marketing skills • Marketing management skills • Marketing research knowledge • Understand strategic marketing in an international context 	Technological competences <ul style="list-style-type: none"> • Technology skills • Information technology skills • Skills to collect, analyse, organise, use and evaluate information • Knowledge of the different information systems that exist within the hospitality sector • Knowledge of e-commerce

<p>Food and Beverage competences</p> <ul style="list-style-type: none"> ◦ Beverage knowledge ◦ Knowledge of food and beverage trends ◦ Food and beverage service skills ◦ Knowledge of social protocol and etiquette ◦ Skills to design a restaurant menu ◦ Skills to develop a wine and spirits list ◦ Skills to pair wine and food ◦ Food and beverage marketing skills ◦ The ability to use a food and beverage information system ◦ Food and beverage management skills ◦ Food and beverage revenue management skills ◦ The ability to judge the quality of food and beverages ◦ Purchasing skills ◦ Skills to administer a food and beverage control system ◦ Skills to design a food and beverage facility 	<p>Human Resources Management competences</p> <ul style="list-style-type: none"> ◦ Knowledge of human resources management functions ◦ Human resources management skills ◦ Labour relations knowledge ◦ Labour relations management skills 	<p>Meta-competencies</p> <ul style="list-style-type: none"> ◦ Learning skills ◦ An inquiring mind ◦ Willingness to learn ◦ Intellectual ability ◦ Reflection skills ◦ Self development ◦ Critical thinking ◦ Creativity and innovation ◦ Skills to explore educational and career opportunities ◦ Problem solving skills ◦ Decision making skills ◦ Perceiving multiple causal relationships in understanding phenomena or events (systems thinking) ◦ Perceiving themes or patterns in seemingly random items, events or phenomena (pattern recognition)
<p>Culinary competences</p> <ul style="list-style-type: none"> ◦ Food product knowledge ◦ Culinary knowledge ◦ Knowledge of kitchen equipment ◦ Kitchen design skills ◦ Basic food preparation skills ◦ Catering skills ◦ The ability to maintain a safe and hygienic kitchen working environment ◦ Skills to develop, modify and improve food recipes ◦ Skills to plan, modify and improve menus ◦ Kitchen management skills ◦ Food quality evaluation skills ◦ The ability to develop new food products ◦ Nutrition knowledge ◦ Knowledge of food service operations 	<p>Accounting and Financial Management competences</p> <ul style="list-style-type: none"> ◦ Understand the basic theory and practice of financial accounting ◦ Understand the financial records of a hospitality enterprise ◦ Understand the financial statements of a hospitality enterprise ◦ The ability to record accounting transactions using a modern accounting information system ◦ Understand how cost and management accounting is applied in hospitality management ◦ The ability to manage financial strategies and policies ◦ Management reporting skills ◦ Understand the time value of money ◦ The ability to perform and interpret basic financial ratios ◦ The ability to perform cost-volume-profit analysis ◦ The ability to make management decisions based on accounting information ◦ Budgeting skills ◦ Budget management skills ◦ Cash flow management skills ◦ The ability to make investment and financing decisions ◦ The ability to calculate cost and selling prices of hospitality products ◦ Cost and financial control skills ◦ The ability to forecast future demands 	<p>Emotional and Social Intelligence competencies</p> <ul style="list-style-type: none"> ◦ Emotional intelligence ◦ Knowing one's internal states, preferences, resources, and intuitions (self-awareness) ◦ Managing one's internal states, preferences, resources, and intuitions (self-management) ◦ The ability to keep disruptive emotions and impulses in check (emotional self-control) ◦ Flexibility in handling change (adaptability) ◦ Striving to improve or meeting a standard of excellence (achievement orientation) ◦ Persistence in pursuing goals despite obstacles and setbacks (positive outlook) ◦ Sensing others' feelings and perspectives, and taking an active interest in their concerns (empathy) ◦ Reading a group's emotional currents and power relationships (organisational awareness) ◦ Sensing others' development needs and bolstering their abilities (coaching and mentoring attitude) ◦ Inspiring and guiding individuals and groups (inspirational leadership)

<p>Event Management competences</p> <ul style="list-style-type: none"> • Knowledge of event management • Event management skills • The ability to use event management software 	<p>Economic competences</p> <ul style="list-style-type: none"> • Knowledge of micro-economics and macro-economics • Ability to apply economic concepts in hospitality business management 	<ul style="list-style-type: none"> • Wielding effective tactics for persuasion (influence) • Negotiating and resolving disagreements (conflict management) • Working with others toward shared goals (teamwork) • Creating group synergy in pursuing collective goals (collaboration)
<p>Other Vocational based competences</p> <ul style="list-style-type: none"> • Knowledge of spas • The ability manage a spa • Knowledge of casino operations and the hotels attached to them • Knowledge of common casino games • The ability to manage a club 	<p>Entrepreneurial competences</p> <ul style="list-style-type: none"> • Knowledge to start one's own hospitality business • Develop entrepreneurial opportunities 	<p>Attitudes and Values</p> <ul style="list-style-type: none"> • Alertness • An appreciation for the arts and beautiful things • Awareness of global issues • Awareness of the world of work • Being motivated • Being observative • A business orientation • Commitment • Common sense attitude • Competitiveness • Cultural sensitivity • A customer orientation • Efficiency • Embracing diversity • Enthusiasm • Ethical thinking • Productive and hardworking • Helicopter vision • A hospitality orientation • Initiative • Integrity and honesty • Loyalty • Perseverance • Positive self esteem • Professional work attitude • Projecting a professional image • Reliability • Responsibility • Responsible citizenship • Responsibility towards the environment
	<p>Legal competences</p> <ul style="list-style-type: none"> • Understand how the concepts of law are applied in the hospitality sector • Understand how the law of contract is applied in the hospitality sector • Understand how the law of delict is applied in the hospitality sector • Understand how consumer protection laws are applied in the hospitality sector • Understand how internet laws are applied in the hospitality sector • Understand how labour laws are applied in the hospitality sector • Understand how the law of business entities (sole proprietorships, partnerships, close corporations, companies and business trusts) is applied in the hospitality sector • Understand how liquor laws are applied in the hospitality sector • Understand how tobacco laws are applied in the hospitality sector • Understand how tax laws are applied in the hospitality sector • Understand the legal issues surrounding the hospitality premises • Understand how health and safety laws are applied in the hospitality sector 	

	<p>Customer Satisfaction competences</p> <ul style="list-style-type: none"> • Understand the nature of service excellence • The ability to develop positive customer relations • Consumer behaviour knowledge • The ability to deliver world-class services to customers • The ability to manage customer satisfaction 	<ul style="list-style-type: none"> • Self-discipline • Sense of humour
	<p>Environmental Protection and Sustainability competences</p> <ul style="list-style-type: none"> • Knowledge of environmental protection and sustainability practices • The ability to manage waste and energy control systems 	<p>Other Generic competences</p> <ul style="list-style-type: none"> • Ability to apply sociological concepts to everyday life • Ability to deal with ambiguity • Ability to deal with criticism • Ability to deal with stress • Ability to judge appropriate behaviour • Ability to work in multi-task environments • Numeracy skills • Office administration skills • Technical skills • Time management skills
	<p>Health and Safety competences</p> <ul style="list-style-type: none"> • Knowledge of health and safety • Knowledge of significant diseases and the prevention thereof • Skills to maintain a healthy and safe environment • Safety and security management skills • The ability to manage wellness in the workplace 	
	<p>Project Management competences</p> <ul style="list-style-type: none"> • Project management skills • The ability to use project management software 	
	<p>Research competences</p> <ul style="list-style-type: none"> • Research knowledge • The ability to execute a hospitality management research project • Research report writing skills 	

5.5 CONCLUSION

In this chapter, the competences of the generic graduate attribute and hospitality related documents; as well as the seven competence statements identified by the researcher, were interpreted and integrated in a draft competence framework for the enhanced employability of hospitality management graduates in South Africa.

The identification of competences that could potentially enhance the employability of hospitality management graduates in South Africa (by means of content analysis) was a lengthy and time-consuming process, but enabled the researcher to integrate the context and theory of the study (see Chapters Two and Three) in a draft competence framework. This framework provided for vocational (Competence Cluster One) and management based competences (Competence Cluster Two), and also included competences related to the generic graduate attribute concept (Competence Cluster Three). The incorporation of knowledge, skills, attitudes and values in the draft competence framework supports the multi-dimensional/holistic approach to competence that is followed in this study.

Although considerable care was taken to organise the competences of the proposed competence framework meaningfully, the competences could have been organised differently by another researcher in some instances. The researcher furthermore acknowledges that some of the competences may overlap and can be interrelated to one another. It is further acknowledged that subjectivity could have played a role during the content analysis process.

The compilation of the draft competence framework concluded Phase One of the study. The next chapter describes Phase Two of this study when the importance of the competence statements for possible inclusion in a final framework is evaluated by a Delphi panel of experts.

CHAPTER 6

PROPOSING AN EVALUATED COMPETENCE FRAMEWORK

6.1 INTRODUCTION

The completion of the first phase of the study was described in the previous chapter, which led to the compilation of a preliminary competence framework. The current chapter addresses the second phase of the study by describing the Delphi evaluation of the draft framework in order to promote/validate the adaptation to South African circumstances. In chapter Four a description was already provided on the following aspects: the procedures followed to set up a Delphi panel of experts; decisions made on the number of Delphi rounds and the stopping criteria that would apply; and the processes followed in the execution of Rounds One to Four of the Delphi evaluation (including the designing of questionnaires). (See also Figure 4.4).

The purpose of this chapter is as follows:

- To describe the composition of the Delphi panel of experts; and to report on their response rates over the different rounds of the Delphi evaluation;
- To present the results of the evaluation of the importance of the competence statements in the preliminary competence framework and additional competence statements; and
- To argue and present an adapted version of the preliminary/draft competence framework as a proposal for the enhanced employability of hospitality management graduates in South Africa.

The chapter commences with a discussion on the composition of the three groups of experts who constituted the Delphi panel.

6.2 THE COMPOSITION OF THE DELPHI PANEL OF EXPERTS

The procedures described in section 4.4.2.1 were followed to set up a Delphi panel of experts. Thirty nine panellists agreed to participate in the study. The Delphi panel therefore consisted of three more panellists than the anticipated sample size of 36.

Although the researcher aimed to spread the panellists equally among the three groups, Group One consisted of 14 hospitality sector professionals (panellists P01 to P14), Group Two of 15 hospitality management academics (panellists A01 to A15) and Group Three of ten hospitality management alumni (panellists S01 to S10).

The recruitment of hospitality management alumni for Group Three of the Delphi evaluation posed some challenges. The deans or heads of departments of four of the seven HEIs offering a baccalaureate degree in hospitality management in South Africa were willing to provide the names of alumni to the researcher. Based on policy requirements, the deans or heads of department of the other three institutions could not provide the researcher with the requested information. In order to increase the number of alumni, the researcher telephonically contacted the deans or head of departments of the four participating institutions and requested each of them to nominate another alumnus to participate in the study. The public HEIs produce a limited number of BTech Hospitality Management graduates per annum and the deans and head of departments of the participating HEIs expressed a concern that the nomination of more than four alumni per institution, could result in alumni not meeting the inclusion criteria set by the researcher [refer to section 4.4.2.1(i)]. Although the deans and heads of departments got prior permission from the alumni to be contacted by the researcher, only nine of the sixteen nominated alumni returned their letters of participation (see Appendix 4.6) to the researcher. Appropriate measures (sending reminder emails and telephone calls to those alumni who did not respond within the time limit) were furthermore taken to increase the response rate of alumni.

The composition of the Delphi is depicted in Table 6.1. Thirty six (92.32%) of the panellists were White, while the other three panellists were from either the Black (n=1; 2.56%), Coloured (n=1; 2.56%) or Indian (n=1; 2.56%) population groups of South Africa.

Table 6.1: Composition of the Delphi panel

Demographics						Years' Experience			Current position
No	Gender	Age	Race	Language	NQF level of qualification	Industry	Management	Academics	
P01	F	30	W	A	7	7	7	2	Guesthouse Owner/Manager
P02	M	38	W	A	6	18	14	0	General Manager
P03	M	37	W	A	6	10	9	0	Rooms Division Manager
P04	M	48	W	E	7	25	25	0	Divisional Director: Human Resources
P05	F	30	W	A	7	8	6	3	Guesthouse Manager
P06	F	27	W	A	7	5	5	0	Catering Manager
P07	M	34	W	A	7	9	9	0	Guesthouse Owner/Manager
P08	M	27	W	A	7	7	7	0	Restaurant Manager
P09	F	51	W	E	6	33	31	0	Training and Development Manager
P10	F	30	W	E	6	10	6	0	Lodge Manager
P11	F	32	W	E	7	6	6	1	Franchise Manager
P12	M	38	W	E	7	21	16	0	General Manager
P13	M	45	W	A	6	27	21	0	General Manager
P14	F	29	W	A	7	12	6	2	Restaurant Manager
A01	F	27	W	E	7	7	0	5	Head Chef/Lecturer
A02	M	33	W	E	10	10	3	7	Academic Dean
A03	F	34	W	E	9	7	0	12	Senior lecturer
A04	F	33	W	E	9	1	0	10	Programme Head
A05	F	30	W	E	9	1	0	9	Lecturer
A06	F	52	W	E	10	4	21	25	Academic Dean
A07	F	57	W	A	10	0	0	20	Senior Lecturer
A08	F	33	W	A	9	0	0	12	Lecturer
A09	F	60	W	A	7	0	0	22	Chief Operations: FET Colleges
A10	M	46	W	E	9	10	8	17	Academic Head
A11	F	60	W	E	10	0	0	30	Vice Dean
A12	M	45	W	A	10	5	5	14	Academic Director
A13	F	50	W	A	9	7	4	18	Head of Department
A14	F	56	W	E	7	0	0	11	Hospitality Education Specialist
A15	F	31	B	E	7	5	2	6	Head of Department
S01	F	22	W	E	7	4	0	0	Front office receptionist
S02	M	25	W	E	7	4	2	0	Caterer
S03	F	24	W	E	7	3	1	0	Group Convention coordinator
S04	M	23	W	E	7	5	4	0	Manager
S05	F	42	W	E	7	21	17	0	General Manager
S06	F	31	W	E	7	14	10	5	Lecturer
S07	F	24	I	E	7	5	1	0	Assistant Function Coordinator
S08	F	27	W	A	7	5	2	0	Instructor trainer
S09	M	23	W	E	7	3	1	0	Unemployed
S10	F	23	C	A	7	2	0	0	Lecturer's Assistant

It is clear from Table 6.1 that English was the language most often used by panellists (n=23; 58.97%), while the other panellists (n=16; 41.03%) used Afrikaans most often. No other indigenous languages were reported to be used most often. The age group

of the panellists varied between 22 (panellist S01) and 60 years (panellists A09 and A11).

NQF Level Six qualifications were held by five hospitality sector professionals (panellists P02; P03; P09; P10 and P13), while five hospitality academics (panellists A02; A06; A07; A11 and A12) held NQF Level Ten Qualifications (PhDs). The highest number of years' experience in the hospitality sector, were reported by panellists P09 (n=33), while panellist A11 had the highest number of years' experience (n=30) as a hospitality management academic.

In the view of the researcher, Group One provided for an adequate scope of expertise. Group One panellists represented the accommodation; restaurant; and food and beverage sub-sectors of the hospitality sector; and managers from major hotel groups (City Lodge Hotels; Protea Hotels; Sun International; and Tsogo Sun) served as panellists in this group.

The panellists of Group Two were employed at six different private and public HEIs in South Africa. An expert, who is currently a senior lecturer at Hotelschool The Hague in the Netherlands (one of the top five hospitality management schools in the world), agreed to participate in the study. She is familiar with the South African hospitality sector and hospitality management education and could therefore add an international perspective on the competences that could enhance the employability of hospitality management graduates in South Africa. Hospitality academics from the Further Education and Training sector (panellist A09) and Secondary Education (panellist A14) also agreed to participate as Group Two panellists.

All panellists met the inclusion criteria to be regarded as an expert [see section 3.4.2.1(i)]. It was expected that high response rates would be calculated for the four rounds of the Delphi evaluation, since the researcher personally obtained assurance that the panellists would participate in the study before commencement of the Delphi evaluation. The section that follows report on the response rates of Delphi panellists over the four rounds of the Delphi evaluation.

6.3 RESPONSE RATES

Although the hospitality sector is well-known for its low response rates to questionnaires (Ravichandran & Arendt, 2008), high response rates were calculated for Rounds One to Four of the Delphi evaluation. Table 6.2 indicates the response rates that were calculated for each of the four rounds of the Delphi evaluation. A hundred per cent response rate was calculated for Round One, as all of the experts who agreed to participate, returned completed questionnaires.

Table 6.2: Response rates for the four rounds of the Delphi evaluation

Rounds	Group One		Group Two		Group Three		Overall	
	n	%	N	%	n	%	n	%
Round One	14	100%	15	100%	10	100%	39	100%
Round Two	12	86%	14	93%	9	90%	35	90%
Round Three	11	79%	13	87%	8	80%	32	82%
Round Four	11	79%	13	87%	7	70%	31	80%
Average	12	86%	14	92%	9	85%	34	88%

Only eight participants withdrew from the study during the course of the four rounds by not returning completed questionnaires. The researcher was satisfied with the high response rates calculated for the three groups of panellists over the four rounds of the Delphi evaluation. The highest response rates for Rounds Two to Four of the Delphi evaluation (93%; 87% and 87%) were consistently calculated for Group Two panellists, while the number of participating Group Three panellists decreased with one alumnus per round. The lowest response rate was calculated for this group in Round Four (70%).

In addition to the panellists' agreement to participate in the study before commencement of the Delphi evaluation; the researcher's extensive network of people that were built over a period of 17 years; and the sending reminder emails and telephone calls to those respondents who did not respond within the time limit; could have contributed towards the high response rates calculated.

The high response rates contributed towards the reliability of the study by increasing the range of quantitative and qualitative responses collected from experts. The analysis of these data is discussed below.

6.4 ANALYSIS OF DATA

Quantitative and qualitative data were collected from panellists during the four rounds of the Delphi process. An embedded design was followed and the qualitative data collected from Delphi panellists played a supportive or secondary role to the quantitative data set (see section 4.2.2).

The importance rating scores collected from panellists over the four rounds of the Delphi evaluation were analysed by calculating median scores and percentages representing the distribution of the group's responses over three importance categories: 1 = "Unnecessary"; 2 = "Useful"; and 3 = "Essential". A competence statement was categorised when one of the stopping criteria (see section 4.4.2.2) was met. The sections that follow report on the results of the data collected over the four rounds of the Delphi evaluation.

6.4.1 Round One

A description of the procedure followed to design a questionnaire for the first round of the Delphi evaluation was provided in section 4.4.2.3(i). The questionnaire was based on the 227 competence statements of the draft competence framework (see section 5.4). This framework made provision for basic communication (COM17); conversation (COM18); and reading and writing skills (COM19) in an indigenous language; and for basic food preparation skills (CUL05). In order to evaluate whether higher levels of skills were required for enhancing graduates' employability, the researcher included eight competences in the questionnaire related to intermediate (COM20 to COM22) and advanced (COM23 to COM25) levels of communication; conversation; and reading and writing skills in an indigenous language; and intermediate (CUL06) and advanced (CUL07) food preparation. Respondents were therefore requested to rate the importance of 235 competence statements towards the enhancement of hospitality management graduates' employability in South Africa in Round One.

As indicated above, a three-point importance scale was used, where 1 = “Unnecessary”; 2 = “Useful”; and 3 = “Essential”. The data set was skewed to the left, which means that the majority of Delphi panellists rated the competence statements as “Useful” and “Essential”. Instead of averages, median scores were calculated as it is a better reflection of the central tendency for a skewed data set (Russ-Eft, 2009:380). The median represents the numerical centre of a set of data, with exactly the same number of scores below it as above it (Leedy & Ormrod, 2010:265-266).

The median scores and distribution of responses calculated for all 235 competence statements of Round One; and the feedback received from some panellists can be viewed in Appendix 4.8 (i.e. the questionnaire for Round Two). The stopping criterion that applied in Round One was if 75 per cent or more of the experts agreed on the importance of a competence statement as either “Unnecessary”, “Useful” or “Essential”. Of the 235 competences respondents were requested to rate, 75 per cent or more of the participants agreed on the importance of 134 competences. Table 6.3 shows the results for competence statements that obtained consensus in Round One.

Table 6.3: Categorisation of competence statements obtaining consensus in Round One

Code	Competence statements	M	Distribution of responses (%)			Importance categorisation		
			Unnecessary	Useful	Essential	Unnecessary	Useful	Essential
ATT01	Alertness	3	0%	13%	87%			X
ATT05	Being motivated	3	0%	8%	92%			X
ATT06	Being observative	3	0%	8%	92%			X
ATT07	A business orientation	3	3%	20%	77%			X
ATT08	Commitment	3	0%	10%	90%			X
ATT09	Common sense attitude	3	0%	18%	82%			X
ATT11	Cultural sensitivity	3	3%	15%	82%			X
ATT12	A customer orientation	3	0%	5%	95%			X
ATT13	Efficiency	3	0%	0%	100%			X

ATT14	Embracing diversity	3	0%	21%	79%			X
ATT15	Enthusiasm	3	0%	8%	92%			X
ATT16	Ethical thinking	3	0%	15%	85%			X
ATT17	Productive and hardworking	3	0%	5%	95%			X
ATT19	A hospitality orientation	3	0%	10%	90%			X
ATT20	Initiative	3	0%	10%	90%			X
ATT21	Integrity and honesty	3	0%	5%	95%			X
ATT22	Loyalty	3	3%	13%	84%			X
ATT23	Perseverance	3	0%	3%	97%			X
ATT24	Positive self esteem	3	0%	5%	95%			X
ATT25	Professional work attitude	3	0%	0%	100%			X
ATT26	Projecting a professional image	3	0%	0%	100%			X
ATT27	Reliability	3	0%	0%	100%			X
ATT28	Responsibility	3	0%	0%	100%			X
ATT29	Responsible citizenship	3	3%	18%	79%			X
ATT30	Responsibility towards the environment	3	3%	18%	79%			X
ATT31	Self-discipline	3	0%	10%	90%			X
ATT32	Sense of humour	3	5%	15%	80%			X
COM01	Communication skills	3	0%	0%	100%			X
COM02	Listening skills	3	0%	3%	97%			X
COM03	English speaking skills	3	0%	10%	90%			X
COM05	Telephone skills	3	0%	8%	92%			X
COM06	General English writing skills	3	0%	13%	87%			X
COM07	Skills to write emails, memos, letters and reports in English	3	0%	8%	92%			X
COM08	English reading skills	3	0%	18%	82%			X
COM12	Intercultural communication skills	3	0%	18%	82%			X
COM13	Interpersonal skills	3	0%	13%	87%			X
COM14	Basic communication skills in a foreign language	2	8%	84%	8%		X	
COM15	Basic conversation skills in a foreign language	2	15%	77%	8%		X	
COM17	Basic communication skills in an indigenous language	2	8%	82%	10%		X	
COM20	Intermediate communication skills in an indigenous language	2	13%	77%	10%		X	
COM21	Intermediate conversation skills in an indigenous language	2	15%	82%	3%		X	
CUL01	Food product knowledge	3	0%	18%	82%			X
CUL02	Culinary knowledge	3	0%	23%	77%			X

CUL05	Basic food preparation skills	3	0%	23%	77%			X
CUL09	The ability to maintain a safe and hygienic kitchen working environment	3	0%	13%	87%			X
CUS01	Understand the nature of service excellence	3	0%	0%	100%			X
CUS02	The ability to develop positive customer relations	3	0%	3%	97%			X
CUS03	Consumer behaviour knowledge	3	0%	15%	85%			X
CUS04	The ability to deliver world-class services to customers	3	0%	3%	97%			X
CUS05	The ability to manage customer satisfaction	3	0%	3%	97%			X
EMO01	Emotional intelligence	3	3%	15%	82%			X
EMO02	Knowing one's internal states, preferences, resources, and intuitions (self-awareness)	3	5%	13%	82%			X
EMO03	Managing one's internal states, preferences, resources, and intuitions (self-management)	3	3%	10%	87%			X
EMO04	The ability to keep disruptive emotions and impulses in check (emotional self-control)	3	3%	10%	87%			X
EMO05	Flexibility in handling change (adaptability)	3	0%	10%	90%			X
EMO06	Striving to improve or meeting a standard of excellence (achievement orientation)	3	0%	15%	85%			X
EMO07	Persistence in pursuing goals despite obstacles and setbacks (positive outlook)	3	3%	15%	82%			X
EMO09	Reading a group's emotional currents and power relationships (organisational awareness)	3	0%	18%	82%			X
EMO11	Inspiring and guiding individuals and groups (inspirational leadership)	3	0%	23%	77%			X
EMO13	Negotiating and resolving disagreements (conflict management)	3	3%	15%	82%			X
EMO14	Working with others toward shared goals (teamwork)	3	0%	8%	92%			X
EMO15	Creating group synergy in pursuing collective goals (collaboration)	3	0%	10%	90%			X
FIM01	Understand the basic theory and practice of financial accounting	3	0%	8%	92%			X
FIM02	Understand the financial records of a hospitality enterprise	3	0%	15%	85%			X
FIM03	Understand the financial statements of a hospitality enterprise	3	0%	18%	82%			X
FIM05	Understand how cost and management accounting is applied in hospitality management	3	3%	15%	82%			X
FIM07	Management reporting skills	3	3%	15%	82%			X
FIM08	Understand the time value of money	3	3%	10%	87%			X
FIM09	The ability to perform and interpret basic financial ratios	3	3%	20%	77%			X
FIM10	The ability to perform cost-volume-profit analysis	3	3%	15%	82%			X
FIM11	The ability to make management decisions based on accounting information	3	0%	15%	85%			X
FIM12	Budgeting skills	3	0%	13%	87%			X
FIM13	Budget management skills	3	3%	13%	84%			X
FIM14	Cash flow management skills	3	0%	10%	90%			X
FIM16	The ability to calculate cost and selling prices of hospitality products	3	0%	3%	97%			X
FIM17	Cost and financial control skills	3	0%	10%	90%			X
FOB01	Beverage knowledge		0%	15%	85%			X

FOB03	Food and beverage service skills	3	0%	13%	87%			X
FOB04	Knowledge of social protocol and etiquette	3	0%	18%	82%			X
FOB09	The ability to use a food and beverage information system	3	0%	18%	82%			X
FOB10	Food and beverage management skills	3	0%	23%	77%			X
FOB11	Food and beverage revenue management skills	3	0%	15%	85%			X
FOB12	The ability to judge the quality of food and beverages	3	0%	13%	87%			X
GEN02	Ability to deal with ambiguity	3	3%	20%	77%			X
GEN03	Ability to deal with criticism	3	3%	18%	79%			X
GEN04	Ability to deal with stress	3	0%	3%	97%			X
GEN05	Ability to judge appropriate behaviour	3	0%	15%	85%			X
GEN06	Ability to work in multi-task environments	3	0%	10%	90%			X
GEN07	Numeracy skills	3	0%	18%	82%			X
GEN10	Time management skills	3	0%	8%	92%			X
HEA01	Knowledge of health and safety	3	0%	18%	82%			X
HEA03	Skills to maintain a healthy and safe environment	3	0%	18%	82%			X
HOS01	Knowledge of the hospitality sector	3	0%	5%	95%			X
HOS02	Knowledge of hospitality products	3	0%	18%	82%			X
HOS04	Knowledge of hospitality operations	3	3%	3%	94%			X
HUM01	Knowledge of human resources management functions	3	0%	23%	77%			X
HUM03	Labour relations knowledge	3	0%	18%	82%			X
LAW06	Understand how labour laws are applied in the hospitality sector	3	0%	18%	82%			X
LAW08	Understand how liquor laws are applied in the hospitality sector	3	0%	18%	82%			X
LAW09	Understand how tobacco laws are applied in the hospitality sector	3	0%	23%	77%			X
MAN01	Knowledge of management concepts	3	0%	18%	82%			X
MAN02	Supervision and management skills	3	0%	5%	95%			X
MAN03	Leadership skills	3	0%	13%	87%			X
MAN04	Change management skills	3	0%	23%	77%			X
MAN05	Networking skills	3	3%	20%	77%			X
MAN06	Diversity management skills	3	0%	23%	77%			X
MAN07	Understand the ethical issues facing hospitality managers	3	0%	18%	82%			X
MAN10	Operational management skills	3	0%	8%	92%			X
MAN11	Knowledge of quality management	3	0%	18%	82%			X
MAN13	Ability to cultivate a climate of trust	3	0%	15%	85%			X
MAN14	Knowledge management skills	3	3%	15%	82%			X
MAR02	Understand the hospitality market	3	0%	18%	82%			X

MET01	Learning skills	3	0%	15%	85%			X
MET02	An inquiring mind	3	0%	18%	82%			X
MET03	Willingness to learn	3	0%	8%	92%			X
MET04	Intellectual ability	3	0%	23%	77%			X
MET05	Reflection skills	3	0%	23%	77%			X
MET06	Self development	3	0%	8%	92%			X
MET07	Critical thinking	3	0%	18%	82%			X
MET08	Creativity and innovation	3	0%	18%	82%			X
MET10	Problem solving skills	3	0%	10%	90%			X
MET11	Decision making skills	3	3%	10%	87%			X
ROO01	Rooms Division knowledge	3	0%	15%	85%			X
ROO02	Front office skills	3	0%	15%	85%			X
ROO03	Guest reservation skills	3	0%	18%	82%			X
ROO05	Rooms Division management skills	3	5%	13%	82%			X
ROO06	Yield and revenue management knowledge	3	0%	13%	87%			X
ROO07	Yield and revenue management skills	3	0%	18%	82%			X
ROO08	The ability to use a property information management system	3	3%	15%	82%			X
ROO09	Knowledge of hospitality facilities	3	0%	13%	87%			X
ROO11	The ability to manage hospitality facilities	3	0%	15%	85%			X
TEC01	Technology skills	3	0%	18%	82%			X
TEC02	Information technology skills	3	0%	18%	82%			X
TEC03	Skills to collect, analyse, organise, use and evaluate information	3	0%	18%	82%			X

According to the table, all 39 Delphi panellists (100%) rated competence statements ATT13; ATT25; ATT26; ATT27; ATT28; COM01; and CUS01 as "Essential". The table shows that median score values of two were calculated for five competences and that the rest of the 134 competence statements obtained median score values of three. On five (COM14; COM15; COM17; and COM20; COM21) of the 134 competences consensus was reached (75% plus) on a rating of "Useful", while, for the rest of the competence statements, consensus was reached on "Essential". The

competence statements were accordingly categorised as “Useful” and “Essential”

Respondents who rated competence statements as “Useful”, generally supported/substantiated their rating by stating that the competence cannot be regarded as “Essential” since it is too specialised; will only be required by graduates who will work in smaller hospitality enterprises; or by graduates who will start their own businesses. In addition, a panellist mentioned that the specific working environment will determine the importance of specific competences, which implies that the competence statement cannot be regarded as essential for all hospitality management graduates. These comments of Delphi panellists can be viewed in Appendix 4.8 (i.e. Round Two questionnaire).

Twenty one additional competences were identified by panellists during Round One (see Appendix 4.8 for descriptions of these competence statements). The procedures that the researcher followed to incorporate panellists’ feedback were elaborated on in section 4.4.2.4(i). One of the additional competence statements was categorised in Competence Cluster One (ROO13); seven in Competence Cluster Two (MAR07; MAR08; HUM05; ENT03; HUM06; CUS06; HEA06); and thirteen in Competence Cluster Three (COM26 to COM29; ATT33 to ATT36; GEN11 to GEN15).

Based on the qualitative feedback from a panellist, only one competence statement (TEC04) was rephrased from “Knowledge of the different information systems that exist within the hospitality sector, to “Knowledge of the most important information systems that exist within the hospitality sector”. The panellist was satisfied with the rephrasing of the competence statement.

The results of Round One provided a solid foundation for the compilation of the questionnaire for Round Two.

6.4.2 Round Two

The questionnaire for Round Two (see Appendix 4.8) requested respondents to reconsider, in the light of the quantitative and qualitative feedback provided to them, their previous responses to those competence statements on which consensus were not reached. They were also requested to rate the importance of the 21 additional competence statements that were identified by Delphi panellists in Round One. The procedures followed to execute Round Two of the Delphi evaluation was discussed in detail in section 4.4.2.3.

The median scores and distribution percentages calculated for all Round Two competence statements as well as the qualitative feedback received from panellists can be viewed in Appendix 4.9 (i.e. the questionnaire for Round Three). The stopping criterion that applied in Round One was if 75 per cent or more of the experts agreed on the importance (i.e. whether “Unnecessary”, “Useful” or “Essential”) of a competence statement. Table 6.4 presents only the 33 competence statements that complied with this stopping criterion in Round Two.

Table 6.4: Categorisation of competence statements obtaining consensus in Round Two

Code	Competence statements	M	Distribution of responses (%)			Importance categorisation		
			Unnecessary	Useful	Essential	Unnecessary	Useful	Essential
ATT10	Competitiveness	3	3%	21%	76%			X
ATT18	Helicopter vision	3	3%	21%	76%			X
ATT33*	Being independent	3	3%	18%	79%			X
ATT34*	Being dependable	3	3%	9%	88%			X
ATT35*	Punctuality	3	0%	0%	100%			X
ATT36*	Being genuinely friendly	3	3%	21%	76%			X
COM11	Skills to direct meetings	3	3%	20%	77%			X
COM18	Basic conversation skills in an indigenous language	2	11%	83%	6%		X	
COM19	Basic reading and writing skills in an indigenous language	2	20%	77%	3%		X	
COM26*	The ability to convey a message with confidence during a meeting or discussion	3	3%	20%	77%			X

COM27*	Job interview skills	3	6%	17%	77%			X
COM28*	Knowledge of different working relationships with third parties (e.g. relationships with suppliers, concessionaries, and independent contractors)	3	0%	24%	76%			X
CUS06*	Understanding the needs of different guest types (e.g. tourists, airline, business, etc).	3	0%	17%	83%			X
EMO08	Sensing others' feelings and perspectives, and taking an active interest in their concerns (empathy)	3	0%	18%	82%			X
ENT03*	Skills to write a business plan	3	0%	24%	76%			X
FIM04	The ability to record accounting transactions using a modern accounting information system	3	0%	21%	79%			X
FOB13	Purchasing skills	3	0%	23%	77%			X
FOB15	Skills to design a food and beverage facility	2	11%	78%	11%		X	
GEN08	Office administration skills	3	3%	21%	76%			X
GEN11*	High energy levels	3	0%	15%	85%			X
GEN12*	The ability to distinguish between business and personal life	3	0%	18%	82%			X
GEN13*	Ability to complete tasks quickly	3	0%	21%	79%			X
GEN14*	Ability to provide work of high quality	3	3%	6%	91%			X
GEN15*	Ability to give and receive feedback	3	0%	6%	94%			X
HEA06*	Knowledge of security procedures	3	0%	24%	76%			X
LAW01	Understand how the concepts of law are applied in the hospitality sector	3	0%	21%	79%			X
LAW04	Understand how consumer protection laws are applied in the hospitality sector	3	0%	24%	76%			X
MAN12	Quality management skills	3	3%	21%	76%			X
MAR05	Marketing research knowledge	2	9%	76%	15%		X	
MAR06	Understand strategic marketing in an international context	2	12%	76%	12%		X	
ROO10	The ability to supervise the maintenance function of a hospitality enterprise	2	3%	77%	20%		X	
TOU01	Knowledge of the tourism industry	3	3%	21%	76%			X
TOU02	Knowledge of tourism demand and supply	3	0%	21%	79%			X

* Additional competence statements identified by Delphi panellists rated as "Essential"

The additional competence statements identified by Delphi panellists in Round One were of value. More than 75 per cent of the participants agreed on the importance of fifteen of the additional 21 competence statements as "Essential" in Round Two. As a result, these competence statements were categorised as "Essential" (the codes for these competences are marked with an asterisk in Table 6.4). The importance of the generic graduate attributes' contribution towards enhanced employability was supported by more than 75 per cent of the panellists who rated twelve (ATT33 to ATT36; COM26 to COM28; GEN11 to GEN15) of the 13 additional competence statements of Competence Cluster Three as "Essential". The only additional generic

attribute related competence that did not obtain consensus (75% or more) in Round Two was "Social development skills" (COM29).

It is interesting to note that more than 75 per cent of panellists agreed that the skills required to write a business plan (ENT03) were of as "Essential" importance, yet they did not agree on the importance of knowledge to start one's own business (ENT01) and the ability to develop entrepreneurial opportunities (ENT02).

Qualitative feedback was only received on nine competence statements in Round Two (see feedback in Round Three questionnaire – Appendix 4.9), while no competence statements were rephrased or added to the questionnaire. The quantitative data obtained in Round Two was used for the compilation of the questionnaire for Round Three.

6.4.3 Round Three

The questionnaire for Round Three (see Appendix 4.9) requested respondents to reconsider the importance of the remaining 89 competence statements that did not obtain consensus percentages of 75 per cent or more in Rounds One and Two. The competence statements and median scores calculated for all the competence statements that respondents were requested to rate during Round Three can be viewed at Appendix 4.11 (i.e. the questionnaire for Round Four).

Two stopping criteria applied in Round Three. The first stopping criterion applied when an acceptable degree of consensus (75% or more) was reached and the second stopping criterion applied if stability in the distribution of the panellists' responses was obtained. The competence statements that obtained consensus percentages of 75 per cent and higher are reported on first, followed by a description of the competence statements that obtained stability.

Table 6.5 shows the 48 competence statements that obtained consensus percentages of 75 per cent or higher in Round Three. Three competence statements (ECO01; ROO04; VOC03) obtained consensus percentages of 91 per cent – the highest consensus percentage calculated in Round Three. Contrary to findings in Rounds One and Two, most of the competence statements that obtained consensus

of 75 per cent or more (n=27) in Round Three were categorised as “Useful” and not as “Essential”. The first categorisation of competence statements as “Unnecessary” was also obtained in Round Three when 75 per cent and more of the participants agreed that competence statements COM23 to COM25 were “Unnecessary” for enhancing the employability of hospitality management graduates in South Africa.

Table 6.5: Categorisation of competence statements obtaining consensus in Round Three

Code	Competence statements	M	Distribution of responses (%)			Importance categorisation		
			Unnecessary	Useful	Essential	Unnecessary	Useful	Essential
ATT02	An appreciation for the arts and beautiful things	2	13%	84%	3%		X	
ATT04	Awareness of the world of work	3	3%	16%	81%			X
COM04	English presentation skills	3	0%	22%	78%			X
COM16	Basic reading and writing skills in a foreign language	2	22%	75%	3%		X	
COM23	Advanced communication in an indigenous language	1	78%	22%	0%	X		
COM24	Advanced conversation skills in an indigenous language	1	75%	25%	0%	X		
COM25	Advanced reading and writing skills in an indigenous language	1	78%	22%	0%	X		
CUL04	Kitchen design skills	2	16%	78%	6%		X	
CUL07	Advanced food preparation skills	2	13%	81%	6%		X	
CUL08	Catering skills	2	3%	81%	16%		X	
CUL10	Skills to develop, modify and improve food recipes	1.5	13%	75%	12%		X	
CUL14	The ability to develop new food products	2	19%	75%	6%		X	
ECO01	Knowledge of micro-economics and macro-economics	2	3%	91%	6%		X	
EVE03	The ability to use event management software	2	13%	84%	3%		X	
FIM06	The ability to manage financial strategies and policies	3	9%	16%	75%			X
FIM15	The ability to make investment and financing decisions	2	13%	75%	12%		X	
FIM18	The ability to forecast future demands	3	0%	16%	84%			X
FOB02	Knowledge of food and beverage trends	3	0%	19%	81%			X
FOB07	Skills to pair wine and food	2	3%	78%	19%		X	
FOB14	Skills to administer a food and beverage control system	3	0%	12%	88%			X
GEN09	Technical skills	3	0%	25%	75%			X
HEA04	Safety and security management skills	3	3%	22%	75%			X

HEA05	The ability to manage wellness in the workplace	3	6%	19%	75%			X
HOS03	Knowledge of the employment opportunities in the hospitality sector	3	0%	22%	78%			X
HUM02	Human resources management skills	3	3%	22%	75%			X
HUM04	Labour relations management skills	3	0%	22%	78%			X
HUM06	Coaching and training skills	3	0%	16%	84%			X
LAW02	Understand how the law of contract is applied in the hospitality sector	3	0%	25	75%			X
LAW05	Understand how internet laws are applied in the hospitality sector	2	6%	85%	9%		X	
LAW07	Understand how the law of business entities (sole proprietorships, partnerships, close corporations, companies and business trusts) is applied in the hospitality sector	2	6%	75%	19%		X	
LAW10	Understand how tax laws are applied in the hospitality sector	2	9%	82%	9%		X	
MAN09	Management consultancy service skills	2	16%	75%	9%		X	
PRO01	Project management skills	3	6%	19%	75%			X
PRO02	The ability to use project management software	2	19%	78%	3%		X	
RES01	Research knowledge	2	6%	75%	19%		X	
RES03	Research report writing skills	2	9%	75%	16%		X	
ROO04	Housekeeping skills	3	0%	9%	91%			X
ROO13	Understand the role of maintenance	3	0%	19%	81%			X
TEC04	Knowledge of the most important information systems that exist within the hospitality sector	3	3%	16%	81%			X
TEC05	Knowledge of e-commerce	2	9%	75%	16%		X	
TOU03	Sustainable tourism development skills	2	9%	85%	6%		X	
TOU04	Knowledge of transport systems	2	9%	78%	13%		X	
TOU05	Knowledge of Non-Governmental Organisations' operations	2	19%	81%	0%		X	
VOC01	Knowledge of spas	2	16%	81%	3%		X	
VOC02	The ability to manage a spa	2	19%	78%	3%		X	
VOC03	Knowledge of casino operations and the hotels attached to them	2	6%	91%	3%		X	
VOC04	Knowledge of common casino games	2	22%	78%	0%		X	
VOC05	The ability to manage a club	2	12%	88%	0%		X	

Stability in responses occurred if a p-value of 0.05 or higher was calculated, while a p-value of less than 0.05 indicated that stability in responses did not occur (see descriptions in section 4.4.2.2). Stability in the distribution of Delphi panellists' responses were calculated for thirteen competence statements, as reflected in Table 6.6. These competences had median scores of two and three and p-values higher than 0.5.

Table 6.6: Categorisation of competence statements obtaining stability in Round Three

Code	Competence statements	M	Distribution of responses (%)			p-value	Importance categorisation		
			Unnecessary	Useful	Essential		Unnecessary	Useful	Essential
COM22	Intermediate reading and writing skills in an indigenous language	2	38%	59%	3%	0.1923		X	
CUL15	Nutrition knowledge	2	0%	56%	44%	0.2032		X	
ECO02	Ability to apply economic concepts in hospitality business management	3	0%	38%	62%	0.2488		X	
ENT01	Knowledge to start one's own hospitality business	3	0%	44%	56%	0.2623			X
ENT02	Develop entrepreneurial opportunities	3	3%	38%	59%	0.4496			X
ENV01	Knowledge of environmental protection and sustainability practices	3	3%	34%	63%	0.0820			X
HUM05	Knowledge of the South African training and development environment	2	6%	66%	28%	0.1499		X	
LAW03	Understand how the law of delict is applied in the hospitality sector	2	6%	66%	28%	0.1025		X	
MAR04	Marketing management skills	2	6%	63%	31%	0.1452		X	
MAR07	Knowledge of loyalty programmes	2	3%	59%	38%	0.5879		X	
MET09	Skills to explore educational and career opportunities	3	0%	28%	72%	-			X
MET12	Perceiving multiple causal relationships in understanding phenomena or events (systems thinking)	2	3%	53%	44%	0.2142		X	
ROO12	Hospitality property design skills	2	28%	69%	3%	0.0836		X	

The median scores (quantitative) calculated for the competence statements of Table 6.6 played a primary role in the categorisation of the competence statements as “Essential”, “Useful” or Unnecessary”, while the qualitative data provided by panellists and literature played a subservient/supportive role [see sections 4.2.2 and 4.4.2.4(iii)] for a description of the embedded research design adopted in this study]. However, in one case (ECO02), the qualitative information collected from Delphi panellists and literature had precedence over the quantitative median score.

An importance categorisation of “Essential” was suggested by the median score (M=3) calculated for the competence statement relating to the ability to apply economic concepts in hospitality business management (ECO02). However, in Round One, 93 per cent of the Delphi panellists agreed that “Knowledge of micro- and macro-economics” (ECO01) was merely of “Useful” importance. The researcher is of the opinion that graduates will find it difficult to show competence in ECO02 if they do not possess the necessary knowledge to apply economic concepts. Corresponding with the importance categorisation of competence statement ECO01, competence statement ECO02 was also categorised as “Useful”.

Competence statement COM22 addresses intermediate reading and writing skills in an indigenous language and complements the competence statements that deal with intermediate communication (COM21) and conversation (COM22) skills in such a language. Considering the median score of two and the “Useful” importance rating of competence statements COM20 and COM21 in Round One (see Table 6.3), competence statement COM22 was categorised as “Useful”.

Median scores of three (Essential) were calculated for ENT01 and ENT02 in Round Three. The fragmented nature of the hospitality sector (see section 2.3.3) supports the important role entrepreneurship can play in enhancing hospitality management graduates’ employability; and panellists indicated in their feedback (Appendix 4.10) that ENT01 and ENT02 can play important roles in graduate job creation, especially when one considers the South African economic and political environments; and the high unemployment rate experienced in South Africa (SSA, 2012:5). A complementary competence statement (ENT03) was furthermore categorised as “Essential” in Round Two when more than 76 per cent of the panellists agreed on the importance of this competence statement (see Table 6.4). The regulations in terms of the South African Qualifications Authority Act 58 of 1995 (RSA, 1998) furthermore prescribes that all students need to be made aware of the importance of the development of entrepreneurial opportunities in order to ensure the full development of students (see section 3.3.1.4). Competence statements ENT01 and ENT02 were consequently categorised as “Essential”.

The researcher categorised competence statement ENV01 as “Essential”. The decision was based on the median score of three and the support of CATHSSETA (2012:23) and the NTSS towards environmental protection and sustainability practices (RSA. DoL, 2011:46). [See also section 5.3.3.1(ix)]. In addition, two Delphi panellists stated that it is the responsibility of all South African citizens to have knowledge of environmental protection and sustainability practices; and that financial losses and negative public repercussions can occur if waste and energy control systems are not managed according to the latest “Going Green” trend (see Appendix 4.10).

Competence statements MET09 and MET12 were, based on their median scores of three and two, categorised as “respectively Essential” (MET09) and “Useful” (MET12) for enhancing the employability of hospitality management graduates in South Africa.

Median scores of two were calculated for the competence statements of Table 6.6 that were not categorised above (CUL15; HUM05; LAW03; MAR04; MAR07; ROO12). Although panellists did not reach consensus on the importance of the competence statements, Delphi panellists commented that the competence statements should be categorised as “Useful” and not as “Essential”, since their importance depends too much on the specific career a graduate decides to follow (CUL15); the size of the business the graduate will be employed in (MAR07); and the graduates’ decision/desire to start his/her own hospitality business (CUL15; MAR04; MAR07). Some panellists also reckoned that the competence statements (CUL15; HUM05; LAW03; MAR04; ROO12) were too specialised to be required of all graduates. Five Delphi panellists reported that competence statement MAR05 can be more effectively developed through workplace experience than formal education. Competence statements CUL15; HUM05; LAW03; MAR04; MAR07 and ROO12 were consequently categorised as “Useful”.

At the end of Round Three, the importance of all the competence statements of eleven competence domains (CUS; ECO; ENT; FIM; HOS; HUM; PRO; ROO; TEC; TOU; VOC) were categorised based on the stopping criteria of consensus and

stability. The statements in these competence domains consequently did not require further rating in Round Four.

6.4.4 Round Four

Respondents were requested to rate the remaining 28 competence statements of 14 competence domains (ATT; COM; CUL; EMO; ENV; EVE; FOB; GEN; HEA; LAW; MAN; MAR; MET; RES) in the questionnaire designed for the Fourth Round of the Delphi evaluation (see Appendix 4.11). This was the last round of the Delphi evaluation and 31 of the original 39 Delphi panellists completed the questionnaire.

Table 6.7 reflects that consensus was only reached on eight of the 28 of the competences. Four of the eight competences (EVE01; COM09; COM10; MAR01) were consequently categorised as “Essential”, while the other four competences (LAW11; RES02 MET13; GEN01) were categorised as “Useful”.

Table 6.7: Categorisation of competence statements obtaining consensus in Round Four

Code	Competence statements	M	Distribution of responses (%)			Importance categorisation		
			Unnecessary	Useful	Essential	Unnecessary	Useful	Essential
EVE01	Knowledge of event management	3	0%	23%	77%			X
LAW11	Understand the legal issues surrounding the hospitality premises	2	16%	77%	7%		X	
RES02	The ability to execute a hospitality management research project	2	0%	77%	23%		X	
COM09	Reflective and critical reading skills	3	3%	16%	81%			X
COM10	Non-verbal expression skills	3	7%	16%	77%			X
MET13	Perceiving themes or patterns in seemingly random items, events or phenomena (pattern recognition)	2	10%	77%	13%		X	
GEN01	Ability to apply sociological concepts to everyday life	2	10%	77%	13%		X	
MAR01	Marketing management knowledge	3	0%	23%	77%			X

Following the categorisation of the competence statements in Table 6.7, twenty competence statements remained to be classified. Similar considerations that were taken into account to categorise the competences that obtained stability in the

responses of Delphi panellists (see section 6.4.3), were applied to categorise the remaining competences reflected in Table 6.8. In exceptional cases (ATT03; CUL11; CUL12; CUL16), the qualitative information collected from Delphi panellists and literature had precedence over the quantitative median score.

Table 6.8: Categorisation of competence statements not obtaining consensus at the end of Round Four

Code	Competence statements	M	Distribution of responses (%)			Importance categorisation		
			Unnecessary	Useful	Essential	Unnecessary	Useful	Essential
ATT03	Awareness of global issues	2	3%	65%	32%			X
COM09	Social development skills	3	0%	29%	71%			X
CUL03	Knowledge of kitchen equipment	3	3%	35%	61%			X
CUL06	Intermediate food preparation skills	2	10%	35%	55%		X	
CUL11	Skills to plan, modify and improve menus	2	10%	61%	29%		X	
CUL12	Kitchen management skills	3	6%	35%	59%		X	
CUL13	Food quality evaluation skills	3	6%	26%	68%			X
CUL16	Knowledge of food service operations	3	3%	36%	61%		X	
EMO10	Sensing others' development needs and bolstering their abilities (coaching and mentoring attitude)	3	0%	32%	68%			X
EMO12	Wielding effective tactics for persuasion (influence)	3	3%	32%	65%			X
ENV02	The ability to manage waste and energy control systems	3	3%	29%	68%			X
EVE02	Event management skills	3	6%	26%	68%			X
FOB05	Skills to design a restaurant menu	2	6%	48%	46%		X	
FOB06	Skills to develop a wine and spirits list	3	3%	42%	55%			X
FOB08	Food and beverage marketing skills	2	6%	65%	29%		X	
HEA02	Knowledge of significant diseases and the prevention thereof	3	6%	36%	58%			X
LAW12	Understand how health and safety laws are applied in the hospitality sector	2	0%	61%	39%		X	
MAN08	Strategic management skills	3	0%	29%	71%			X
MAR03	Marketing skills	3	0%	35%	65%			X
MAR08	Understand competitor analysis	3	0%	32%	68%			X

Although a median of two was calculated for competence statement ATT03, the qualitative feedback received from Delphi panellists in Round Three (see Appendix 4.10) suggested that an awareness of global issues is essential for enhancing hospitality management graduates' employability. The competence plays an important role in understanding international guests (one Delphi panellist); it can assist graduates to keep on par with global economics and business trends (three Delphi panellists); it can enable graduates to provide well informed information and to converse well with others (two Delphi panellists); and can ultimately enable graduates to understand the effect that global issues have on themselves, the sector, the hospitality company and the enterprise's market (one Delphi panellist). One Delphi panellist stated, for example, the following: "We do not live in a cocoon. It is imperative that graduates know what is happening in the big wide world out there and how these issues impact on the hospitality sector. We are all global citizens". (See Appendix 4.10). In addition, the literature review in section 2.4.4.1 indicated that graduates should be able to participate in the global economy in order to be employable.

A median score of three was calculated for competence statement COM29. The qualitative feedback received from five Delphi panellists (see Appendix 4.10) supported the ultimate categorisation of social development skills as "Essential". One Delphi panellist commented on the importance of the competence statement by stating the following: "The word 'hospitality' shouts 'sociable' and 'interactive'". Two other panellists recorded that it will enable hospitality management graduates to "behave" well in society.

Knowledge of kitchen equipment (CUL03) was, in line with the median score of three, categorised as an "Essential" competence statement. Four Delphi panellists suggested that this competence will enable graduates to make sound judgments and decisions concerning kitchen equipment, while another panellist commented that it will enable graduates to plan menus around the equipment that is available in an enterprise.

The median score of two that was calculated for “Intermediate food preparation skills” (CUL06) suggested a possible importance categorisation of “Useful”. A panellist mentioned in her feedback in Round Three that the competence “can only be regarded as essential for those graduates who wish to pursue careers as chefs. It will only be useful to the other graduates”. A “Useful” importance categorisation was also supported by the curricula of some international hospitality schools (LRISHM, 2012b; CUSHA, 2012) that offer intermediate food preparation skills as an elective module or course and not as a compulsory course/subject. The categorisation of competence statement CUL06 as “Useful” furthermore implicated a logical sequence in the importance categorisations of the different levels of food preparation skills, where “Basic food preparation skills” are “Essential” (see section Table 6.3); “Intermediate food preparation skills” are “Useful”; and “Advanced food preparation skills” are “Unnecessary” (see Table 6.5) for enhancing the employability of hospitality management graduates in South Africa.

Two Delphi panellists mentioned in their feedback that the skills required to plan, modify and improve menus (CUL11) are too specialised and is not an essential requirement to make sound judgments and decisions as a hospitality manager. The skills will only be essential for graduates who wish to pursue careers as chefs (four Delphi panellists); who are employed in smaller hospitality enterprises (one Delphi panellist); and by those graduates who wish to start their own hospitality businesses (one Delphi panellist). The competence statement was categorised as “Useful”.

A median score of three was calculated for competence statements CUL12 and CUL16, but no qualitative data was provided by Delphi panellists to substantiate a rating of “Essential” (see Appendix 4.10). Delphi panellists furthermore commented that these competences are only required by those graduates who wish to start their own businesses or who wish to pursue careers as chefs. Competence statement CUL12 refers to kitchen management skills. The researcher assumes that graduates require advanced food preparation skills (CUL07) in order to manage a kitchen effectively. Competence statement CUL07 was, however, rated as an “Unnecessary” competence in Round One (see Table 6.3). Competence statements CUL12 and

CUL16 were consequently categorised as “Useful” and not as “Essential” competence statements

Corresponding with its median score of three, the competence statement related to food quality evaluation (CUL13) was categorised as “Essential”. Delphi panellists reported (see Appendix 4.10) that food evaluation plays an important role in the consistent delivery of quality food and beverages (one Delphi panellist); and therefore also in the guest experience (one Delphi panellist) and guest satisfaction (one panellist).

The qualitative data collected from Delphi panellists during Round Three supported the median scores of three that were calculated for the competence statements related to coaching and mentoring (EMO10) and influence (EMO12). A Delphi panellist stated that EMO10 was essential for graduates who are appointed as entry level managers, since it will enable them to get the most from their subordinates. Another panellist mentioned that graduates should be able to identify employees’ strengths and weaknesses. The panellist reasoned that happy and productive employees will be created if graduates could utilise employees’ strengths in areas that will benefit the company and if they could coach and mentor employees in those areas that require improvement. The feedback collected from Delphi panellists regarding the importance of EMO12 mainly revolved around the significant role influencing and persuasion plays in the management and training of people, in sales and marketing; and in fostering teamwork and reaching team goals.

Competence statement ENV02 refers to the managerial application of competence statement ENV01 (categorised as an “Essential” competence in Round Three), by requiring hospitality graduates to manage waste and energy control systems. A median score of three was calculated and the feedback from Delphi panellists supported the categorising of the competence statement as “Essential”. Two Delphi panellists reported that financial losses can occur if waste and energy control systems are not managed well and another panellist stated that the competence is especially important if one considers the emphasis being placed on the “Going Green” movement (see Appendix 4.10).

A median score of three was calculated for the competence statement related to event management skills (EVE02). The researcher considered the feedback received from panellists during Round Three and it became clear to him that this competence statement had to be rephrased in order to make it more hospitality specific. The competence statement was rephrased as follows: "Skills to manage the hospitality function at events" and was categorised as "Essential".

Competence statements FOB05 and FOB06 were, in line with their median scores, categorised as "Useful" (FOB05) and "Essential" (FOB06). Some Delphi panellists reported in Round Three that the importance of the skills required to design a restaurant menu (FOB05) will depend on whether graduates wish to start their own businesses (one Delphi panellist); whether they wish to pursue careers in food and beverage management or as sommeliers (two Delphi panellists); and also on the size of the establishment graduates will be employed in (two Delphi panellists). The median score of three that was calculated for competence statement FOB06 was supported by the feedback of aa Delphi panellist who mentioned that the skill to develop a wine and spirits list can have a significant effect on a business's and revenue (one Delphi panellist).

The feedback received from three Delphi panellists stated that food and beverage marketing skills (FOB08) cannot be regarded as "Essential". They reported that graduates require generic marketing skills and that competence statement FOB08 was too specialised to be regarded as "Essential". Corresponding with the median score of two, competence statement FOB08 was categorised as "Useful".

Competence statement HEA02 obtained a median score of three and the qualitative feedback from Delphi panellists (see Appendix 4.10) supported the importance rating. Three Delphi panellists mentioned that certain diseases pose a serious hazard to clients and employees of the hospitality enterprise. This is especially the case in the kitchen and Food and Beverage Department. Graduates therefore need to be aware of the risk involved in these diseases. In addition, a Delphi panellist referred to HIV and AIDS and stated that graduates need to have knowledge about these diseases that have a major impact on the hospitality sector.

The median score rating and the qualitative feedback collected from Delphi panellists supported the categorising of competence statements MAN08; MAR03 and MAR08 as “Essential” for enhancing the employability of hospitality management graduates. Two Delphi panellists stated, for example, that an understanding of competitor analysis was essential (MAR08), since it impacts on the daily business of any hospitality enterprise. Another Delphi panellist motivated his “Essential” rating of the competence by stating that “(g)raduates need to be able to benchmark their department’s performance against the competition. As consumer spending drops, the pie that everyone is sharing is getting smaller. In order to remain profitable, an establishment needs a bigger piece of the market”. Similarly, the feedback of panellists supported the categorisation of LAW12 as “Useful”. One Delphi panellist mentioned, for example the following: “These specialised legal competencies are not essential, but knowledge thereof could be beneficial. If graduate managers are aware of the legal issues surrounding environmental protection and safety laws when making management decisions, they could seek further advice from legal experts”.

At the end of Round Four, 195 of the 256 competence statements were categorised as “Essential”, while 58 and three competence statements were respectively categorised as “Useful” and “Unnecessary”. The results of the Delphi evaluation of experts provided a solid foundation for the proposal of a final competence framework for enhancing the employability of hospitality management graduates in South Africa.

6.5 THE FINAL COMPETENCE FRAMEWORK

The researcher reviewed and interpreted the 195 competence statements that were categorised as “Essential” competences and their categorisation among the 25 competence domains of the preliminary competence framework. The quantitative results were correlated with the qualitative data obtained from the questionnaires and the literature review.

The 25 competence domains were reduced to 22 in the final competence framework that was proposed for enhancing the employability of hospitality management graduates in South Africa. The competence statements of the Economics (ECO);

Research (RES) and Other Vocational based (VOC) competence domains obtained importance ratings of “Useful”, which implied that the competence domains were no longer required. Only one competence statement (PRO01) of the Project Management (PRO) competence domain was rated as “Essential” and the researcher decided to incorporate this competence in the Management and Leadership (MAN) competence domain. In order to emphasise the values component of the holistic competence concept that was adopted in this study (see section 3.6), the Attitudes and Values (ATT) competence domain was divided into two separate competence domains, namely: Attitudes (ATT) and Values (VAL). The following two competence statements of the former ATT competence domain were moved to the Values competence domain, namely “Ethical thinking” (ATT16) and “Integrity and honesty” (ATT21).

The researcher was of the opinion that six competence statements of the Attitudes (ATT) competence domain could be more meaningfully categorised among other competence domains. The competence statements “A business orientation” (ATT07); “Cultural sensitivity” (ATT11); and “Embracing diversity” (ATT14) were categorised as Management and Leadership (MAN) competence statements. The competence statement “A customer orientation” (ATT12) was categorised into the Customer Satisfaction (CUS) competence domain; “Responsibility towards the environment” (ATT30) in the Environmental Protection and Sustainability (ENV) competence domain; and “A hospitality orientation” (ATT19) in the Hospitality Sector Knowledge (HOS) competence domain. The description of the HOS competence domain was changed to “Hospitality Sector Orientation and Knowledge”.

Two competence statements that were categorised in the Other Generic (GEN) competence domain were also moved to other domains. The competence statement “Office management skills” (GEN08) was categorised into the Room Division (ROO) competence domain and “Time management skills” (GEN10) to the Management and Leadership (MAN) competence domain.

The researcher examined the 195 competence statements that were categorised as “Essential” to identify possible overlaps among competences. The competence

statement “Coaching and training skills” (HUM06) significantly overlapped with “Human resources management skills” (HUM02) and “Sensing others’ development needs and bolstering their abilities (coaching and mentoring attitude)” (EMO10). Although competence statement HUM06 was added by a Delphi panellist in Round Two and rated as Essential” in Round Three, it was not included in the final competence framework.

In a final step the researcher reviewed the sequence of the competence statements in each of the competence domains so as to arrange them in a more meaningful order.

Figure 6.1 provides a schematic presentation of the distribution of the 194 competence statements among the 22 competence domains and three competence clusters. Competence Cluster One, for example, consisted of six competence domains and 38 competence statements. The least number of competence domains (n=6) were categorised in Competence Cluster One and it also accommodated the least number of competence statements (n=38).

Similar to the draft competence framework (see section 5.4), the competence clusters, domains and statements of the final competence framework are interlinked to one another. (See also section 3.6). The generic graduate attribute domains of Meta-competencies (MET) and EI and SI competencies (EMO) overarch other competences, since it has the ability to enhance or reinforce other competences (see sections 3.4.3.2 and 3.6).

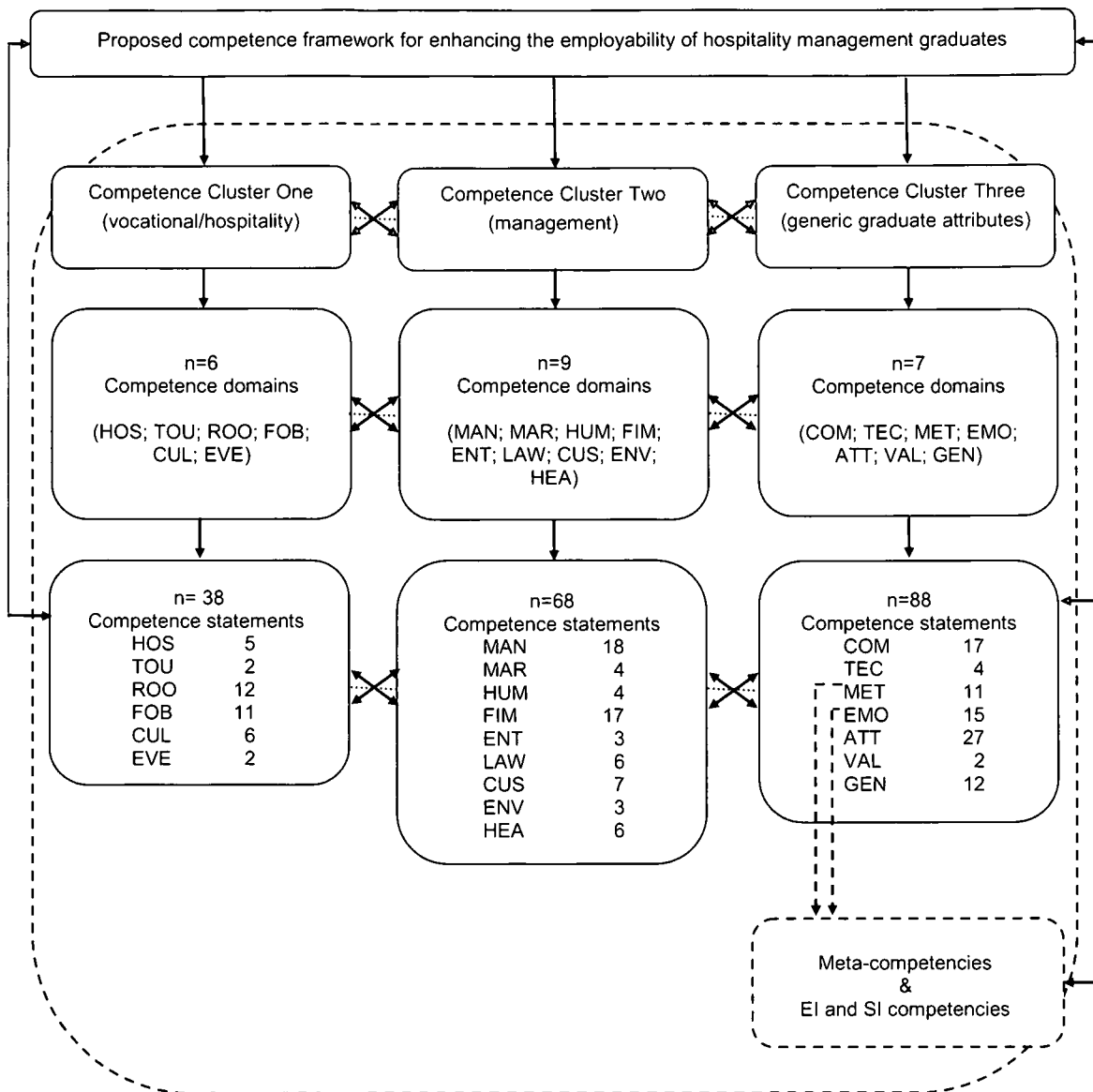


Figure 6.1: Distribution of competence statements in the final version of the proposed competence framework

Source: Compiled by the researcher for the purposes of this study

More details about the competence statements and domains that were categorised within each of the three Competence Clusters are reflected in Table 6.9. This table represents the final competence framework that is proposed by executing the steps of the two phases of this study (see Chapter Four).

Table 6.9: A proposed competence framework for enhancing the employability of hospitality management graduates in South Africa

Competence Cluster One (hospitality/vocational based)	Competence Cluster Two (management based)	Competence Cluster Three (based on generic graduate attribute concept)
<p>Hospitality Sector Orientation and Knowledge</p> <ul style="list-style-type: none"> • A hospitality orientation • Knowledge of the hospitality sector • Knowledge of hospitality products • Knowledge of the employment opportunities in the hospitality sector • Knowledge of hospitality operations 	<p>Management and Leadership competences</p> <ul style="list-style-type: none"> • Knowledge of management concepts • Supervision and management skills • Leadership skills • Strategic management skills • Change management skills • Diversity management skills • Cultural sensitivity • Embracing diversity • Operational management skills • Knowledge of quality management • Quality management skills • Knowledge management skills • Project management skills • A business orientation • Networking skills • Time management skills • Ability to cultivate a climate of trust • Understand the ethical issues facing hospitality managers 	<p>Communication competences</p> <ul style="list-style-type: none"> • Communication skills • Listening skills • English speaking skills • English presentation skills • Telephone skills • General English writing skills • Skills to write emails, memos, letters and reports in English • English reading skills • Reflective and critical reading skills • Non-verbal expression skills • Skills to direct meetings • Job interview skills • The ability to convey a message with confidence during a meeting or discussion • Intercultural communication skills • Interpersonal skills • Knowledge of different working relationships with third parties (e.g. relationships with suppliers, concessionaries, and independent contractors) • Social development skills
<p>Tourism competences</p> <ul style="list-style-type: none"> • Knowledge of the tourism industry • Knowledge of tourism demand and supply 	<p>Marketing competences</p> <ul style="list-style-type: none"> • Marketing management knowledge • Understand the hospitality market • Understand competitor analysis • Marketing skills 	<p>Technological competences</p> <ul style="list-style-type: none"> • Technology skills • Information technology skills • Skills to collect, analyse, organise, use and evaluate information • Knowledge of the most important information systems that exist within the hospitality sector
<p>Rooms Division competences</p> <ul style="list-style-type: none"> • Rooms Division knowledge • Guest reservation skills • Front office skills • Office administration skills • Housekeeping skills • Rooms Division management skills • Yield and revenue management knowledge • Yield and revenue management skills • The ability to use a property information management system • Knowledge of hospitality facilities • The ability to manage hospitality facilities • Understand the role of maintenance 		

<p>Food and Beverage competences</p> <ul style="list-style-type: none"> • Beverage knowledge • Knowledge of food and beverage trends • Knowledge of social protocol and etiquette • Food and beverage service skills • The ability to judge the quality of food and beverages • Skills to develop a wine and spirits list • Food and beverage management skills • Food and beverage revenue management skills • The ability to use a food and beverage information system • Purchasing skills • Skills to administer a food and beverage control system 	<p>Human Resources Management competences</p> <ul style="list-style-type: none"> • Knowledge of human resources management functions • Human resources management skills • Labour relations knowledge • Labour relations management skills 	<p>Meta-competencies</p> <ul style="list-style-type: none"> • Learning skills • An inquiring mind • Willingness to learn • Intellectual ability • Reflection skills • Self development • Critical thinking • Creativity and innovation • Skills to explore educational and career opportunities • Problem solving skills • Decision making skills
<p>Culinary competences</p> <ul style="list-style-type: none"> • Food product knowledge • Culinary knowledge • Knowledge of kitchen equipment • Basic food preparation skills • The ability to maintain a safe and hygienic kitchen working environment • Food quality evaluation skills 	<p>Accounting and Financial Management competences</p> <ul style="list-style-type: none"> • Understand the basic theory and practice of financial accounting • Understand the financial records of a hospitality enterprise • Understand the financial statements of a hospitality enterprise • The ability to record accounting transactions using a modern accounting information system • Understand how cost and management accounting is applied in hospitality management • The ability to calculate cost and selling prices of hospitality products • Cost and financial control skills • Management reporting skills • Understand the time value of money • The ability to perform and interpret basic financial ratios • The ability to perform cost-volume-profit analysis • The ability to forecast future demands • Budgeting skills • Budget management skills • Cash flow management skills • The ability to make management decisions based on accounting information • The ability to manage financial strategies and policies 	<p>Emotional and Social Intelligence competencies</p> <ul style="list-style-type: none"> • Emotional intelligence • Knowing one's internal states, preferences, resources, and intuitions (self-awareness) • Managing one's internal states, preferences, resources, and intuitions (self-management) • The ability to keep disruptive emotions and impulses in check (emotional self-control) • Flexibility in handling change (adaptability) • Striving to improve or meeting a standard of excellence (achievement orientation) • Persistence in pursuing goals despite obstacles and setbacks (positive outlook) • Sensing others' feelings and perspectives, and taking an active interest in their concerns (empathy) • Reading a group's emotional currents and power relationships (organisational awareness) • Sensing others' development needs and bolstering their abilities (coaching and mentoring attitude) • Inspiring and guiding individuals and groups (inspirational leadership) • Wielding effective tactics for persuasion (influence) • Negotiating and resolving disagreements (conflict management) • Working with others toward shared goals (teamwork) • Creating group synergy in pursuing collective goals (collaboration)
<p>Event Management competences</p> <ul style="list-style-type: none"> • Knowledge of event management • Skills to manage the hospitality function at events 		

	<p>Entrepreneurial competences</p> <ul style="list-style-type: none"> • Knowledge to start one's own hospitality business • Develop entrepreneurial opportunities • Skills to write a business plan 	<p>Attitudes</p> <ul style="list-style-type: none"> • Alertness • Awareness of global issues • Awareness of the world of work • Being dependable • Being genuinely friendly • Being independent • Being motivated • Being observative • Commitment • Common sense attitude • Competitiveness • Efficiency • Enthusiasm • Helicopter vision • Initiative • Loyalty • Perseverance • Positive self esteem • Productive and hardworking • Professional work attitude • Projecting a professional image • Punctuality • Reliability • Responsibility • Responsible citizenship • Self-discipline • Sense of humour
	<p>Legal competences</p> <ul style="list-style-type: none"> • Understand how the concepts of law are applied in the hospitality sector • Understand how the law of contract is applied in the hospitality sector • Understand how consumer protection laws are applied in the hospitality sector • Understand how labour laws are applied in the hospitality sector • Understand how liquor laws are applied in the hospitality sector • Understand how tobacco laws are applied in the hospitality sector 	<p>Values</p> <ul style="list-style-type: none"> • Ethical thinking • Integrity and honesty
	<p>Customer Satisfaction competences</p> <ul style="list-style-type: none"> • A customer orientation • Understand the nature of service excellence • Consumer behaviour knowledge • Understanding the needs of different guest types (e.g. tourists, airline, business, etc). • The ability to develop positive customer relations • The ability to deliver world-class services to customers • The ability to manage customer satisfaction 	

	<p>Environmental Protection and Sustainability competences</p> <ul style="list-style-type: none"> • Responsibility towards the environment • Knowledge of environmental protection and sustainability practices • The ability to manage waste and energy control systems 	<p>Other Generic competences</p> <ul style="list-style-type: none"> • Ability to complete tasks quickly • Ability to deal with ambiguity • Ability to deal with criticism • Ability to deal with stress • Ability to distinguish between business and personal life • Ability to give and receive feedback • Ability to judge appropriate behaviour • Ability to provide work of high quality • Ability to work in multi-task environments • High energy levels • Numeracy skills • Technical skills
	<p>Health and Safety competences</p> <ul style="list-style-type: none"> • Knowledge of health and safety • Knowledge of security procedures • Knowledge of significant diseases and the prevention thereof • Safety and security management skills • Skills to maintain a healthy and safe environment • The ability to manage wellness in the workplace 	

6.6 CONCLUSION

The Delphi panel of 39 panellists who met the predetermined inclusion criteria [see section 4.4.2.1(i)] played a valuable role in evaluating the importance of the competence statements in the preliminary competence framework. Delphi experts not only evaluated the importance of the competence statements of the preliminary competence framework, but they also evaluated additionally identified competences' importance towards enhancing hospitality management graduates' employability in South Africa. Resulting from this, a total number of 195 competences were categorised as "Essential" and consensus was most often applied as a stopping criterion. The results of the Delphi evaluation by the experts thus played a vital role in validating the adaption of the draft/preliminary competence framework to South African circumstances; and in the compilation of the final version of the proposed competence framework.

In the final chapter of this study the conclusions from the study as a whole are presented, accompanied by a series of recommendations and an overview of the significance of the study.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

The purpose of this study was to propose a comprehensive competence framework that can serve as a directive for enhancing the employability of hospitality management graduates in South Africa. The final draft of this envisaged competence framework was presented in the previous chapter. The main research question revolved around the knowledge, skills, attitudes and values that had to be incorporated in this comprehensive competence framework (see section 1.4). This chapter commences with a brief discussion on the main conclusions of the study, followed by an identification of the limitations applicable to the research. Recommendations are made regarding the dissemination of the research findings and future research opportunities emanating from this research are presented. The chapter concludes with the significance of the study and concluding remarks by the researcher.

7.2 CONCLUSIONS FROM THE STUDY

In order to address the main research question of the study, four subsidiary questions were stated in Chapter One (see section 1.4). These questions formed the backbone of the study; they guided the thinking in the study; and had important implications on the unfolding of the study. As such they informed the setting of three objectives (see section 1.5) which directed the practical execution of the study by means of a literature review (see Chapters Two and Three), a content analysis process (see Chapter Five) and a Delphi evaluation (see Chapter Six). This section describes the main conclusions that were drawn from the research that was undertaken to address each of the questions.

7.2.1 Research question one (contextualisation)

Research question one aimed to contextualise the study and was stated as follows: *What are the unique characteristics of the international and South African hospitality sector; and what are the challenges facing HE in South Africa that could impact on the enhanced employability of hospitality management graduates in South Africa?*

The contextualisation of the study was realised by means of a literature review (first part of Objective One). The literature review (presented in Chapter Two) revealed seven unique characteristics of the hospitality sector that were especially important in the context of the study. These characteristics were identified as the dynamic nature of the operating environment of the hospitality sector; the tangible and intangible elements of the hospitality product; the fragmented nature of the hospitality sector; the workforce diversity in terms of age, gender, educational levels, multiculturalism and employee status; poor working conditions; a high labour turnover; and a skills shortage in certain areas of the sector (see section 2.3).

The major challenges that were identified to impact on HEIs' ability to enhance their graduates' employability, relate to the implementation of the 2008 SANQF; the design of the hospitality management curriculum; a poor linkage between education providers and the industry; the under-preparedness of school leavers for HE; and the poor image of the hospitality sector (see section 2.4.4).

It was clear that the knowledge, skills, attitudes and values that had to be incorporated in a comprehensive competence framework for enhancing the employability of hospitality management graduates in South Africa had to address the identified characteristics of the hospitality sector and its related challenges; and the framework also had to make provision for the major challenges that could impact on HEIs' ability to enhance their graduates' employability.

7.2.2 Research question two (conceptual framework)

Research question two aimed at establishing a theoretical foundation for the study and was stated as follows: *How can the notions of employability, generic graduate attributes, competence(s), competency and competencies be conceptualised and understood in this study?*

In order to provide an appropriate conceptual framework for the study, the literature review had to be extended (second part of Objective One). Chapter Three describes the perspectives gained and the nature of the framework that unfolded. The narrow and holistic conceptions of employability were reviewed (see section 3.2) and led to the adoption of a holistic competence-based conceptualisation of this key concept in the study. The implications of this conceptualisation of employability on the study are described in section 3.5. The conception implies, among others, that graduates should not only possess a set of generic skills or generic graduate attributes, but also a range of competences that are dependent on the characteristics of the labour demand/hospitality sector. The environment/context in which competences are developed and eventually exercised in, therefore has a significant influence on the competences required for enhanced employability. Employability, for purposes of this study, was understood as the knowledge, skills, attitudes and values that should be developed in hospitality management graduates in order to make them more likely to gain employment and be successful in their chosen occupations in the hospitality sector; thereby benefitting graduates, the workforce, the community and the economy.

It became apparent from the literature review that hospitality management graduates need to possess generic graduate attributes in order to be employable. Generic graduate attributes are usually considered to be context independent. Depending on the relationship between the generic graduate attributes and the disciplinary knowledge and skills, generic graduate attributes can be regarded as foundational skills; contextualised disciplinary abilities; enabling attributes to use and apply disciplinary knowledge; or as attributes which enable students to use and apply disciplinary knowledge and complex human capabilities and aptitudes (see section 3.3.2).

The holistic competence-based conceptualisation of employability acknowledges the notion of competence as a central aspect of employability. The researcher found a considerable amount of confusion surrounding the terms “competence(s)” and “competency” (plural “competencies”). Based on a literature review, he identified eight differences between the concepts (see Table 3.3) and decided to use the term “competence” to describe the knowledge, skills, attitudes, and values of a person that correlate with superior job performance, that can be measured and evaluated, and that can be improved through training and development. The researcher perceives the notion of competence as a more holistic concept than competency. The competence concept encompasses the notion of competency that mainly refers to the behavioural aspect of competence. HE could contribute towards the enhancement of graduates’ employability by intentionally developing a specific set of competences (as proposed in a competence framework) by means of appropriate strategies.

The implications of the different concepts assisted the researcher in constructing a conceptual framework for this study, as depicted in Figure 3.4. This framework unravelled the holistic competence-based conceptualisation of employability adopted in the study; had implications on the unfolding of this study; and influenced the research design that was adopted.

7.2.3 Research question three (content analysis)

Research question three was stated as follows: *What is the nature of the competences that could potentially enhance the employability of hospitality management graduates?*

In order to address this question, Objective Two had to be realised, namely to compile a draft competence framework based on an extensive literature review and content analysis process (see section 1.5). Chapter Four describes the content analysis process that was followed to identify and describe the nature of the competences that could potentially enhance the employability of hospitality management graduates in South Africa. A total number of 2 544 initial competences were collected from the 44 documents that were selected for content

analysis purposes. The researcher employed deductive and inductive analysis to categorise and reduce the initial competence statements (qualitative data) into categories and meaningful patterns.

The abstraction process continued as far as reasonable and possible and a total of 220 competences were identified from the documents related to the generic graduate attribute concept (see sections 5.2.2) and hospitality related documents (see 5.3.3). The researcher added seven additional competences that were not identified by the content analysis process.

The competence statements were categorised within 25 competence domains and three competence clusters. The distribution of the competences in the draft competence framework is reflected in Figure 5.2 and the nature of the competences that could potentially enhance the employability of hospitality management graduates in South Africa is presented in the draft competence framework in Table 5.37.

The first competence cluster deals with competences that are mainly vocational/hospitality based. The first competence domain in this cluster deals, for example, with knowledge of the hospitality sector, its products, employment opportunities and operations (HOS). Other competence domains that were categorised within this competence cluster are the Tourism (TOU); Rooms Division (ROO); Food and Beverages (FOB); Culinary (CUL); Events Management (EVE); and Other Vocational competence domains.

The competences of the second competence cluster include aspects/elements of management or are mainly management based. Examples of the competence domains that were categorised into this competence cluster include Management and Leadership (MAN), Marketing (MAR), Human Resources Management (HUM), Project management (PRO) and Accounting and Financial Management (FIM).

Competences that are based on the generic graduate attribute concept were categorised in Competence Cluster. This cluster accommodated competences in the Communication (COM); Technological (TEC); Meta-competencies (MET); Emotional and Social Intelligence (EMO); Attitudes (ATT); and Other Generic (GEN) competence domains.

7.2.4 Research question four (Delphi evaluation)

The fourth research question was stated as follows: *What is the nature of a competence framework that has been specifically adapted for South African circumstances?*

This question was addressed by attaining Objective Three (see section 1.5), namely to have the draft/proposed framework evaluated by a Delphi panel of experts in order to promote its adaptation to South African circumstances. The competences of the proposed competence framework and additionally identified competence statements were consequently subjected to a Delphi evaluation by 39 experts in the hospitality management sector (see sections 4.4.2.1 and 6.2 for an overview of the setting up of the Delphi panel and the composition of the panel of experts). The Delphi panellists identified 21 additional competences that could enhance the employability of hospitality management graduates in South Africa.

The researcher reviewed and interpreted the 195 competence statements that were categorised as “Essential” over the four Rounds of the Delphi evaluation (see section 6.4) and reduced the 25 competence domains of the draft competence framework to 22 domains. Adjustments were made to the categorisation of competences in the remaining 22 competence domains and a final draft of the competence framework, consisting of 194 competence statements, was proposed. The nature of the framework that was specifically adapted for South African circumstances is reflected in Table 6.9.

7.2.5 Final conclusion

The question arises whether the proposed framework addresses the employability challenges related to the unique characteristics of the hospitality sector (see section 2.3); and the challenges that HEIs in South Africa need to face in order to enhance the employability of their hospitality management graduates (see section 2.4.4).

The competence framework makes to varying extents provision for appropriate competences to address the seven employability challenges related to the unique characteristics of the hospitality sector (see section 2.3). This conclusion is supported by the following:

- A number of competences in the final version of the competence framework could contribute towards hospitality graduates having the necessary competences to operate in *the dynamic environment of the hospitality sector*. Examples of these competences include a hospitality orientation; knowledge about the hospitality sector; flexibility in handling change; and change management skills. In addition, the framework requires of hospitality management graduates to have knowledge of the latest food and beverage trends; technology skills and consumer behaviour knowledge.
- The nature of the competence statements related to knowledge of hospitality products; quality management skills; and the competences of the Food and Beverage; Culinary; Rooms Division; Marketing and Customer Satisfaction competence domains speaks to the challenges posed by the *tangible and intangible hospitality product*.
- The competence framework addresses the challenges related to *the diversity of the hospitality workforce* by requiring, for example, of hospitality management graduates to embrace diversity; to exhibit diversity management skills, cultural sensitivity; intercultural communication skills; and teamwork skills.

- Knowledge of the hospitality sector, understanding how labour laws are applied in the hospitality sector; labour relations knowledge; and labour relations management skills can orientate graduates towards the *poor working conditions* in the sector and what good working conditions entail. It is assumed that graduates will only be able to contribute towards the improvement of the poor working conditions in the sector once they are appointed in managerial positions.
- Knowledge of the hospitality sector and knowledge of hospitality operations can make students aware of the *high employee turnover* and associated problems in the sector. It will, however, not address the cause of the problem, which can, among others, be ascribed to the low levels of training, poor working conditions and limited career progression in the sector (RSA DoT, 2011:40).
- Knowledge of the employment opportunities in the hospitality sector could motivate students to develop their competences in the areas of the hospitality sector that experience a *skills shortage*. The skills shortage in the sector is furthermore addressed by the competences categorised in the Food and Beverage and Culinary competence domains.

The competence framework makes to varying extents provision for appropriate competences to address the five challenges that HEIs in South Africa need to face in order to enhance the employable of hospitality management graduates (see section 2.4.4). This conclusion is supported by the following:

- The competence framework addresses the two sub-challenges related to the *hospitality management curriculum*, namely: the challenges associated with the liberation of the hospitality management curriculum and the challenge related to globalisation.

The three challenges associated with the liberation of the hospitality management curriculum are the vocation-liberal tension/challenge; the managerial-technical tension/challenge; and the practical-theoretical tension/challenge (see section 2.4.4.1). The framework speaks to the *vocation-liberal tension/challenge* by not only providing for vocational/hospitality based competences in Competence Cluster One, but by also incorporating non-industry specific competences in Competence Cluster Two (management based competences) and Competence Cluster Three (generic graduate attribute based competences). The *managerial-technical tension/challenge* is addressed by the incorporation of practical skills (e.g. front office skills; office administration skills; housekeeping skills; food and beverage service skills; and basic food preparation skills) and managerial competences (e.g. competences in the competence domains of Management and Leadership; Human Resources Management; and Accounting and Financial Management). The competence framework furthermore addresses the *practical-theoretical tension/challenge*. The framework was developed on the holistic conception of competence and therefore requires hospitality management graduates to exhibit both knowledge and practical skills. Whilst the framework does not explicitly require of hospitality management graduates to complete a period of WBL, the gaining of workplace experience is embedded in some of the competence statements that include the word “skills” in its description. The researcher assumes that a graduate can, for example, not gain guest reservation, front office or housekeeping skills without some exposure to a the real-life situation.

The *challenge of globalisation* was addressed by selecting international documents related to the generic graduate attribute concept; and international documents related to the hospitality sector (journal articles and hospitality management curricula) for content analysis purposes (see section 4.3.2). The competences suggested by these documents to enhance graduates’ employability were considered in the content

analysis process and therefore also in the draft and final versions of the competence framework. In addition, the competences of the framework related to an awareness of global issues, cultural sensitivity and intercultural communications skills can play a significant role in enabling students to be internationally knowledgeable and inter-culturally competent.

- The competence framework can assist public HEIs to meet the challenge related to the *non-alignment of its qualifications with the 2008 SANQF*, as elaborated on in section 7.5.2.
- Fourteen hospitality sector professionals participated in the Delphi evaluation (see section 6.2) and it is therefore accepted that the demands of the hospitality sector were to an acceptable degree incorporated in the proposed framework. The framework can furthermore be used as a communication tool to address *the poor linkage between HE providers and the industry*.
- The *under-preparedness of school leavers* entering HEIs is, for example, addressed by the competence statements that require graduates to exhibit English speaking; writing and reading skills in order to be more employable. In addition, graduates need to exhibit numeracy skills. It should, however, be noted the mere existence of the above-mentioned competences in the competence framework will not solve the problem of students' under-preparedness and additional will have to be provided to these students.
- The competence framework addresses the employability challenge related to the *poor image of the hospitality sector* by requiring graduates to have knowledge of the hospitality sector, and therefore its poor image in order to be employable. However, the alleged negative efforts-rewards

ratio, poor working conditions and poor treatment from managers need to be addressed in order to improve the poor image of the hospitality sector.

Any realistic evaluation of the competence framework needs to take certain limitations in the research leading to the final draft of the proposed competence framework into consideration.

7.3 LIMITATIONS

Although the researcher took great effort to enhance the trustworthiness and the validity and reliability of the research processes, as with any study, there remained certain limitations. In this regard the researcher would like to acknowledge four potential limitations associated with this study.

Firstly, the evaluation of the importance of the competence statements towards the enhanced employability of hospitality management graduates was based on the opinions of the Delphi panellists. Consequently, some degree of bias is inevitable.

Secondly, although the Delphi panel provided, according to the researcher, for an appropriate scope of expertise, most of the Delphi panellists are from the White race group. The racial composition of the panel can, for example, be ascribed to the low percentage of black employees who are appointed in managerial positions in the hospitality sector (see section 2.3.4.4).

Thirdly, while the researcher took great care in selecting the generic graduate attributes and hospitality related documents according to predetermined criteria, subjectivity could have played a role. The validity of the study could have been enhanced if a panel of experts assisted the researcher with the selection of the documents. In addition, the documents selected for content analysis purposes did not include complementary documents such as books, book reviews, conference reports; dissertations, research notes, books, editor notes, and trade journal articles. These documents could potentially have contributed to solving the research problem (Zhao & Ritchie, 2007:488). The international hospitality management curricula that were selected for content analysis purposes were from

European and USA hospitality schools only, since these schools are rated as the top hospitality schools in the world by Taylor Nelson Sofres Travel and Tourism (2010). [See also section 4.3.2.2(ii)]. Consequently, hospitality management curricula in, for example, Australia and China were not considered for content analysis purposes.

Fourthly, the researcher acknowledges that some of the competences in the framework may overlap and can be interrelated to one another; the competence statements, domains and clusters could have been organised differently by another researcher in some instances; and that subjectivity could have played a role during the content analysis process.

Despite the potential limitations, the researcher has proposed a unique competence framework that can serve as a directive for enhancing the employability of hospitality management graduates in South Africa. However, to reap the employability benefits associated with the competence framework, the results of the study need to be disseminated to hospitality management academics in South Africa.

7.4 RECOMMENDATIONS

The researcher wishes to make certain recommendations regarding (1) the dissemination of the research findings and (2) future research opportunities emanating from this research.

7.4.1 Dissemination of the findings

As agreed upon, an electronic copy of the research findings will be distributed to heads of department or deans (see Appendix 4.1) and Delphi panellists (see Appendices 4.3 to 4.5) who participated in the study. The potential value of the competence framework towards the enhancement of hospitality management graduates' employability by HEIs (see section 7.5.2) will be described in the report. The institutions presenting diplomas in hospitality management can also be contacted since they could consider to present baccalaureate degrees in hospitality

management in the near future. In order to enhance the dissemination of the research findings, the researcher can also mention to the deans or heads of department that he is available to make presentations on the findings of the study to their members of staff. (The CUT has already requested the researcher to make such a presentation to their hospitality management academics).

It is recommended that the research findings be presented at conferences and especially at the Annual Conference of the Federation of Tourism and Hospitality Educators South Africa. The research findings could also be submitted to academic journals for publication. In this way the researcher could make a valuable contribution towards the enhancement of hospitality management graduates' employability in South Africa, Africa and internationally.

7.4.2 Future studies

With regard to further investigations in this field, the following recommendations are made:

- The researcher recommends that this study be followed up by a formative evaluation of the suitability/effectiveness of the proposed competence framework to enhance hospitality management graduates' employability in South Africa. A mixed methods design could be followed and perspectives from hospitality alumni, employers and academics could be explored and considered to adapt/improve on the proposed competence framework.
- Although great care has been taken to enhance trustworthiness, validity and reliability, and much effort has gone into the development and evaluation of the framework, it has not yet been piloted. It is therefore recommended that the competence framework be piloted and implemented. Following, an evaluation of the effectiveness of the implemented competence framework could provide an excellent opportunity for further research. Such an evaluation study could, for example, explore whether adaptations to the framework are required;

whether hospitality schools find it a feasible and useful framework; and whether the framework actually contributes towards the enhancement of hospitality management graduates' employability. A study can also be conducted to evaluate whether the competence framework provides for an appropriate balance between vocational and liberal competences; managerial and technical competences; and practical and theoretical competences.

- The employability levels of hospitality management graduates at different HEIs could be evaluated against the competences in the proposed competence framework from the perspectives of hospitality management alumni, educators and employers. The employability perceptions of the three groups of respondents can, for example, be compared and possible differences in the employability perceptions of alumni, academics and employers could be explored by employing a qualitative research approach.
- In addition, an evaluation study can be conducted to compare HEIs' success in developing employable hospitality graduates. The findings of such a study could lead to a follow-up research study investigating the implementation of best practices in employability enhancement at those HEIs that are successful in producing graduates with high levels of employability.
- The relative importance of each of the identified competences in the framework towards the enhancement of graduates' employability could be determined through a quantitative research approach by employing, for example, factor analysis.

Whilst the proposed competence framework has established a sound foundation for future research, its significance is not limited to future studies only.

7.5 SIGNIFICANCE OF THE STUDY

The significance of the research can be summarised in three themes, namely its value towards competence framework theory building; its value towards the enhancement of hospitality management graduates' employability; and its support towards the realisation of the NTSS.

7.5.1 The significance of the study towards competence framework theory building

The study built on the existing theory on competence modelling and created new knowledge. Contrary to most of the previous studies on employer expectations of hospitality graduates and employees, the proposed competence framework is of a comprehensive nature; is built on a sound theoretical framework/foundation; and was developed by adopting a mixed-methods design. In addition, the proposed framework is, according to the knowledge of the researcher, the first competence framework in South Africa to focus on the enhancement of hospitality management graduates' employability. This contribution to theory predominantly lies within the field of higher education studies as applied in hospitality management course design and quality assurance (see section 1.8).

Following publication and presentation of the research framework, the research design and methodology followed in the study can form a valuable directive in the development of similar frameworks, even internationally and for other disciplines.

7.5.2 The significance of the competence framework as a directive for enhancing employability

Firstly, the competence framework can play an important role in curriculum development. The 2008 SANQF (RSA, 2008) does not provide for BTech qualifications and HEIs have only until 31 December 2014 to comply with the new SANQF (see sections 3.4.2 and 2.4.4.1). The proposed competence framework is therefore timely and could assist hospitality management academics in developing

a curriculum for a baccalaureate degree in hospitality management on SANQF Level Seven.

The framework provides clarity on the competences that need to be considered and included in a hospitality management curriculum. It is suggested that the essential competences reflected in the proposed competence framework be considered as the core curriculum, while the competences that were categorised as “Useful” (see Chapter Five), be included as electives/areas of specialisation. Curriculum designers could incorporate the generic attribute based competences of Competence Cluster Three into the curriculum by reflecting on the precursor, complementary, translation and enabling conceptions of these attributes (see section 3.3.2). It is therefore not necessary to explicitly include all the identified competences in the generic attribute based competence cluster (Competence Cluster Three) in the curriculum. It is, however, recommended that academics ensure (through appropriate teaching and learning; and assessment practices) that students have mastered the competences before a baccalaureate degree in hospitality management is awarded to them. This applies primarily to the behavioural competencies in the Emotional and Social Intelligence; Meta-competencies; Attitudes; Values; and Other Generic competence domains of Competence Cluster Three.

As an alternative to developing a new curriculum for a baccalaureate degree in hospitality management, curriculum developers can also align the existing curricula of the BTech degree in Hospitality Management (offered by six HEIs) and the BCom degree in International Hospitality Management (offered by one private HEIs) with the 2008 SANQF requirements and employability expectations of role players (as presented in the proposed competence framework). Although an in-depth comparison of the competences in the proposed framework with the outcomes in the existing curricula do not fall within the scope of this study (see section 1.8), the researcher performed a preliminary comparison of the outcomes in the curriculum of the BTech in Hospitality Management against the competences in the proposed framework. The curriculum of the BTech was selected as it is presented by the majority of HEIs that offer baccalaureate degrees in hospitality

management (see section 2.4.2). The competences that appear in the proposed competence framework, but not in the curriculum of the BTech in Hospitality Management, are identified in Appendix 7.1 and curriculum developers could consider the addition of these competences to the existing curriculum. It is acknowledged that some of these competences might already be embedded in the outcomes of the existing curriculum. In those instances curriculum developers could consider to make the competences more prominent in the adjusted/aligned curriculum. A substantial number of generic graduate attributes could be considered for inclusion in the adjusted/aligned curriculum.

If hospitality management academics take note of the interrelatedness of the competence statements in the framework (see section 6.5), they can aim to present the competence statements in a coherent and integrated way to students. In addition, appropriate teaching and learning strategies can be identified; and the forms of assessment and evaluations described that will be most suited for the development of the identified competences.

Secondly, the proposed competence framework can provide a clear measure of HEI's effectiveness in developing employable graduates. HEIs can therefore use the proposed competence framework as a set of standards to judge the employability of their graduates against. A formative evaluation study that includes hospitality graduates, academics and employers, as recommended in section 7.4.2 above, can be performed at regular intervals. Such evaluations could enable HEIs to take appropriate steps in order to continuously improve on the employability levels of graduates. By performing such employability evaluations, HEIs can identify the specific competences that require further development. This will afford HEIs the opportunity to incorporate appropriate teaching and learning activities; and assessment strategies to address competence development in the identified areas. The results of the evaluation studies, if favourable, could also be used as an important selling point to recruit quality students that could in turn lead to higher levels of graduate employability.

Thirdly, the competence framework, if communicated effectively to students, can assist students to engage in the process of enhancing their employability. It could enable them to know what is expected of them and to monitor and reflect on their personal development. The student-lecturer relationship could also be improved as students might see lecturers as coaches and facilitators who are committed to help them to reach the expected competences and to enhance their employability.

Fourthly, the competence framework can serve as a clear description to potential employers of the knowledge, skills, abilities and attitudes that can be expected from hospitality management graduates. It can also be used to explain to employers how the hospitality sector and HEIs can collaboratively contribute towards the enhancement of hospitality management graduates' employability, which will ultimately benefit both parties.

7.5.3 The study supports the National Tourism Sector Skills Strategy (NTSS)

The research can make a valuable contribution towards the second strategic objective of the NTSS dealing with the provision of excellent people development within the tourism sector (see section 2.2.1). The NTSS explicitly states that people development is one the critical factors for the successful implementation of the NTSS. (DoT, 2011:66).

7.6 CONCLUDING REMARKS

The study was a challenging and enriching experience for the researcher, leading to personal growth and a better understanding of the competences required to enhance the employability of hospitality management graduates. The hope is expressed that the proposed competence framework will prove to be useful in enhancing the employability of hospitality management graduates in South Africa. Hope is furthermore expressed that graduates and hospitality sector employers will realise that it is not the sole responsibility of HEIs to enhance graduates' employability, but that graduates, employers and HEIs need to take hands to ultimately reap the benefits associated with enhanced graduate employability.

Graduates and hospitality management academics need to understand that employability is also dependent on constant change that forms part of our daily lives. A graduate can therefore never be employable for life and a competence framework can never be applied for an indefinite period as a directive for enhancing the employability of hospitality management graduates. The researcher acknowledges that a study on an evolving phenomenon, such as employability, cannot claim to be conclusive or all-inclusive. The researcher therefore needs to engage in further dialogue, enquiry and research to further unravel the enhancement of graduates' employability. The completion of this study therefore does not represent closure or the end of the ongoing quest for employability; there are many more hills to climb.

"I have walked that long road... I have tried not to falter; I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come. But I can rest only for a moment... and I dare not linger, for my long walk is not yet ended".

Nelson Rolihlahla Mandela (1994:554)

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APPENDIX 4.1

RECRUITMENT LETTER TO HEADS OF DEPARTMENT OR DEANS

13 February 2012

Dear Head of Department/Dean

**Request to nominate a student to participate in a PhD study entitled:
“Competence Directives for the Enhanced Employability of Hospitality
Management Graduates in South Africa”**

At present I am writing a thesis to obtain the PhD in Higher Education Studies at the University of the Free State. The aim of my study is to propose a comprehensive competence framework that can serve as a directive for enhancing the employability of hospitality management graduates in South Africa.

My supervisors are:

Prof Dr AC Wilkinson
Professor Researcher: Centre for Teaching and Learning
University of the Free State

Prof Dr FE Van Schalkwyk
Director: School of Design Technology and Art
Central University of Technology, Free State

There is a global demand on Higher Education Institutions (HEIs) to prepare their graduates for employability, a term that can be identified as the knowledge, skills, attitudes and values that make graduates more likely to gain employment and be successful in their chosen occupations; thereby benefitting graduates, the workforce, the community and the economy. Despite employers'

employability expectations, they often criticise HEIs for not providing graduates who are ready for work. Hospitality employers are particularly prone to criticise hospitality education providers for their inability to produce employable graduates. The most recent Tourism and Sport Skills Audit conducted on behalf of the Tourism, Hospitality and Sport Education and Training Authority revealed that employers in the South African hospitality sector are of the opinion that education institutions produce graduates who are not well prepared for the demands of the sector.

In order to meet the employability expectations of employers, a number of HEIs focus on competence models/frameworks to prepare their students for a specific career. A competence framework is viewed as a descriptive tool that can be used to enhance the employability of hospitality management graduates by identifying the collection of knowledge, skills, attitudes and values that correlates with superior job performance, that can be measured and evaluated, and that can be improved through training and development.

Competence modelling approaches represent current best practices in quality management and the promotion of graduates' employability. The competence framework that will be developed in this study can be used as a tool/guide for the development and implementation of a curriculum for a bachelor's degree in hospitality management that aims to develop employable hospitality management graduates. The competence framework can also act as a clear measure for HEIs to evaluate their hospitality management graduates' employability against. The developed competence framework can also act as a clear description to potential employers of the knowledge, skills, attitudes and values that can be expected from hospitality management graduates in South Africa. Facilitators can benefit from the competence framework by understanding which dimensions of students' performance should be developed, observed and assessed.

In order to realise the aim of the study and address the research question, I have (following a comprehensive review of relevant literature and other documentation) compiled a preliminary list of possible employability competences that could be expected of hospitality management graduates in South Africa. I will require input from Delphi experts to propose an employability competence framework for hospitality management graduates in South Africa. For this purpose, a questionnaire was developed which will require Delphi experts to rate whether the identified competences are "Essential", "Useful" or "Unnecessary".

The experts will also be given the opportunity to give their own ideas and opinions on the competences required for hospitality management graduates' employability. I will then analyse the data and a report will be compiled and electronically distributed to the Delphi experts.

The Delphi process will be repeated until 75 per cent or more of the panellists agree on the importance of the competence statements identified in the questionnaire. The process will furthermore stop if panellists have not reached such consensus at the end of Round Three, but if stability in the distribution of the group's responses has been obtained. The Delphi process will be iterated for a maximum of four rounds.

I will be grateful if you would please assist me in this project by providing me with the names of three alumni from your institution who comply with the following criteria:

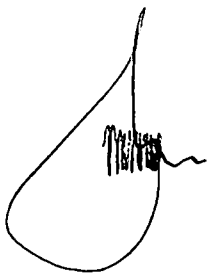
- The alumni completed their baccalaureate degrees in Hospitality Management in 2011.
- The students were regarded as being top performers in both theoretical and practical subjects during their four years of study.
- You expect that the students will render superior job performance in the hospitality sector.

You are furthermore requested to please obtain the consent of the alumni before providing me with their names and contact details. Delphi panellists will consist of hospitality employers, alumni and hospitality educators. The students nominated by you will serve on the Delphi panel by virtue of their expertise as top baccalaureate students at your institution. The students will not be required to evaluate the quality of your institution's offering of the learning programme. Their participation in this study is confidential and voluntary. The final results from the Delphi process will be provided to you and the participating alumni at the end of the study.

It will be appreciated if you could complete the letter of participation and email it to me within three business days. Thank you in advance for your valuable input and participation.

Thank you in advance for your assistance.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Manie Moolman'. The signature is stylized with a large loop on the left side and a small flourish on the right.

Manie Moolman

APPENDIX 4.2

LETTER OF PARTICIPATION TO NOMINATE ALUMNI

Are you willing to provide me with the names of three alumni who could be involved in this study? (*Indicate with an "X"*)

YES

NO

If "YES", please complete the information below.

Please obtain the consent of the alumni before providing me with their names and contact details.

PERSONAL DETAILS (for correspondence purposes only)

STUDENT NUMBER ONE

Name and surname:

Email address:

Cell phone number:

STUDENT NUMBER TWO

Name and surname:

Email address:

Cell phone number:

STUDENT NUMBER THREE

Name and surname:

Email address:

Cell phone number:

Please return the completed form to Adv Manie Moolman via email (moolmanhj@ufs.ac.za) or fax (+27 51 4362967).

APPENDIX 4.3

RECRUITMENT LETTER TO HOSPITALITY PROFESSIONALS

13 February 2012

Dear Hospitality Professional

Request to participate in a PhD study entitled: “Competence Directives for the Enhanced Employability of Hospitality Management Graduates in South Africa”

At present I am writing a thesis to obtain the PhD in Higher Education Studies at the University of the Free State. The aim of my study is to propose a comprehensive competence framework that can serve as a directive for enhancing the employability of hospitality management graduates in South Africa.

My supervisors are:

Prof Dr AC Wilkinson

Professor Researcher: Centre for Teaching and Learning

University of the Free State

Prof Dr FE Van Schalkwyk

Director: School of Design Technology and Art

Central University of Technology, Free State

There is a global demand on Higher Education Institutions (HEIs) to prepare their graduates for employability, a term that can be identified as the knowledge, skills, attitudes and values that make graduates more likely to gain employment and be successful in their chosen occupations; thereby benefitting graduates, the workforce, the community and the economy. Despite employers' employability expectations, they often criticise HEIs for not providing graduates who are ready for work. Hospitality employers are particularly prone to criticise

hospitality education providers for their inability to produce employable graduates. The most recent Tourism and Sport Skills Audit conducted on behalf of the Tourism, Hospitality and Sport Education and Training Authority revealed that employers in the South African hospitality sector are of the opinion that education institutions produce graduates who are not well prepared for the demands of the sector.

In order to meet the employability expectations of employers, a number of HEIs focus on competence models/frameworks to prepare their students for a specific career. A competence framework is viewed as a descriptive tool that can be used to enhance the employability of hospitality management graduates by identifying the collection of knowledge, skills, attitudes and values that correlates with superior job performance, that can be measured and evaluated, and that can be improved through training and development.

Competence modelling approaches represent current best practices in quality management and the promotion of graduates' employability. The competence framework that will be developed in this study can be used as a tool/guide for the development and implementation of a curriculum for a bachelor's degree in hospitality management that aims to develop employable hospitality management graduates. The competence framework can also act as a clear measure for HEIs to evaluate their hospitality management graduates' employability against. The developed competence framework can also act as a clear description to potential employers of the knowledge, skills, attitudes and values that can be expected from hospitality management graduates in South Africa. Facilitators can benefit from the competence framework by understanding which dimensions of students' performance should be developed, observed and assessed.

In order to realise the aim of the study and address the research question, I have (following a comprehensive review of relevant literature and other documentation) compiled a preliminary list of competences that could be required of hospitality management graduates to be employable in the

workplace. I will require input from Delphi experts to propose an employability competence framework for hospitality management graduates in South Africa. For this purpose, a questionnaire was developed which will require Delphi experts to rate whether the identified competences are “Essential”, “Useful” or “Unnecessary”.

The experts will also be given the opportunity to give their own ideas and opinions on the competences required for hospitality management graduates’ employability. I will then analyse the data and a report will be compiled and electronically distributed to the Delphi experts.

The Delphi process will be repeated until 75 per cent or more of the panellists agree on the importance of the competence statements identified in the questionnaire. The process will furthermore stop if panellists have not reached such consensus at the end of Round Three, but if stability in the distribution of the group’s responses has been obtained. The Delphi process will be iterated for a maximum of four rounds.

I will be grateful if you would assist me in this project by being an expert panellist. Delphi experts will consist of hospitality sector professionals, alumni and hospitality educators. You were specifically elected to this Delphi panel by virtue of your expertise as a hospitality sector professional.

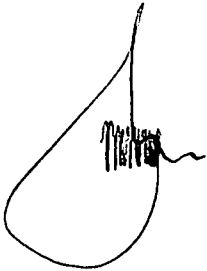
I know that your time is extremely valuable to you, but the completion of the questionnaire and issues relating to it should take approximately 30 minutes per round. It is expected that the degree of consensus will be reached after three rounds. It is expected that the first round of questionnaires will be distributed to you towards the middle of February 2012.

I would like to assure you that your participation in this study is voluntary and confidential. The final results from the Delphi process will be provided to you at the end of the study.

It will be appreciated if you could complete the attached letter of participation and email it to me within three business days to confirm your participation in the study.

Thank you in advance for your valuable input and participation.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Manie Moolman'. The signature is stylized, with a large, sweeping initial 'M' and a trailing flourish.

Manie Moolman

APPENDIX 4.4

RECRUITMENT LETTER TO HOSPITALITY ACADEMICS

13 February 2012

Dear Hospitality Academic

Request to participate in a PhD study entitled: “Competence Directives for the Enhanced Employability of Hospitality Management Graduates in South Africa”

At present I am writing a thesis to obtain the PhD in Higher Education Studies at the University of the Free State. The aim of my study is to propose a set of competence directives for the enhanced employability of hospitality management graduates in South Africa.

My supervisors are:

Prof Dr AC Wilkinson

Professor Researcher: Centre for Teaching and Learning
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Director: School of Design Technology and Art
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hospitality education providers for their inability to produce employable graduates.

The most recent Tourism and Sport Skills Audit conducted on behalf of the Tourism, Hospitality and Sport Education and Training Authority revealed that employers in the South African hospitality sector are of the opinion that education institutions produce graduates who are not well prepared for the demands of the sector.

In order to meet the employability expectations of employers, a number of HEIs focus on competence models/frameworks to prepare their students for a specific career. A competence framework is viewed as a descriptive tool that can be used to enhance the employability of hospitality management graduates by identifying the collection of knowledge, skills, attitudes and values that correlates with superior job performance, that can be measured and evaluated, and that can be improved through training and development.

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required of hospitality management graduates to be employable in the workplace. I will require input from Delphi experts to propose an employability competence framework for hospitality management graduates in South Africa. For this purpose, a questionnaire was developed which will require Delphi experts to rate whether the identified competences are "Essential", "Useful" or "Unnecessary".

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I will be grateful if you would assist me in this project by being an expert panellist. Delphi experts will consist of hospitality sector professionals, alumni and hospitality educators. You were specifically elected to this Delphi panel by virtue of your expertise in hospitality management education.

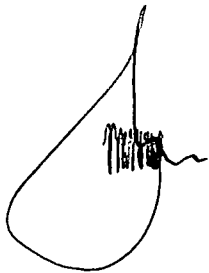
I know that your time is extremely valuable to you, but the completion of the questionnaire and issues relating to it should take approximately 30 minutes per round. It is expected that this degree of consensus will be reached after three rounds. It is expected that the first round of questionnaires will be distributed to you towards the middle of February 2012.

I would like to assure you that your participation in this study is voluntary and confidential. The final results from the Delphi process will be provided to you at the end of the study.

It will be appreciated if you could complete the attached letter of participation and email it to me within three business days to confirm your participation in the study.

Thank you in advance for your valuable input and participation.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Manie Moolman', enclosed within a large, hand-drawn teardrop-shaped outline.

Manie Moolman

APPENDIX 4.5

RECRUITMENT LETTER TO HOSPITALITY ALUMNI

..... February 2012

Dear Hospitality Management Alumnus

Request to participate in a PhD study entitled: “Competence Directives for the Enhanced Employability of Hospitality Management Graduates in South Africa”

A representative from the University of Technology/University where you completed your BTech in Hospitality Management/BBA in International Hospitality Management in 2011, nominated you to participate in my research studies. At present I am writing a thesis to obtain the PhD in Higher Education Studies from the University of the Free State. The aim of my study is to propose a set of competence directives for the enhanced employability of hospitality management graduates in South Africa.

My supervisors are:

Prof Dr AC Wilkinson

Professor Researcher: Centre for Teaching and Learning
University of the Free State

Prof Dr FE Van Schalkwyk

Director: School of Design Technology and Art
Central University of Technology, Free State

There is a global demand on Higher Education Institutions (HEIs) to prepare their graduates for employability, a term that can be identified as the knowledge, skills, attitudes and values that make graduates more likely to gain employment and be successful in their chosen occupations; thereby benefitting graduates, the workforce, the community and the economy. Despite employers'

employability expectations, they often criticise HEIs for not providing graduates who are ready for work. Hospitality employers are particularly prone to criticise hospitality education providers for their inability to produce employable graduates. The most recent Tourism and Sport Skills Audit conducted on behalf of the Tourism, Hospitality and Sport Education and Training Authority revealed that employers in the South African hospitality sector are of the opinion that education institutions produce graduates who are not well prepared for the demands of the sector.

In order to meet the employability expectations of employers, a number of HEIs focus on competence models/frameworks to prepare their students for a specific career. A competence framework is viewed as a descriptive tool that can be used to enhance the employability of hospitality management graduates by identifying the collection of knowledge, skills, attitudes and values that correlates with superior job performance, that can be measured and evaluated, and that can be improved through training and development.

Competence modelling approaches represent current best practices in quality management and the promotion of graduates' employability. The competence framework that will be developed in this study can be used as a tool/guide for the development and implementation of a curriculum for a bachelor's degree in hospitality management that aims to develop employable hospitality management graduates. The competence framework can also act as a clear measure for HEIs to evaluate their hospitality management graduates' employability against. The developed competence framework can also act as a clear description to potential employers of the knowledge, skills, attitudes and values that can be expected from hospitality management graduates in South Africa. Facilitators can benefit from the competence framework by understanding which dimensions of students' performance should be developed, observed and assessed.

In order to realise the aim of the study and address the research question, I have (following a comprehensive review of relevant literature and other documentation) compiled a preliminary list of competences that could be required of hospitality management graduates to be employable in the workplace. I will require input from Delphi experts to propose an employability competence framework for hospitality management graduates in South Africa. For this purpose, a questionnaire was developed which will require Delphi experts to rate whether the identified competences are "Essential", "Useful" or "Unnecessary".

The experts will also be given the opportunity to give their own ideas and opinions on the competences required for hospitality management graduates' employability. I will then analyse the data and a report will be compiled and electronically distributed to the Delphi experts.

The Delphi process will be repeated until 75 per cent or more of the panellists agree on the importance of the competence statements identified in the questionnaire. The process will furthermore stop if panellists have not reached such consensus at the end of Round Three, but if stability in the distribution of the group's responses has been obtained. The Delphi process will be iterated for a maximum of four rounds.

I will be grateful if you would assist me in this project by being an expert panellist. Delphi experts will consist of hospitality sector professionals, alumni and hospitality educators. You were specifically elected to this Delphi panel by virtue of your expertise as a former BCom/BTech student in Hospitality Management. You were nominated by your University of Technology/University based on the following criteria:

- You completed your baccalaureate degree in Hospitality Management in 2011.
- You were regarded as a top performer in both theoretical and practical subjects.
- You are expected to render superior job performance in the hospitality sector.


I know that your time is extremely valuable to you, but the completion of the questionnaire and issues relating to it should take approximately 30 minutes per round. It is expected that this degree of consensus will be reached after three rounds. It is expected that the first round of questionnaires will be distributed to you towards the middle of February 2012.

I would like to assure you that your participation in this study is voluntary and confidential. The final results from the Delphi process will be provided to you at the end of the study.

It will be appreciated if you could complete the letter of participation and email it to me within three business days to confirm your participation in the study.

Thank you in advance for your valuable input and participation.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Manie Moolman', enclosed within a simple, hand-drawn oval shape.

Manie Moolman

APPENDIX 4.6

INFORMED CONSENT FORM

Are you willing to participate and be involved in this study? (*Indicate with an "X"*)

YES NO

If "YES", please complete the information below.

PERSONAL DETAILS

Name and surname:

Title: Gender: Age:

Race: Language most often used:

Current Position:

Name of Employer:

Number of years experience in the hospitality sector:

Number of years' managerial experience in the hospitality sector:

Number of years experience in hospitality management education:

Qualifications:

Year highest qualification was obtained:

Postal address:

I understand that:

- My participation is voluntary.
- I have the right to withdraw at any time without consequence.
- I will be asked to give opinions on issues related to the research and that these opinions will not result in any judgement of me.
- I may be required to provide written justification for my response for purpose of clarity.
- I will be kept informed of the results of each round of the questionnaire.
- Confidentiality is guaranteed.
- Anonymity amongst panel members is assured.
- My identity and responses will be known by the researcher.

Please return the completed form to Adv Manie Moolman via email (moolmanhj@ufs.ac.za) or fax (+27 51 4362967).

APPENDIX 4.7

QUESTIONNAIRE FOR ROUND ONE OF THE DELPHI EVALUATION

..... February 2012

Dear Delphi Panellist

ROUND ONE OF THE DELPHI EVALUATION

Thank you for your willingness to participate as a Delphi panellist for my PhD study which aims to propose a comprehensive competence framework that can serve as a directive for the enhanced employability of hospitality management graduates in South Africa.

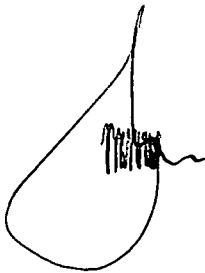
The term “competence”, for purposes of this study, represents dimensions of knowledge, skills, attitudes and values that correlate with superior job performance, that can be measured and evaluated, and that can be improved through training and development. A graduate, for purposes of this study, is defined as a student who has completed a three year degree qualification in hospitality management on level seven of the 2008 National Qualifications Framework (NQF).

I have compiled a preliminary list of competence statements that could contribute towards the enhanced employability of hospitality management graduates in South Africa. I will appreciate it if you could please rate each of these competence statements' importance towards the enhancement of the employability of hospitality management graduates in South Africa on the following scale: “Unnecessary”; “Useful” and “Essential”. Please mark the appropriate block with an “X”. Mark only one option. Please add any comments where necessary. It will take you approximately 30 minutes to complete the questionnaire.

Consensus on a statement will be reached if 75% or more of the panellists agree with the importance of a specific competence. After each round the results will be calculated and presented to you in a follow-up questionnaire.

Kindly return the completed questionnaire by email (moolmanhj@ufs.ac.za) or fax (+27 51 4362967) within three business days after you have received it. The questionnaire will be returned to Delphi panellists for the follow-up round(s) and will indicate the results of the previous round(s). You will only be required to rate those statements on which consensus was not reached and those which were rephrased in the follow-up round(s).

Thank you very much for your valuable input. It is highly appreciated.

A handwritten signature in black ink, appearing to read 'Manie Moolman', written over a large, faint, teardrop-shaped outline.

Manie Moolman

Please rate each of the following competences' importance towards the enhanced employability of hospitality management graduates in South Africa according to the following scale:

1 = Unnecessary; 2 = Useful or 3 = Essential

Please mark the appropriate block with an "X". Mark only one option.

No	Hospitality Sector Knowledge	1	2	3	Comments
HOS01	Knowledge of the hospitality sector				
HOS02	Knowledge of hospitality products				
HOS03	Knowledge of the employment opportunities in the hospitality sector				
HOS04	Knowledge of hospitality operations				

No	Tourism competences	1	2	3	Comments
TOU01	Knowledge of the tourism industry				
TOU02	Knowledge of tourism demand and supply				
TOU03	Sustainable tourism development skills				
TOU04	Knowledge of transport systems				
TOU05	Knowledge of tourism Non-Governmental Organisations' operations				

No	Rooms Division competences	1	2	3	Comments
ROO01	Rooms Division knowledge				
ROO02	Front office skills				
ROO03	Guest reservation skills				
ROO04	Housekeeping skills				
ROO05	Rooms Division management skills				
ROO06	Yield and revenue management knowledge				
ROO07	Yield and revenue management skills				
ROO08	The ability to use a property information management system				
ROO09	Knowledge of hospitality facilities				
ROO10	The ability to manage the maintenance function of a hospitality enterprise				
ROO11	The ability to manage hospitality facilities				
ROO12	Hospitality property design skills				

No	Food and Beverage competences	1	2	3	Comments
FOB01	Beverage knowledge				
FOB02	Knowledge of food and beverage trends				
FOB03	Food and beverage service skills				
FOB04	Knowledge of social protocol and etiquette				
FOB05	Skills to design a restaurant menu				
FOB06	Skills to develop a wine and spirits list				
FOB07	Skills to pair wine and food				
FOB08	Food and beverage marketing skills				
FOB09	The ability to use a food and beverage information system				
FOB10	Food and beverage management skills				
FOB11	Food and beverage revenue management skills				
FOB12	The ability to judge the quality of food and beverages				
FOB13	Purchasing skills				
FOB14	Skills to administer a food and beverage control system				
FOB15	Skills to design a food and beverage facility				

No	Culinary competences	1	2	3	Comments
CUL01	Food product knowledge				
CUL02	Culinary knowledge				
CUL03	Knowledge of kitchen equipment				
CUL04	Kitchen design skills				
CUL05	Basic food preparation skills				
CUL06	Intermediate food preparation skills				
CUL07	Advanced food preparation skills				
CUL08	Catering skills				
CUL09	The ability to maintain a safe and hygienic kitchen working environment				
CUL10	Skills to develop, modify and improve food recipes				
CUL11	Skills to plan, modify and improve menus				
CUL12	Kitchen management skills				
CUL13	Food quality evaluation skills				
CUL14	The ability to develop new food products				
CUL15	Nutrition knowledge				
CUL16	Knowledge of food service operations				

No	Event Management competences	1	2	3	Comments
EVE01	Knowledge of event management				
EVE02	Event management skills				
EVE03	The ability to use event management software				

No	Other Vocational based competences	1	2	3	Comments
VOC01	Knowledge of spas				
VOC02	The ability to manage a spa				
VOC03	Knowledge of casino operations and the hotels attached to them				
VOC04	Knowledge of common casino games				
VOC05	The ability to manage a club				

No	Management and Leadership competences	1	2	3	Comments
MAN01	Knowledge of management concepts				
MAN02	Supervision and management skills				
MAN03	Leadership skills				
MAN04	Change management skills				
MAN05	Networking skills				
MAN06	Diversity management skills				
MAN07	Understand the ethical issues facing hospitality managers				
MAN08	Strategic management skills				
MAN09	Management consultancy service skills				
MAN10	Operational management skills				
MAN11	Knowledge of quality management				
MAN12	Quality management skills				
MAN13	Ability to cultivate a climate of trust				
MAN14	Knowledge management skills				

No	Marketing competences	1	2	3	Comments
MAR01	Marketing management knowledge				
MAR02	Understand the hospitality market				
MAR03	Marketing skills				
MAR04	Marketing management skills				
MAR05	Marketing research knowledge				
MAR06	Understand strategic marketing in an international context				

No	Human Resources Management competences	1	2	3	Comments
HUM01	Knowledge of human resources management functions				
HUM02	Human resources management skills				
HUM03	Labour relations knowledge				
HUM04	Labour relations management skills				

No	Accounting and Financial Management competences	1	2	3	Comments
FIM01	Understand the basic theory and practice of financial accounting				
FIM02	Understand the financial records of a hospitality enterprise				
FIM03	Understand the financial statements of a hospitality enterprise				
FIM04	The ability to record accounting transactions using a modern accounting information system				
FIM05	Understand how cost and management accounting is applied in hospitality management				
FIM06	The ability to manage financial strategies and policies				
FIM07	Management reporting skills				
FIM08	Understand the time value of money				
FIM09	The ability to perform and interpret basic financial ratios				
FIM10	The ability to perform cost-volume-profit analysis				
FIM11	The ability to make management decisions based on accounting information				
FIM12	Budgeting skills				
FIM13	Budget management skills				
FIM14	Cash flow management skills				
FIM15	The ability to make investment and financing decisions				
FIM16	The ability to calculate cost and selling prices of hospitality products				
FIM17	Cost and financial control skills				
FIM18	The ability to forecast future demands				

No	Economic competences	1	2	3	Comments
ECO01	Knowledge of micro-economics and macro-economics				
ECO02	Ability to apply economic concepts in hospitality business management				

No	Entrepreneurial competences	1	2	3	Comments
ENT01	Knowledge to start one's own hospitality business				
ENT02	Develop entrepreneurial opportunities				

No	Legal competences	1	2	3	Comments
LAW01	Understand how the concepts of law are applied in the hospitality sector				
LAW02	Understand how the law of contract is applied in the hospitality sector				
LAW03	Understand how the law of delict is applied in the hospitality sector				
LAW04	Understand how consumer protection laws are applied in the hospitality sector				
LAW05	Understand how internet laws are applied in the hospitality sector				
LAW06	Understand how labour laws are applied in the hospitality sector				
LAW07	Understand how the law of business entities (sole proprietorships, partnerships, close corporations, companies and business trusts) is applied in the hospitality sector				
LAW08	Understand how liquor laws are applied in the hospitality sector				
LAW09	Understand how tobacco laws are applied in the hospitality sector				
LAW10	Understand how tax laws are applied in the hospitality sector				
LAW11	Understand the legal issues surrounding the hospitality premises				
LAW12	Understand how health and safety laws are applied in the hospitality sector				

No	Customer Satisfaction competences	1	2	3	Comments
CUS01	Understand the nature of service excellence				
CUS02	The ability to develop positive customer relations				
CUS03	Consumer behaviour knowledge				
CUS04	The ability to deliver world-class services to customers				
CUS05	The ability to manage customer satisfaction				

No	Environmental Protection and Sustainability competences	1	2	3	Comments
ENV01	Knowledge of environmental protection and sustainability practices				
ENV02	The ability to manage waste and energy control systems				

No	Health and Safety competences	1	2	3	Comments
HEA01	Knowledge of health and safety				
HEA02	Knowledge of significant diseases and the prevention thereof				
HEA03	Skills to maintain a healthy and safe environment				
HEA04	Safety and security management skills				
HEA05	The ability to manage wellness in the workplace				

No	Project Management competences	1	2	3	Comments
PRO01	Project management skills				
PRO02	The ability to use project management software				

No	Research competences	1	2	3	Comments
RES01	Research knowledge				
RES02	The ability to execute a hospitality management research project				
RES03	Research report writing skills				

No	Communication competences	1	2	3	Comments
COM01	Communication skills				
COM02	Listening skills				
COM03	English speaking skills				
COM04	English presentation skills				
COM05	Telephone skills				
COM06	General English writing skills				
COM07	Skills to write emails, memos, letters and reports in English				
COM08	English reading skills				
COM09	Reflective and critical reading skills				
COM10	Non-verbal expression skills				
COM11	Skills to direct meetings				
COM12	Intercultural communication skills				
COM13	Interpersonal skills				
COM14	Basic communication skills in a foreign language				
COM15	Basic conversation skills in a foreign language				
COM16	Basic reading and writing skills in a foreign language				
COM17	Basic communication skills in an indigenous language				
COM18	Basic conversation skills in an indigenous language				

COM19	Basic reading and writing skills in an indigenous language				
COM20	Intermediate communication skills in an indigenous language				
COM21	Intermediate conversation skills in an indigenous language				
COM22	Intermediate reading and writing skills in an indigenous language				
COM23	Advanced communication in an indigenous language				
COM24	Advanced conversation skills in an indigenous language				
COM25	Advanced reading and writing skills in an indigenous language				

No	Technological competences	1	2	3	Comments
TEC01	Technology skills				
TEC02	Information technology skills				
TEC03	Skills to collect, analyse, organise, use and evaluate information				
TEC04	Knowledge of the different information systems that exist within the hospitality sector				
TEC05	Knowledge of e-commerce				

No	Meta-competencies	1	2	3	Comments
MET01	Learning skills				
MET02	An inquiring mind				
MET03	Willingness to learn				
MET04	Intellectual ability				
MET05	Reflection skills				
MET06	Self development				
MET07	Critical thinking				
MET08	Creativity and innovation				
MET09	Skills to explore educational and career opportunities				
MET10	Problem solving skills				
MET11	Decision making skills				
MET12	Perceiving multiple causal relationships in understanding phenomena or events (systems thinking)				
MET13	Perceiving themes or patterns in seemingly random items, events or phenomena (pattern recognition)				

No	Emotional and Social Intelligence competencies	1	2	3	Comments
EMO01	Emotional intelligence				
EMO02	Knowing one's internal states, preferences, resources, and intuitions (self-awareness)				
EMO03	Managing one's internal states, preferences, resources, and intuitions (self-management)				
EMO04	The ability to keep disruptive emotions and impulses in check (emotional self-control)				
EMO05	Flexibility in handling change (adaptability)				
EMO06	Striving to improve or meeting a standard of excellence (achievement orientation)				
EMO07	Persistence in pursuing goals despite obstacles and setbacks (positive outlook)				
EMO08	Sensing others' feelings and perspectives, and taking an active interest in their concerns (empathy)				
EMO09	Reading a group's emotional currents and power relationships (organisational awareness)				
EMO10	Sensing others' development needs and bolstering their abilities (coaching and mentoring attitude)				
EMO11	Inspiring and guiding individuals and groups (inspirational leadership)				
EMO12	Wielding effective tactics for persuasion (influence)				
EMO13	Negotiating and resolving disagreements (conflict management)				
EMO14	Working with others toward shared goals (teamwork)				
EMO15	Creating group synergy in pursuing collective goals (collaboration)				

No	Attitudes and Values	1	2	3	Comments
ATT01	Alertness				
ATT02	An appreciation for the arts and beautiful things				
ATT03	Awareness of global issues				
ATT04	Awareness of the world of work				
ATT05	Being motivated				
ATT06	Being observative				
ATT07	A business orientation				
ATT08	Commitment				
ATT09	Common sense attitude				
ATT10	Competitiveness				
ATT11	Cultural sensitivity				
ATT12	A customer orientation				
ATT13	Efficiency				
ATT14	Embracing diversity				
ATT15	Enthusiasm				

ATT16	Ethical thinking				
ATT17	Productive and hardworking				
ATT18	Helicopter vision				
ATT19	A hospitality orientation				
ATT20	Initiative				
ATT21	Integrity and honesty				
ATT22	Loyalty				
ATT23	Perseverance				
ATT24	Positive self esteem				
ATT25	Professional work attitude				
ATT26	Projecting a professional image				
ATT27	Reliability				
ATT28	Responsibility				
ATT29	Responsible citizenship				
ATT30	Responsibility towards the environment				
ATT31	Self-discipline				
ATT32	Sense of humour				

No	Other Generic competences	1	2	3	Comments
GEN01	Ability to apply sociological concepts to everyday life				
GEN02	Ability to deal with ambiguity				
GEN03	Ability to deal with criticism				
GEN04	Ability to deal with stress				
GEN05	Ability to judge appropriate behaviour				
GEN06	Ability to work in multi-task environments				
GEN07	Numeracy skills				
GEN08	Office administration skills				
GEN09	Technical skills				
GEN10	Time management skills				

Please list any additional competences or further commentary that you feel is necessary. You are also invited to refine or rephrase competence statements, if necessary.

Competence	Comment

THANK YOU

APPENDIX 4.8

QUESTIONNAIRE FOR ROUND TWO OF THE DELPHI EVALUATION

5 March 2012

Dear Delphi Panellist

ROUND TWO OF THE DELPHI EVALUATION

Thank you for taking the effort to complete Round One of the Delphi evaluation.

After consideration of the Delphi panel's comments about the aspects included in the first questionnaire, as well as the aspects on which consensus was reached, the questionnaire for the second round of the Delphi evaluation has now been completed.

The objectives of the questionnaire for Round Two are as follow:

- To provide you with feedback on Round One of the Delphi evaluation;
- To provide you with an opportunity to reconsider your responses provided during Round One for those competence statements where consensus was not reached;
- To provide you with the opportunity to provide additional comments; and
- To provide you with the opportunity to rate the importance of additional competences identified by respondents during Round One of the Delphi.

Consensus on a statement is reached if 75% or more of the panellists agree with the importance of a specific competence statement. The questionnaire indicates the percentage of respondents who rated the importance of Round One competence statements as "Unnecessary"; "Useful" or "Essential". The questionnaire also indicates the median (M) calculated for each of the Round One competences. The median represents the numerical centre of a set of data, with exactly the same number of scores below it as above it. For example, 95 per cent of the respondents rated "Knowledge of the hospitality sector" (HOS01)

as "Essential" and a median score of three was calculated for this competence statement.

Consensus was reached on 134 of the 235 competences that you were requested to rate during Round One. The competence statements where consensus has been reached, are highlighted in blue for easy identification and do not require rating in this round. The words "Consensus Round One" appear in the Round Two columns of these competences and the rating of these competences as "Unnecessary", "Useful" or "Essential" are indicated in the Competence Rating columns.

Twenty one additional competences were identified by respondents and are included in the questionnaire. The word "Additional" appears in the Round One column for these competencies.

You are kindly requested to rate the additional competences and those competences on which consensus has not been reached in Round One of the Delphi evaluation. Please rate the importance of each of these competences towards the enhanced employability of hospitality management graduates in South Africa according to the same scale that was used during Round One, namely:

1 = Unnecessary; 2 = Useful or 3 = Essential

The rating scale of the competences where consensus was not reached, are highlighted in yellow in the Round Two column for easy identification. You are therefore required to complete only the yellow sections of this column for rating purposes. Please mark the appropriate block with an "X". Mark only one option. You are welcome to provide additional comments in the green blocks of the Comments column. The words "Not applicable" appear in the "Importance categorisation" columns for competences where consensus was not reached.

Comments received from respondents appear in the "Comments" columns. Only one competence (TEC04) was rephrased.

You are kindly reminded that a graduate, for purposes of this study, is defined as a student who has completed a three year degree qualification in hospitality management on level seven of the new National Qualifications Framework (NQF). You should therefore, when rating the competences, take into account the restricted time period of three years available for the development of the graduates' competences by Higher Education Institutions.

Kindly return the completed questionnaire by email (moolmanhj@ufs.ac.za) or fax (+27 51 4362967) within three business days after you have received it. The questionnaire will be returned to Delphi panellists for the follow-up round(s) and will indicate the results of the previous round(s). You will only be required to rate those statements on which consensus was not reached and those which were rephrased in the follow-up round(s).

Thank you very much for your valuable input. It is highly appreciated.

Kind regards

A handwritten signature in black ink, appearing to be 'Manie Moolman', written over a large, faint, teardrop-shaped outline.

Manie Moolman

Name and surname:

Codes	Hospitality Sector Knowledge	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
HOS01	Knowledge of the hospitality sector	0%	5%	95%	3	Consensus Round One			Essential		
HOS02	Knowledge of hospitality products	0%	18%	82%	3	Consensus Round One			Essential		
HOS03	Knowledge of the employment opportunities in the hospitality sector	0%	31%	69%	3	1	2	3	Not applicable		
HOS04	Knowledge of hospitality operations	3%	3%	94%	3	Consensus Round One			Essential		

Codes	Tourism competences	Round One				M	Round Two			Competence categorisation	Comments
		Distribution %									
		1	2	3							
TOU01	Knowledge of the tourism industry	0%	28%	72%	3	1	2	3	Not applicable	This forms the basis for planning and creating strategies.	
TOU02	Knowledge of tourism demand and supply	0%	31%	69%	3	1	2	3	Not applicable		
TOU03	Sustainable tourism development skills	5%	54%	41%	2	1	2	3	Not applicable		
TOU04	Knowledge of transport systems	10%	64%	26%	2	1	2	3	Not applicable		
TOU05	Knowledge of Non-Governmental Organisations' operations	13%	54%	33%	2	1	2	3	Not applicable		

Codes	Rooms Division competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
ROO01	Rooms Division knowledge	0%	15%	85%	3	Consensus Round One			Essential		
ROO02	Front office skills	0%	15%	85%	3	Consensus Round One			Essential		
ROO03	Guest reservation skills	0%	18%	82%	3	Consensus Round One			Essential		
ROO04	Housekeeping skills	2%	26%	72%	3	1	2	3	Not applicable		
ROO05	Rooms Division management skills	5%	13%	82%	3	Consensus Round One			Essential		
ROO06	Yield and revenue management knowledge	0%	13%	87%	3	Consensus Round One			Essential		
ROO07	Yield and revenue management skills	0%	18%	82%	3	Consensus Round One			Essential		
ROO08	The ability to use a property information management system	3%	15%	82%	3	Consensus Round One			Essential		
ROO09	Knowledge of hospitality facilities	0%	13%	87%	3	Consensus Round One			Essential		
ROO10	The ability to supervise the maintenance function of a hospitality enterprise	5%	36%	59%	3	1	2	3	Not applicable		
ROO11	The ability to manage hospitality facilities	0%	15%	85%	3	Consensus Round One			Essential		
ROO12	Hospitality property design skills	18%	62%	20%	2	1	2	3	Not applicable	This competence is too specialised to be regarded as essential.	
ROO13	Understand the role of maintenance	Additional				1	2	3	Not applicable		

Codes	Food and Beverage competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
FOB01	Beverage knowledge	0%	15%	85%	3	Consensus Round One			Essential		
FOB02	Knowledge of food and beverage trends	0%	31%	69%	3	1	2	3	Not applicable		
FOB03	Food and beverage service skills	0%	13%	87%	3	Consensus Round One			Essential		
FOB04	Knowledge of social protocol and etiquette	0%	18%	82%	3	Consensus Round One			Essential		
FOB05	Skills to design a restaurant menu	5%	41%	54%	3	1	2	3	Not applicable		
FOB06	Skills to develop a wine and spirits list	2%	44%	54%	3	1	2	3	Not applicable		
FOB07	Skills to pair wine and food	2%	44%	54%	3	1	2	3	Not applicable		
FOB08	Food and beverage marketing skills	3%	38%	59%	3	1	2	3	Not applicable		
FOB09	The ability to use a food and beverage information system	0%	18%	82%	3	Consensus Round One			Essential		
FOB10	Food and beverage management skills	0%	23%	77%	3	Consensus Round One			Essential		
FOB11	Food and beverage revenue management skills	0%	15%	85%	3	Consensus Round One			Essential		
FOB12	The ability to judge the quality of food and beverages	0%	13%	87%	3	Consensus Round One			Essential		
FOB13	Purchasing skills	0%	28%	72%	3	1	2	3	Not applicable		
FOB14	Skills to administer a food and beverage control system	0%	31%	69%	3	1	2	3	Not applicable		
FOB15	Skills to design a food and beverage facility	18%	51%	31%	2	1	2	3	Not applicable		

Codes	Culinary competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
CUL01	Food product knowledge	0%	18%	82%	3	Consensus Round One			Essential		
CUL02	Culinary knowledge	0%	23%	77%	3	Consensus Round One			Essential		
CUL03	Knowledge of kitchen equipment	0%	31%	69%	3	1	2	3	Not applicable		
CUL04	Kitchen design skills	10%	67%	23%	2	1	2	3	Not applicable		
CUL05	Basic food preparation skills	0%	23%	77%	3	Consensus Round One			Essential		
CUL06	Intermediate food preparation skills	0%	38%	62%	3	1	2	3	Not applicable		
CUL07	Advanced food preparation skills	13%	49%	38%	2	1	2	3	Not applicable		
CUL08	Catering skills	0%	51%	49%	2	1	2	3	Not applicable		
CUL09	The ability to maintain a safe and hygienic kitchen working environment	0%	13%	87%	3	Consensus Round One			Essential		
CUL10	Skills to develop, modify and improve food recipes	8%	56%	36%	2	1	2	3	Not applicable		
CUL11	Skills to plan, modify and improve menus	3%	41%	56%	3	1	2	3	Not applicable		
CUL12	Kitchen management skills	8%	33%	59%	3	1	2	3	Not applicable		
CUL13	Food quality evaluation skills	3%	25%	72%	3	1	2	3	Not applicable		
CUL14	The ability to develop new food products	23%	54%	23%	2	1	2	3	Not applicable		
CUL15	Nutrition knowledge	3%	36%	61%	3	1	2	3	Not applicable		
CUL16	Knowledge of food service operations	3%	33%	64%	3	1	2	3	Not applicable		

Codes	Event Management competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
EVE01	Knowledge of event management	0%	41%	59%	3	1	2	3	Not applicable		
EVE02	Event management skills	0%	49%	51%	3	1	2	3	Not applicable		
EVE03	The ability to use event management software	13%	49%	38%	2	1	2	3	Not applicable		

Codes	Other Vocational based competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
VOC01	Knowledge of spas	13%	64%	23%	2	1	2	3	Not applicable		
VOC02	The ability to manage a spa	18%	62%	20%	2	1	2	3	Not applicable		
VOC03	Knowledge of casino operations and the hotels attached to them	13%	56%	31%	2	1	2	3	Not applicable		
VOC04	Knowledge of common casino games	31%	61%	8%	2	1	2	3	Not applicable	This competence is only required by those graduates who plan to further a career in the casino subsector.	
VOC05	The ability to manage a club	26%	54%	20%	2	1	2	3	Not applicable		

Codes	Management and Leadership competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
MAN01	Knowledge of management concepts	0%	18%	82%	3	Consensus Round One			Essential		
MAN02	Supervision and management skills	0%	5%	95%	3	Consensus Round One			Essential		
MAN03	Leadership skills	0%	13%	87%	3	Consensus Round One			Essential		
MAN04	Change management skills	0%	23%	77%	3	Consensus Round One			Essential		
MAN05	Networking skills	3%	20%	77%	3	Consensus Round One			Essential		
MAN06	Diversity management skills	0%	23%	77%	3	Consensus Round One			Essential		
MAN07	Understand the ethical issues facing hospitality managers	0%	18%	82%	3	Consensus Round One			Essential		
MAN08	Strategic management skills	0%	38%	62%	3	1	2	3	Not applicable		
MAN09	Management consultancy service skills	13%	38%	49%	3	1	2	3	Not applicable		
MAN10	Operational management skills	0%	8%	92%	3	Consensus Round One			Essential		
MAN11	Knowledge of quality management	0%	18%	82%	3	Consensus Round One			Essential		
MAN12	Quality management skills	0%	28%	72%	3	1	2	3	Not applicable		
MAN13	Ability to cultivate a climate of trust	0%	15%	85%	3	Consensus Round One			Essential		
MAN14	Knowledge management skills	3%	15%	82%	3	Consensus Round One			Essential		

Codes	Marketing competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %					1	2	3		
		1	2	3							
MAR01	Marketing management knowledge	3%	36%	61%	3	1	2	3	Not applicable		
MAR02	Understand the hospitality market	0%	18%	82%	3	Consensus Round One			Essential		
MAR03	Marketing skills	0%	44%	56%	3	1	2	3	Not applicable		
MAR04	Marketing management skills	5%	49%	46%	2	1	2	3	Not applicable		
MAR05	Marketing research knowledge	8%	59%	33%	2	1	2	3	Not applicable		
MAR06	Understand strategic marketing in an international context	5%	62%	33%	2	1	2	3	Not applicable		
MAR07	Knowledge of loyalty programmes	Additional				1	2	3	Not applicable		
MAR08	Understand competitor analysis	Additional				1	2	3	Not applicable		

Codes	Human Resources Management competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
HUM01	Knowledge of human resources management functions	0%	23%	77%	3	Consensus Round One			Essential		
HUM02	Human resources management skills	3%	31%	66%	3	1	2	3	Not applicable		
HUM03	Labour relations knowledge	0%	18%	82%	3	Consensus Round One			Essential		
HUM04	Labour relations management skills	8%	28%	64%	3	1	2	3	Not applicable		
HUM05	Knowledge of the South African training and development environment	Additional				1	2	3	Not applicable		
HUM06	Coaching and training skills	Additional				1	2	3	Not applicable		

Codes	Accounting and Financial Management competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
FIM01	Understand the basic theory and practice of financial accounting	0%	8%	92%	3	Consensus Round One			Essential		
FIM02	Understand the financial records of a hospitality enterprise	0%	15%	85%	3	Consensus Round One			Essential		
FIM03	Understand the financial statements of a hospitality enterprise	0%	18%	82%	3	Consensus Round One d			Essential		
FIM04	The ability to record accounting transactions using a modern accounting information system	3%	28%	69%	3	1	2	3	Not applicable	Graduates will have to perform this function in a small hospitality enterprise.	
FIM05	Understand how cost and management accounting is applied in hospitality management	3%	15%	82%	3	Consensus Round One			Essential		
FIM06	The ability to manage financial strategies and policies	5%	26%	69%	3	1	2	3	Not applicable		

FIM07	Management reporting skills	3%	15%	82%	3	Consensus Round One			Essential	Graduates will work with reports on a daily basis.
FIM08	Understand the time value of money	3%	10%	87%	3	Consensus Round One			Essential	
FIM09	The ability to perform and interpret basic financial ratios	3%	20%	77%	3	Consensus Round One			Essential	
FIM10	The ability to perform cost-volume-profit analysis	3%	15%	82%	3	Consensus Round One			Essential	
FIM11	The ability to make management decisions based on accounting information	0%	15%	85%	3	Consensus Round One			Essential	
FIM12	Budgeting skills	0%	13%	87%	3	Consensus Round One			Essential	
FIM13	Budget management skills	3%	13%	84%	3	Consensus Round One			Essential	
FIM14	Cash flow management skills	0%	10%	90%	3	Consensus Round One			Essential	
FIM15	The ability to make investment and financing decisions	8%	46%	46%	2	1	2	3	Not applicable	
FIM16	The ability to calculate cost and selling prices of hospitality products	0%	3%	97%	3	Consensus Round One			Essential	
FIM17	Cost and financial control skills	0%	10%	90%	3	Consensus Round One			Essential	
FIM18	The ability to forecast future demands	3%	31%	66%	3	1	2	3	Not applicable	

Codes	Economic competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
ECO01	Knowledge of micro-economics and macro-economics	5%	51%	44%	2	1	2	3	Not applicable		
ECO02	Ability to apply economic concepts in hospitality business management	0%	44%	56%	3	1	2	3	Not applicable		

Codes	Entrepreneurial competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
ENT01	Knowledge to start one's own hospitality business	8%	33%	59%	3	1	2	3	Not applicable		
ENT02	Develop entrepreneurial opportunities	5%	39%	56%	3	1	2	3	Not applicable		
ENT03	Skills to write a business plan	Additional				1	2	3	Not applicable		

Codes	Legal competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
LAW01	Understand how the concepts of law are applied in the hospitality sector	0%	28%	72%	3	1	2	3	Not applicable		
LAW02	Understand how the law of contract is applied in the hospitality sector	2%	31%	67%	3	1	2	3	Not applicable		
LAW03	Understand how the law of delict is applied in the hospitality sector	2%	49%	49%	2	1	2	3	Not applicable		
LAW04	Understand how consumer protection laws are applied in the hospitality sector	2%	28%	70%	3	1	2	3	Not applicable		
LAW05	Understand how internet laws are applied in the hospitality sector	2%	54%	44%	2	1	2	3	Not applicable		
LAW06	Understand how labour laws are applied in the hospitality sector	0%	18%	82%	3	Consensus Round One			Essential		
LAW07	Understand how the law of business entities (sole proprietorships, partnerships, close corporations, companies and business trusts) is applied in the hospitality sector	5%	46%	49%	2	1	2	3	Not applicable		
LAW08	Understand how liquor laws are applied in the hospitality sector	0%	18%	82%	3	Consensus Round One			Essential		
LAW09	Understand how tobacco laws are applied in the hospitality sector	0%	23%	77%	3	Consensus Round One			Essential		

LAW10	Understand how tax laws are applied in the hospitality sector	8%	33%	59%	3	1	2	3	Not applicable	Only required for entrepreneurial purposes.
LAW11	Understand the legal issues surrounding the hospitality premises	13%	61%	26%	2	1	2	3	Not applicable	
LAW12	Understand how health and safety laws are applied in the hospitality sector	3%	41%	56%	3	1	2	3	Not applicable	

Codes	Customer Satisfaction competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
CUS01	Understand the nature of service excellence	0%	0%	100%	3	Consensus Round One			Essential		
CUS02	The ability to develop positive customer relations	0%	3%	97%	3	Consensus Round One			Essential	The use of intuition is important for service delivery. Graduates needs to know what customers want before they ask for it.	
CUS03	Consumer behaviour knowledge	0%	15%	85%	3	Consensus Round One			Essential		
CUS04	The ability to deliver world-class services to customers	0%	3%	97%	3	Consensus Round One			Essential		
CUS05	The ability to manage customer satisfaction	0%	3%	97%	3	Consensus Round One			Essential		
CUS06	Understanding the needs of different guest types (e.g. tourists, airline, business, etc)	Additional				1	2	3	Not applicable		

Codes	Environmental Protection and Sustainability competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
ENV01	Knowledge of environmental protection and sustainability practices	0%	49%	51%	3	1	2	3	Not applicable		
ENV02	The ability to manage waste and energy control systems	0%	41%	59%	3	1	2	3	Not applicable		

Codes	Health and Safety competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
HEA01	Knowledge of health and safety	0%	18%	82%	3	Consensus Round One			Essential		
HEA02	Knowledge of significant diseases and the prevention thereof	8%	33%	59%	3	1	2	3	Not applicable		
HEA03	Skills to maintain a healthy and safe environment	0%	18%	82%	3	Consensus Round One			Essential		
HEA04	Safety and security management skills	0%	36%	64%	3	1	2	3	Not applicable		
HEA05	The ability to manage wellness in the workplace	3%	38%	59%	3	1	2	3	Not applicable		
HEA06	Knowledge of security procedures	Additional				1	2	3	Not applicable		

Codes	Project Management competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
1	2	3									
PRO01	Project management skills	0%	38%	62%	3	1	2	3	Not applicable		
PRO02	The ability to use project management software	10%	54%	36%	2	1	2	3	Not applicable		

Codes	Research competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
RES01	Research knowledge	3%	54%	43%	2	1	2	3	Not applicable		
RES02	The ability to execute a hospitality management research project	3%	51%	46%	2	1	2	3	Not applicable	Can this really be expected of a graduate after only three years?	
RES03	Research report writing skills	3%	49%	48%	2	1	2	3	Not applicable		

Codes	Communication competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
COM01	Communication skills	0%	0%	100%	3	Consensus Round One			Essential		
COM02	Listening skills	0%	3%	97%	3	Consensus Round One			Essential		
COM03	English speaking skills	0%	10%	90%	3	Consensus Round One			Essential		
COM04	English presentation skills	3%	38%	59%	3	1	2	3	Not applicable		
COM05	Telephone skills	0%	8%	92%	3	Consensus Round One			Essential		
COM06	General English writing skills	0%	13%	87%	3	Consensus Round One			Essential		
COM07	Skills to write emails, memos, letters and reports in English	0%	8%	92%	3	Consensus Round One			Essential		
COM08	English reading skills	0%	18%	82%	3	Consensus Round One			Essential		
COM09	Reflective and critical reading skills	0%	41%	59%	3	1	2	3	Not applicable		
COM10	Non-verbal expression skills	5%	36%	59%	3	1	2	3	Not applicable		

COM11	Skills to direct meetings	3%	36%	61%	3	1	2	3	Not applicable	
COM12	Intercultural communication skills	0%	18%	82%	3	Consensus Round One			Essential	
COM13	Interpersonal skills	0%	13%	87%	3	Consensus Round One			Essential	
COM14	Basic communication skills in a foreign language	8%	84%	8%	2	Consensus Round One			Useful	Considering that businesses in South Africa uses English, any other languages are a bonus but not a requirement.
COM15	Basic conversation skills in a foreign language	15%	77%	8%	2	Consensus Round One			Useful	
COM16	Basic reading and writing skills in a foreign language	36%	61%	3%	2	1	2	3	Not applicable	
COM17	Basic communication skills in an indigenous language	8%	82%	10%	2	Consensus Round One			Useful	This competence is only necessary when a graduate plans to work on an overseas country where English is not spoken.
COM18	Basic conversation skills in an indigenous language	13%	69%	18%	2	1	2	3	Not applicable	
COM19	Basic reading and writing skills in an indigenous language	33%	59%	8%	2	1	2	3	Not applicable	
COM20	Intermediate communication skills in an indigenous language	13%	77%	10%	2	Consensus Round One			Useful	
COM21	Intermediate conversation skills in an indigenous language	15%	82%	3%	2	Consensus Round One			Useful	
COM22	Intermediate reading and writing skills in an indigenous language	33%	59%	8%	2	1	2	3	Not applicable	
COM23	Advanced communication in an indigenous language	51%	46%	3%	1	1	2	3	Not applicable	
COM24	Advanced conversation skills in an indigenous language	56%	44%	0%	1	1	2	3	Not applicable	
COM25	Advanced reading and writing skills in an indigenous language	56%	41%	3%	1	1	2	3	Not applicable	
COM26	The ability to convey a message with confidence during a meeting or discussion	Additional				1	2	3	Not applicable	
COM27	Job interview skills	Additional				1	2	3	Not applicable	

COM28	Knowledge of different working relationships with third parties (e.g. relationships with suppliers, concessionaries, and independent contractors)	Additional	1	2	3	Not applicable	
COM29	Social development skills	Additional	1	2	3	Not applicable	

Codes	Technological competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %					1	2	3		
		1	2	3							
TEC01	Technology skills	0%	18%	82%	3	Consensus Round One			Essential		
TEC02	Information technology skills	0%	18%	82%	3	Consensus Round One			Essential		
TEC03	Skills to collect, analyse, organise, use and evaluate information	0%	18%	82%	3	Consensus Round One			Essential		
TEC04	Knowledge of the most important information systems that exist within the hospitality sector	0%	31%	69%	3	1	2	3	Not applicable	Graduates need to know at least one information system. This competence was reformulated taking the above-mentioned comment into account.	
TEC05	Knowledge of e-commerce	8%	56%	36%	2	1	2	3	Not applicable		

Codes	Meta-competencies	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
MET01	Learning skills	0%	15%	85%	3	Consensus Round One			Essential		
MET02	An inquiring mind	0%	18%	82%	3	Consensus Round One			Essential		
MET03	Willingness to learn	0%	8%	92%	3	Consensus Round One			Essential		
MET04	Intellectual ability	0%	23%	77%	3	Consensus Round One			Essential		
MET05	Reflection skills	0%	23%	77%	3	Consensus Round One			Essential		
MET06	Self development	0%	8%	92%	3	Consensus Round One			Essential	It is not possible to manage or lead others if one cannot manage oneself.	
MET07	Critical thinking	0%	18%	82%	3	Consensus Round One			Essential		
MET08	Creativity and innovation	0%	18%	82%	3	Consensus Round One			Essential		
MET09	Skills to explore educational and career opportunities	3%	33%	64%	3	1	2	3	Not applicable		
MET10	Problem solving skills	0%	10%	90%	3	Consensus Round One			Essential		
MET11	Decision making skills	3%	10%	87%	3	Consensus Round One			Essential		
MET12	Perceiving multiple causal relationships in understanding phenomena or events (systems thinking)	3%	33%	64%	3	1	2	3	Not applicable		
MET13	Perceiving themes or patterns in seemingly random items, events or phenomena (pattern recognition)	5%	41%	54%	3	1	2	3	Not applicable		

Codes	Emotional and Social Intelligence competencies	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
EMO01	Emotional intelligence	3%	15%	82%	3	Consensus Round One			Essential		
EMO02	Knowing one's internal states, preferences, resources, and intuitions (self-awareness)	5%	13%	82%	3	Consensus Round One			Essential		
EMO03	Managing one's internal states, preferences, resources, and intuitions (self-management)	3%	10%	87%	3	Consensus Round One			Essential		
EMO04	The ability to keep disruptive emotions and impulses in check (emotional self-control)	3%	10%	87%	3	Consensus Round One			Essential		
EMO05	Flexibility in handling change (adaptability)	0%	10%	90%	3	Consensus Round One			Essential		
EMO06	Striving to improve or meeting a standard of excellence (achievement orientation)	0%	15%	85%	3	Consensus Round One			Essential		
EMO07	Persistence in pursuing goals despite obstacles and setbacks (positive outlook)	3%	15%	82%	3	Consensus Round One			Essential		
EMO08	Sensing others' feelings and perspectives, and taking an active interest in their concerns (empathy)	0%	28%	72%	3	1	2	3	Not applicable	Essential, since graduates will provide a service. They therefore need to show empathy.	
EMO09	Reading a group's emotional currents and power relationships (organisational awareness)	0%	18%	82%	3	Consensus Round One			Essential		
EMO10	Sensing others' development needs and bolstering their abilities (coaching and mentoring attitude)	3%	28%	69%	3	1	2	3	Not applicable		
EMO11	Inspiring and guiding individuals and groups (inspirational leadership)	0%	23%	77%	3	Consensus Round One			Essential		
EMO12	Wielding effective tactics for persuasion (influence)	3%	28%	69%	3	1	2	3	Not applicable		
EMO13	Negotiating and resolving disagreements (conflict management)	3%	15%	82%	3	Consensus Round One			Essential		
EMO14	Working with others toward shared goals (teamwork)	0%	8%	92%	3	Consensus Round One			Essential	Essential, since all hospitality employees are expected to work in a team.	
EMO15	Creating group synergy in pursuing collective goals (collaboration)	0%	10%	90%	3	Consensus Round One			Essential		

Codes	Attitudes and Values	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %									
		1	2	3							
ATT01	Alertness	0%	13%	87%	3	Consensus Round One			Essential		
ATT02	An appreciation for the arts and beautiful things	13%	56%	31%	2	1	2	3	Not applicable		
ATT03	Awareness of global issues	5%	49%	46%	2	1	2	3	Not applicable		
ATT04	Awareness of the world of work	0%	38%	62%	3	1	2	3	Not applicable		
ATT05	Being motivated	0%	8%	92%	3	Consensus Round One			Essential		
ATT06	Being observative	0%	8%	92%	3	Consensus Round One			Essential		
ATT07	A business orientation	3%	20%	77%	3	Consensus Round One			Essential		
ATT08	Commitment	0%	10%	90%	3	Consensus Round One			Essential		
ATT09	Common sense attitude	0%	18%	82%	3	Consensus Round One			Essential		
ATT10	Competitiveness	3%	31%	66%	3	1	2	3	Not applicable		
ATT11	Cultural sensitivity	3%	15%	82%	3	Consensus Round One			Essential		
ATT12	A customer orientation	0%	5%	95%	3	Consensus Round One			Essential		
ATT13	Efficiency	0%	0%	100%	3	Consensus Round One			Essential		
ATT14	Embracing diversity	0%	21%	79%	3	Consensus Round One			Essential		
ATT15	Enthusiasm	0%	8%	92%	3	Consensus Round One			Essential		
ATT16	Ethical thinking	0%	15%	85%	3	Consensus Round One			Essential		

ATT17	Productive and hardworking	0%	5%	95%	3	Consensus Round One			Essential	
ATT18	Helicopter vision	3%	31%	66%	3	1	2	3	Not applicable	
ATT19	A hospitality orientation	0%	10%	90%	3	Consensus Round One			Essential	
ATT20	Initiative	0%	10%	90%	3	Consensus Round One			Essential	
ATT21	Integrity and honesty	0%	5%	95%	3	Consensus Round One			Essential	
ATT22	Loyalty	3%	13%	84%	3	Consensus Round One			Essential	
ATT23	Perseverance	0%	3%	97%	3	Consensus Round One			Essential	
ATT24	Positive self esteem	0%	5%	95%	3	Consensus Round One			Essential	
ATT25	Professional work attitude	0%	0%	100%	3	Consensus Round One			Essential	
ATT26	Projecting a professional image	0%	0%	100%	3	Consensus Round One			Essential	
ATT27	Reliability	0%	0%	100%	3	Consensus Round One			Essential	
ATT28	Responsibility	0%	0%	100%	3	Consensus Round One			Essential	
ATT29	Responsible citizenship	3%	18%	79%	3	Consensus Round One			Essential	
ATT30	Responsibility towards the environment	3%	18%	79%	3	Consensus Round One			Essential	
ATT31	Self-discipline	0%	10%	90%	3	Consensus Round One			Essential	
ATT32	Sense of humour	5%	15%	80%	3	Consensus Round One			Essential	
ATT33	Being independent	Additional				1	2	3	Not Applicable	
ATT34	Being dependable	Additional				1	2	3	Not Applicable	
ATT35	Punctuality	Additional				1	2	3	Not Applicable	
ATT36	Being genuinely friendly	Additional				1	2	3	Not applicable	

Codes	Other Generic competences	Round One				M	Round Two			Importance categorisation	Comments
		Distribution %					1	2	3		
		1	2	3							
GEN01	Ability to apply sociological concepts to everyday life	3%	36%	61%	3	1	2	3	Not Applicable		
GEN02	Ability to deal with ambiguity	3%	20%	77%	3	Consensus Round One			Essential		
GEN03	Ability to deal with criticism	3%	18%	79%	3	Consensus Round One			Essential		
GEN04	Ability to deal with stress	0%	3%	97%	3	Consensus Round One			Essential		
GEN05	Ability to judge appropriate behaviour	0%	15%	85%	3	Consensus Round One			Essential		
GEN06	Ability to work in multi-task environments	0%	10%	90%	3	Consensus Round One			Essential		
GEN07	Numeracy skills	0%	18%	82%	3	Consensus reached Round One			Essential		
GEN08	Office administration skills	0%	33%	67%	3	1	2	3	Not Applicable		
GEN09	Technical skills	0%	41%	59%	3	1	2	3	Not Applicable		
GEN10	Time management skills	0%	8%	92%	3	Consensus reached Round One			Essential		
GEN11	High energy levels	Additional				1	2	3	Not applicable		
GEN12	The ability to distinguish between business and personal life	Additional				1	2	3	Not applicable		
GEN13	Ability to complete tasks quickly	Additional				1	2	3	Not applicable		
GEN14	Ability to provide work of high quality	Additional				1	2	3	Not applicable		
GEN15	Ability to give and receive feedback	Additional				1	2	3	Not applicable		

Additional comments: Please list any additional competences or further commentary that you feel is necessary. You are also invited to refine or rephrase competence statements, if necessary.

APPENDIX 4.9

QUESTIONNAIRE FOR ROUND THREE OF THE DELPHI EVALUATION

29 March 2012

Dear Delphi Panellist

ROUND THREE OF THE DELPHI EVALUATION

Thank you for taking the effort to complete Round Two of the Delphi evaluation.

After consideration of the Delphi panel's comments about the aspects included in the second questionnaire, as well as the aspects on which consensus was reached, the questionnaire for the third round of the Delphi evaluation has now been completed.

The purpose of the questionnaire for Round Three of the Delphi evaluation is as follows:

- To provide you with feedback on Round Two of the Delphi evaluation;
- To provide you with an opportunity to reconsider your responses provided during Round Two for those competence statements where consensus was not reached;
- To provide you with the opportunity to provide reasons for rating the importance of a competence as "Unnecessary", "Useful" or "Essential".

Consensus on a statement is reached if 75% or more of the panellists agree with the importance of a specific competence. The comments received from respondents during the previous rounds appear in the "Comments" columns of the questionnaire. The competences that obtained a consensus percentage of 75 or higher during Round One of the Delphi evaluation are not included in this questionnaire. The "Distribution %" column of the questionnaire indicates the percentage of respondents who rated the required competences of Round Two

as “Unnecessary”, “Useful” or “Essential”. The questionnaire also indicates the median scores (M) calculated for each of the competences of Round Two. For example, 66 per cent of the respondents rated “Knowledge of the employment opportunities in the hospitality sector” (HOS03) as “Essential” and a median score of three was calculated for this competence statement.

Consensus was reached on 33 (27%) of the 122 competences that you were requested to rate during Round Two. The competence statements where consensus was reached in the previous round, are highlighted in blue for easy identification and do not require rating in this round. The words “Consensus Round Two” appear in the Round Three columns of these competences; and the rating of these competences as “Unnecessary”, “Useful” or “Essential” are indicated in the “Importance categorisation” columns. The words “Not applicable” appear in the “Importance categorisation” columns for competences where consensus was not reached.

Please rate the importance of the remaining 89 competences’ importance towards the enhanced employability of hospitality management graduates in South Africa according to the same scale that was used during the previous two rounds of the Delphi evaluation, namely:

1 = Unnecessary; 2 = Useful or 3 = Essential

The rating scale of the competences where consensus was not reached, are highlighted in yellow for easy identification. You are therefore required to complete the yellow sections of the “Round Three” columns for rating purposes. Please mark the appropriate block with an “X”. Mark only one option. *You are requested to please provide reasons (as far as possible) for rating Round Three competences as “Unnecessary”, “Useful” or “Essential” in the green sections of this questionnaire.* It is of utmost importance for the purpose of this study.

Kindly return the completed questionnaire by email (moolmanhj@ufs.ac.za) or fax (+27 51 4362967) within five business days after you have received it. The questionnaire will be returned to Delphi panellists for the follow-up round(s) and will indicate the results of the previous round(s). The questionnaire should not take more than 30 minutes to complete.

Thank you very much for your valuable input. It is highly appreciated.

Kind regards

A handwritten signature in black ink, appearing to read 'Manie Moolman'. The signature is stylized, with a large loop on the left side and a series of vertical strokes in the middle.

Manie Moolman

Name and surname:

Codes	Hospitality Sector Knowledge	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
HOS03	Knowledge of the employment opportunities in the hospitality sector	0%	34%	66%	3	1	2	3	Not applicable	Knowledge of the employment opportunities in the hospitality sector will enable the graduate to make better informed job choices. (Round Two).	

Codes	Tourism competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
TOU01	Knowledge of the tourism industry	3%	21%	76%	3	Consensus Round Two			Essential	This forms the basis for planning and creating strategies. (Round One).	
TOU02	Knowledge of tourism demand and supply	0%	21%	79%	3	Consensus Round Two			Essential		
TOU03	Sustainable tourism development skills	6%	59%	35%	2	1	2	3	Not applicable		

TOU04	Knowledge of transport systems	9%	59%	32%	2	1	2	3	Not applicable	It is essential for graduates to have this knowledge, since South Africa requires major improvement in this area. (Round Two).
TOU05	Knowledge of Non-Governmental Organisations' operations	26%	59%	15%	2	1	2	3	Not applicable	

Codes	Rooms Division competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
ROO04	Housekeeping skills	3%	31%	66%	3	1	2	3	Not applicable	Graduates should have these skills in order to train others. (Round Two).	
ROO10	The ability to supervise the maintenance function of a hospitality enterprise	3%	77%	20%	2	Consensus Round Two			Useful		
ROO12	Hospitality property design skills	25%	66%	9%	2	1	2	3	Not applicable	This competence is too specialised to be regarded as essential. (Round One).	
ROO13	Understand the role of maintenance	9%	28%	63%	3	1	2	3	Not applicable		

Codes	Food and Beverage competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
FOB02	Knowledge of food and beverage trends	0%	31%	69%	3	1	2	3	Not applicable		
FOB05	Skills to design a restaurant menu	3%	40%	57%	3	1	2	3	Not applicable		
FOB06	Skills to develop a wine and spirits list	6%	46%	48%	2	1	2	3	Not applicable		
FOB07	Skills to pair wine and food	0%	69%	31%	2	1	2	3	Not applicable		
FOB08	Food and beverage marketing skills	0%	43%	57%	3	1	2	3	Not applicable		
FOB13	Purchasing skills	0%	23%	77%	3	Consensus Round Two			Essential		
FOB14	Skills to administer a food and beverage control system	0%	29%	71%	3	1	2	3	Not applicable		
FOB15	Skills to design a food and beverage facility	11%	78%	11%	2	Consensus Round Two			Useful		

Codes	Culinary competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
CUL03	Knowledge of kitchen equipment	0%	49%	51%	3	1	2	3	Not applicable		
CUL04	Kitchen design skills	14%	69%	17%	2	1	2	3	Not applicable		
CUL06	Intermediate food preparation skills	3%	43%	54%	3	1	2	3	Not applicable		
CUL07	Advanced food preparation skills	23%	60%	17%	2	1	2	3	Not applicable		
CUL08	Catering skills	9%	60%	31%	2	1	2	3	Not applicable		
CUL10	Skills to develop, modify and improve food recipes	26%	60%	14%	2	1	2	3	Not applicable		

CUL11	Skills to plan, modify and improve menus	6%	48%	46%	2	1	2	3	Not applicable	
CUL12	Kitchen management skills	6%	43%	51%	3	1	2	3	Not applicable	
CUL13	Food quality evaluation skills	0%	37%	63%	3	1	2	3	Not applicable	Useful, since the size of the establishment will require whether such skills are required from the graduate. It can therefore not be essential. (Round Two).
CUL14	The ability to develop new food products	31%	63%	6%	2	1	2	3	Not applicable	
CUL15	Nutrition knowledge	6%	46%	48%	2	1	2	3	Not applicable	
CUL16	Knowledge of food service operations	3%	40%	57%	3	1	2	3	Not applicable	

Codes	Event Management competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
EVE01	Knowledge of event management	0%	32%	68%	3	1	2	3	Not applicable		
EVE02	Event management skills	0%	47%	53%	3	1	2	3	Not applicable		
EVE03	The ability to use event management software	9%	70%	21%	2	1	2	3	Not applicable		

Codes	Other Vocational based competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
VOC01	Knowledge of spas	18%	58%	24%	2	1	2	3	Not applicable		
VOC02	The ability to manage a spa	24%	52%	24%	2	1	2	3	Not applicable		
VOC03	Knowledge of casino operations and the hotels attached to them	18%	64%	18%	2	1	2	3	Not applicable		
VOC04	Knowledge of common casino games	32%	62%	6%	2	1	2	3	Not applicable	This competence is only required by those graduates who plan to further a career in the casino subsector. (Round One).	
VOC05	The ability to manage a club	26%	62%	12%	2	1	2	3	Not applicable		

Codes	Management and Leadership competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
MAN08	Strategic management skills	3%	34%	63%	3	1	2	3	Not applicable		
MAN09	Management consultancy service skills	15%	59%	26%	2	1	2	3	Not applicable		
MAN12	Quality management skills	3%	21%	76%	3	Consensus Round Two			Essential		

Codes	Marketing competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
MAR01	Marketing management knowledge	0%	44%	56%	3	1	2	3	Not applicable		
MAR03	Marketing skills	0%	35%	65%	3	1	2	3	Not applicable		
MAR04	Marketing management skills	3%	56%	41%	2	1	2	3	Not applicable		
MAR05	Marketing research knowledge	9%	76%	15%	2	Consensus Round Two			Useful		
MAR06	Understand strategic marketing in an international context	12%	76%	12%	2	Consensus Round Two			Useful		
MAR07	Knowledge of loyalty programmes	0%	50%	50%	3	1	2	3	Not applicable		
MAR08	Understand competitor analysis	0%	38%	62%	3	1	2	3	Not applicable		

Codes	Human Resources Management competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
HUM02	Human resources management skills	0%	38%	62%	2	1	2	3	Not applicable		
HUM04	Labour relations management skills	3%	32%	65%	3	1	2	3	Not applicable		
HUM05	Knowledge of the South African training and development environment	3%	56%	41%	2	1	2	3	Not applicable		
HUM06	Coaching and training skills	0%	29%	71%	3	1	2	3	Not applicable		

Codes	Accounting and Financial Management competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
FIM04	The ability to record accounting transactions using a modern accounting information system	0%	21%	79%	3	Consensus Round Two			Essential	Graduates will have to perform this function in a small hospitality enterprise. (Round One).	
FIM06	The ability to manage financial strategies and policies	6%	29%	65%	3	1	2	3	Not applicable		
FIM15	The ability to make investment and financing decisions	14%	68%	18%	2	1	2	3	Not applicable		
FIM18	The ability to forecast future demands	3%	26%	71%	3	1	2	3	Not applicable		

Codes	Economic competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
ECO01	Knowledge of micro-economics and macro-economics	3%	68%	29%	2	1	2	3	Not applicable		
ECO02	Ability to apply economic concepts in hospitality business management	3%	47%	50%	3	1	2	3	Not applicable		

Codes	Entrepreneurial competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
ENT01	Knowledge to start one's own hospitality business	0%	41%	59%	3	1	2	3	Not applicable		
ENT02	Develop entrepreneurial opportunities	3%	38%	59%	3	1	2	3	Not applicable		
ENT03	Skills to write a business plan	0%	24%	76%	3	Consensus Round Two			Essential		

Codes	Legal competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
LAW01	Understand how the concepts of law are applied in the hospitality sector	0%	21%	79%	3	Consensus Round Two			Essential		
LAW02	Understand how the law of contract is applied in the hospitality sector	0%	32%	68%	3	1	2	3	Not applicable		
LAW03	Understand how the law of delict is applied in the hospitality sector	6%	59%	35%	2	1	2	3	Not applicable		
LAW04	Understand how consumer protection laws are applied in the hospitality sector	0%	24%	76%	3	Consensus Round Two			Essential		
LAW05	Understand how internet laws are applied in the hospitality sector	6%	53%	41%	2	1	2	3	Not applicable		
LAW07	Understand how the law of business entities (sole proprietorships, partnerships, close corporations, companies and business trusts) is applied in the hospitality sector	9%	53%	38%	2	1	2	3	Not applicable		
LAW10	Understand how tax laws are applied in the hospitality sector	6%	56%	38%	2	1	2	3	Not applicable	Only required for entrepreneurial purposes. (Round One).	
LAW11	Understand the legal issues surrounding the hospitality premises	26%	59%	15%	2	1	2	3	Not applicable		
LAW12	Understand how health and safety laws are applied in the hospitality sector	3%	44%	53%	3	1	2	3	Not applicable		

Codes	Customer Satisfaction competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
CUS06	Understanding the needs of different guest types (e.g. tourists, airline, business, etc)	0%	17%	83%	3	Consensus Round Two			Essential	This is a basic requirement for effective customer satisfaction and therefore essential. (Round Two).	

Codes	Environmental Protection and Sustainability competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
ENV01	Knowledge of environmental protection and sustainability practices	3%	38%	59%	3	1	2	3	Not applicable		
ENV02	The ability to manage waste and energy control systems	3%	35%	62%	3	1	2	3	Not applicable		

Codes	Health and Safety competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
HEA02	Knowledge of significant diseases and the prevention thereof	9%	41%	50%	3	1	2	3	Not applicable		
HEA04	Safety and security management skills	6%	29%	65%	3	1	2	3	Not applicable		
HEA05	The ability to manage wellness in the workplace	15%	26%	59%	3	1	2	3	Not applicable		
HEA06	Knowledge of security procedures	0%	24%	76%	3	Consensus Round Two			Essential		

Codes	Project Management competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
PRO01	Project management skills	3%	35%	62%	3	1	2	3	Not applicable		
PRO02	The ability to use project management software	18%	61%	21%	2	1	2	3	Not applicable		

Codes	Research competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
RES01	Research knowledge	9%	53%	38%	2	1	2	3	Not applicable		
RES02	The ability to execute a hospitality management research project	9%	50%	41%	2	1	2	3	Not applicable	Can this really be expected of a graduate after only three years? (Round One). The management research project need not be a formal research project. Graduates only need to be able to solve basic problems by applying a research approach. (Round One).	
RES03	Research report writing skills	9%	56%	35%	2	1	2	3	Not applicable		

Codes	Communication competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
COM04	English presentation skills	3%	28%	69%	3	1	2	3	Not applicable		
COM09	Reflective and critical reading skills	3%	40%	57%	3	1	2	3	Not applicable		
COM10	Non-verbal expression skills	20%	34%	46%	2	1	2	3	Not applicable		
COM11	Skills to direct meetings	3%	20%	77%	3	Consensus Round Two			Essential	This might improve the confidence of graduates. (Round Two).	
COM16	Basic reading and writing skills in a foreign language	34%	60%	6%	2	1	2	3	Not applicable	Good skills to have if the graduate is willing to acquire the skills. (Round Two).	
COM18	Basic conversation skills in an indigenous language	11%	83%	6%	2	Consensus Round Two			Useful	Not all graduates will require this skill, as the working environment will determine the importance of this skill. (Round Two).	
COM19	Basic reading and writing skills in an indigenous language	20%	77%	3%	2	Consensus Round Two			Useful	Not all graduates will require this skill, as the working environment will determine the importance of this skill. (Round Two).	
COM22	Intermediate reading and writing skills in an indigenous language	46%	54%	0%	2	1	2	3	Not applicable		
COM23	Advanced communication in an indigenous language	66%	34%	0%	1	1	2	3	Not applicable		
COM24	Advanced conversation skills in an indigenous language	66%	34%	0%	1	1	2	3	Not applicable		

COM25	Advanced reading and writing skills in an indigenous language	69%	31%	0%	1	1	2	3	Not applicable	
COM26	The ability to convey a message with confidence during a meeting or discussion	3%	20%	77%	3	Consensus Round Two			Essential	
COM27	Job interview skills	6%	17%	77%	3	Consensus Round Two			Essential	
COM28	Knowledge of different working relationships with third parties (e.g. relationships with suppliers, concessionaries, and independent contractors)	0%	24%	76%	3	Consensus Round Two			Essential	
COM29	Social development skills	3%	38%	59%	3	1	2	3	Not applicable	

Codes	Technological competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %			M		1	2	3		
		1	2	3							
TEC04	Knowledge of the most important information systems that exist within the hospitality sector	0%	37%	63%	3	1	2	3	Not applicable	Graduates need to know at least one information system. This competence was reformulated taking the above-mentioned comment into account. (Round One).	
TEC05	Knowledge of e-commerce	6%	68%	26%	2	1	2	3	Not applicable		

Codes	Meta-competencies	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
MET09	Skills to explore educational and career opportunities	3%	29%	68%	3	1	2	3	Not applicable		
MET12	Perceiving multiple causal relationships in understanding phenomena or events (systems thinking)	9%	38%	53%	3	1	2	3	Not applicable		
MET13	Perceiving themes or patterns in seemingly random items, events or phenomena (pattern recognition)	9%	47%	44%	2	1	2	3	Not applicable		

Codes	Emotional and Social Intelligence competencies	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
EMO08	Sensing others' feelings and perspectives, and taking an active interest in their concerns (empathy)	0%	18%	82%	3	Consensus Round Two			Essential	Essential, since graduates will provide a service. They therefore need to show empathy. (Round One).	
EMO10	Sensing others' development needs and bolstering their abilities (coaching and mentoring attitude)	3%	32%	65%	3	1	2	3	Not applicable		
EMO12	Wielding effective tactics for persuasion (influence)	6%	32%	62%	3	1	2	3	Not applicable		

Codes	Attitudes and Values	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
ATT02	An appreciation for the arts and beautiful things	24%	67%	9%	2	1	2	3	Not applicable		
ATT03	Awareness of global issues	3%	59%	38%	2	1	2	3	Not applicable		
ATT04	Awareness of the world of work	3%	32%	65%	3	1	2	3	Not applicable		
ATT10	Competitiveness	3%	21%	76%	3	Consensus Round Two			Essential		
ATT18	Helicopter vision	3%	21%	76%	3	Consensus Round Two			Essential		
ATT33	Being independent	3%	18%	79%	3	Consensus Round Two			Essential		
ATT34	Being dependable	3%	9%	88%	3	Consensus Round Two			Essential		
ATT35	Punctuality	0%	0%	100%	3	Consensus Round Two			Essential		
ATT36	Being genuinely friendly	3%	21%	76%	3	Consensus Round Two			Essential		

Codes	Other Generic competences	Round Two				M	Round Three			Importance categorisation	Comments
		Distribution %									
		1	2	3							
GEN01	Ability to apply sociological concepts to everyday life	3%	44%	53%	3	1	2	3	Not applicable		
GEN08	Office administration skills	3	21	76	3	Consensus Round Two			Essential		
GEN09	Technical skills	3%	38%	59%	3	1	2	3	Not applicable		
GEN11	High energy levels	0%	15%	85%	3	Consensus Round Two			Essential		
GEN12	The ability to distinguish between business and personal life	0%	18%	82%	3	Consensus Round Two			Essential		
GEN13	Ability to complete tasks quickly	0%	21%	79%	3	Consensus Round Two			Essential		
GEN14	Ability to provide work of high quality	3%	6%	91%	3	Consensus Round Two			Essential		
GEN15	Ability to give and receive feedback	0%	6%	94%	3	Consensus Round Two			Essential		

Additional comments:

APPENDIX 4.10

SUMMARY OF RESPONSES: ROUND THREE

23 May 2012

Dear Delphi Panellist

SUMMARY OF DELPHI PANELLISTS' RESPONSES: ROUND THREE

This document offers a summary of the reasons provided by Delphi panellists for rating Round Three competences of the Delphi evaluation as "Unnecessary", "Useful" or "Essential". It is not the purpose of this document to provide you with a list of the verbatim quotations provided by Delphi panellists, but rather to summarise the input according to appropriate categories that emerged from the qualitative data. The input provided by Delphi panellists is reflected in the tables that follow.

A blue textbox with the word "Consensus" appears in the "Distribution %" columns of those competence statements where consensus was reached in Round Three, while a light orange textbox with the word "Stability" is displayed in the "Distribution %" columns of those competence statements where stability in responses was reached in Round Three. The reasons provided by Delphi panellist for rating the above-mentioned competences as "Unnecessary", "Useful" or "Essential" merely serve as feedback, since you are not required to rate these competences again during Round Four of the Delphi evaluation.

Competences showing no stability in responses or where consensus was not reached during Round Three need to be rated in Round Four of the Delphi evaluation. You are requested to kindly consider the feedback provided by respondents on the importance of these issues when rating these competences in the Round Four questionnaire of the Delphi evaluation. A yellow textbox with the word "Outstanding" appears in the consensus percentage columns of the 28 competences that need to be rated in Round Four of the Delphi evaluation.

Hospitality Sector Knowledge							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
HOS03	Knowledge of the employment opportunities in the hospitality sector	0%	22%	78%		<p>Graduates will gain knowledge of the employment opportunities in the hospitality sector when they do practical internships (one Delphi panellist).</p> <p>Knowledge of employment opportunities will not effect graduates' employability; it will merely benefit the individual's future career (one Delphi panellist).</p>	<p>Knowledge of the employment opportunities in the hospitality sector will enable the graduate to make better informed job choices (nine Delphi panellists).</p> <p>Graduates need this competence in order to develop a career plan for themselves (one Delphi panellist).</p> <p>As a future employer, graduates also need to know the qualifications to expect of and the salary levels to offer candidates based on their knowledge, qualifications and experience (one Delphi panellist).</p> <p>The knowledge is essential, since a graduate should from early stages have a grasp of where and how to attract the best possible human resources for his or her establishment. This can only be done by understanding other employment opportunities within the hospitality sector (one Delphi panellist).</p>

Tourism competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
TOU03	Sustainable tourism development skills	9%	85%	6%	<p>This competence is not useful for entry level hospitality managers (two Delphi panellists).</p>	<p>The skill would be useful, but tourism development generally takes place at a macro level, and not on the level hospitality management graduates enter the tourism industry (one Delphi panellist).</p> <p>Although useful, the skill is too wide to be expected of hospitality management graduates (two Delphi panellists).</p> <p>Useful for future career growth (one Delphi panellist).</p> <p>Useful competence in order to make a contribution towards the community (one graduate).</p>	
		Consensus					
TOU04	Knowledge of transport systems	9%	78%	13%	<p>This competence is not useful for hospitality management graduates, since they will not be in a position to make a contribution towards the improvement of South Africa's transport system (one Delphi panellist).</p> <p>This competence is not useful for entry level hospitality managers (two Delphi panellists).</p>	<p>This competence is only useful to graduates who are employed in guest services or catering (one Delphi panellist).</p> <p>This competence is useful for future career growth (one Delphi panellist).</p> <p>This competence is useful to assist clients (especially international clients) with the best source of transportation (two Delphi panellists). Due to the specialised nature of the transport systems within South Africa, a hospitality graduate</p>	
		Consensus					

						would play a very minimal role in any transport system (two Delphi panellists).	
TOU05	Knowledge of Non-Governmental Organisations' operations	19%	81%	0%	Non-Governmental Organisations' operations effect only a limited number of graduates and is too specialised to be regarded as useful (two Delphi panellists).	This is a skill needed for advancement and promotion, not just for employment (one Delphi panellist). This competence can play a role in exercising social responsibility (two Delphi panellists).	

Rooms Division competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
ROO04	Housekeeping skills	0%	9%	91%			<p>Graduates should have these skills in order to train or mentor others (seven Delphi panellists).</p> <p>There is currently a shortage of well-trained housekeepers in the hospitality sector, which emphasises the importance of housekeeping skills (two Delphi panellists).</p> <p>In order to perform a managerial role within the Rooms Division, graduates need to have housekeeping skills. This will enable the graduate to manage the performance of others and to maintain set standards (three Delphi panellists).</p> <p>Graduates need to have a background in all departments in order to understand the</p>

							interrelatedness of the different departments (two Delphi panellists).	
							Basic housekeeping skills can be applied in various departments of a hotel (one Delphi panellist).	
ROO12	Hospitality property design skills	28%	69%	3%	Stability	<p>This competence can be more effectively acquired through workplace experience or further education (one Delphi panellist).</p> <p>Hospitality enterprises usually hire professionals to assist them with this task (one Delphi panellist).</p> <p>This competence is too specialised to be required at graduate level (three Delphi panellists).</p>	<p>Although it is not a requirement for the enhancement of graduates' employability, but could be useful for their career growth (one Delphi panellist).</p> <p>This competence may be useful to provide input into the design process. However, property design entails so many aspects that it needs a specialised individual to address it (one Delphi panellist).</p>	<p>Graduates should be able to optimise work-flow within a restricted space; and it will make a huge difference if graduates have this competence when they form part of an opening team for a new hospitality business (one Delphi panellist).</p>
ROO13	Understand the role of maintenance	0%	19%	81%	Consensus		<p>This competence will enable graduates to identify problems in guest areas (one Delphi panellist).</p>	<p>This competence is essential, since graduates need to understand the interrelatedness of the departments of a hotel (three Delphi panellists).</p> <p>Even entry-level managers should be able to identify maintenance needs that are required (three Delphi panellists).</p> <p>Graduates should understand the impact maintenance has on service delivery, customer satisfaction, and health and safety (three Delphi panellists).</p>

Food and Beverage competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
FOB02	Knowledge of food and beverage trends	0%	19%	81%		<p>This skill will be useful to graduates who want to start their own businesses (two Delphi panellists).</p> <p>Graduates will find this skill useful, since it will help them to keep up to date with customers' requirements and demands (one Delphi panellist).</p>	<p>This skill is essential, since the graduate will be empowered to keep the organisation up to date with the latest trends and developments (seven Delphi panellists).</p> <p>Graduates need to know "what is hot and what is not" (one Delphi panellist).</p>
FOB05	Skills to design a restaurant menu	3%	38%	59%	<p>This specialised skill is not useful at graduate level, since consultants could provide this service to the hospitality enterprise (one Delphi panellist).</p>	<p>This skill will be useful to graduates who want to start their own businesses (one Delphi panellist).</p> <p>This skill can be useful to graduates who work in smaller establishments (one Delphi panellist).</p> <p>This competence is useful for career growth (one Delphi panellist).</p> <p>This is a specialised competence that will be useful to all graduates, but can only be essential to graduates who wish to pursue a career in food and beverage management (one Delphi panellist).</p>	<p>This skill is essential, since it effects business and revenue, as well as work flow within the restaurant and kitchen (one Delphi panellist).</p>

FOB06	Skills to develop a wine and spirits list	3%	34%	63%	This specialised skill is not useful at graduate level, since experts could be consulted to provide this service (one Delphi panellist).	<p>This skill will be useful to graduates who want to start their own businesses (one Delphi panellist).</p> <p>This is a specialised competence that will be useful to graduates who wish to pursue a career in food and beverage management or as sommelier (two Delphi panellists).</p> <p>This competence will be useful for career growth (one Delphi panellist).</p> <p>This skill can be useful to graduates who work in smaller establishments (two Delphi panellists).</p>	This skill is essential, since it can have a significant effect on business and revenue (one Delphi panellist).
FOB07	Skills to pair wine and food	3%	78%	19%	This specialised skill is not useful at graduate level, since experts could be consulted to provide this service (one Delphi panellist).	<p>This skill will be useful to graduates who want to start their own businesses (one Delphi panellist).</p> <p>This is a specialised competence that will be useful to graduates who wish to pursue a career in food and beverage management or as sommelier (one Delphi panellist).</p> <p>This competence will be useful for career growth (one Delphi panellist).</p> <p>This skill can be useful to graduates who work in smaller establishments (one Delphi panellist).</p>	This skill is very important, since guests expect the expertise of food and beverage service staff to confidently and correctly make recommendations about the pairing of food and wine (one Delphi panellist).

FOB08	Food and beverage marketing skills	3%	53%	44%	This specialised skill is not useful at graduate level, since experts could be consulted to provide this service (one Delphi panellist).	<p>Graduates should only have generic marketing skills, this competence is too specialised to be essential (three Delphi panellists).</p> <p>This competence will be useful for career growth (one Delphi panellist).</p> <p>This skill can be useful to graduates who work in smaller establishments (one Delphi panellist).</p>	<p>It is essential for graduates to acquire generic food and beverage marketing skills and not merely generic marketing skills (one Delphi panellist).</p> <p>With no marketing knowledge, the image, public perception and corporate identity, which all contribute largely to profitability, would be unmanaged and under-utilised by graduates (one Delphi panellist).</p>
FOB14	Skills to administer a food and beverage control system	0%	12%	88%			<p>Cost control and the administration thereof are essential functions to be performed in all businesses (two Delphi panellists).</p> <p>The manager often drives all control systems and should therefore have thorough knowledge of it (six Delphi panellists).</p>

Culinary competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
CUL03	Knowledge of kitchen equipment	0%	41%	59%		<p>This specialised knowledge is only essential for those graduates who wish to pursue careers as chefs, but will only be useful to other graduates (three Delphi panellists).</p>	<p>Graduates should be able to plan menus around the equipment that is available in an enterprise (one Delphi panellist).</p> <p>As entry-level managers, graduates should have knowledge about kitchen equipment in order to make sound judgements and decisions (four Delphi panellists).</p> <p>Food provision is one of the most important aspects (financial and service wise) of the hospitality sector. Graduates should therefore have in depth knowledge of kitchen equipment (one Delphi panellist).</p>

CUL04	Kitchen design skills	16%	78%	6%	<p>This competence can be more effectively acquired through workplace experience or further education (one Delphi panellist).</p> <p>Hospitality enterprises usually hire professionals to assist them with this task (two Delphi panellists).</p> <p>This competence is too specialised to be required at graduate level (two Delphi panellists).</p>	<p>It is not necessary for graduates to have advanced or specialised skills in this respect, but it will assist graduates with career progression and in becoming better managers (one Delphi panellist).</p> <p>Graduates should understand the workflow in a kitchen, but the design element is not essential (one Delphi panellist).</p> <p>This competence may be useful, since it could enable graduates to provide input into the kitchen design process (one Delphi panellist).</p> <p>This competence is too specialised to be regarded as essential. A specialist is usually consulted to perform this function (two Delphi panellists).</p>	<p>This competence will assist graduates in ensuring that there is effective flow of work with well placed work stations and equipment (two Delphi panellists).</p>
CUL06	Intermediate food preparation skills	0%	41%	59%		<p>As entry-level managers, graduates will find these skills useful in order to make sound judgements and decisions (one Delphi panellist).</p> <p>It can only be regarded as essential for those graduates who wish to pursue careers as chefs. It will only be useful to the other graduates (one Delphi panellist).</p> <p>This skill will be helpful in the case of staffing issues (one Delphi panellist).</p> <p>As entry-level managers,</p>	<p>Graduates will require this competence in order to train staff effectively (one Delphi panellist).</p> <p>As managers, graduates should have skills in all areas of the sector. This will enable them to assist or give advice to guests or other employees (two Delphi panellists).</p> <p>More than basic culinary skills are required by graduates (one Delphi panellist).</p> <p>This will enable graduates to specialise in culinary arts (one Delphi panellist).</p>

						graduates find this skill useful when they have to evaluate food (two Delphi panellists).	
CUL07	Advanced food preparation skills	13%	81%	6%	<p>Only graduates who wish to pursue careers as chefs will find this skill useful or essential (two Delphi panellists).</p> <p>This competence is too specialised to be required at graduate level (two Delphi panellists).</p>	<p>This skill is too specialised and is not an essential requirement to make sound judgements and decisions as a hospitality manager (two Delphi panellists).</p> <p>This is a specialisation field that can only be regarded as essential for those graduates who wish to pursue careers as chefs. It will however be useful to other graduates (three Delphi panellists).</p> <p>It is not necessary for graduates to have advanced or specialised skills in this respect, but it will assist graduates with career progression (one Delphi panellist).</p>	
CUL08	Catering skills	3%	81%	16%	<p>This competence is too specialised to be required at graduate level (one Delphi panellist).</p>	<p>This is a specialised skill that will be valuable to graduates who wish to pursue careers as caterers (five Delphi panellists).</p>	
CUL10	Skills to develop, modify and improve food recipes	13%	75%	12%	<p>This skill is too specialised and is not a requirement to make sound judgements and decisions as a hospitality manager (two Delphi panellists).</p>	<p>This is a specialised skill that will be valuable to graduates who wish to pursue careers as caterers (five Delphi panellists).</p>	<p>Essential, since graduates will be involved with or responsible for the creation of menus for individuals with specific dietary requirements at some stage (one Delphi panellist).</p>

CUL11	Skills to plan, modify and improve menus	0%	63%	37%	<p>This competence is too specialised to be required at graduate level (one Delphi panellist).</p>	<p>This skill is too specialised and is not an essential requirement to make sound judgements and decisions as a hospitality manager (two Delphi panellists).</p> <p>This is a specialised skill that will only be essential for graduates who wish to pursue careers as chefs (four Delphi panellists).</p> <p>This competence will be useful in smaller organisations (one Delphi panellist).</p> <p>This skill is not essential, since it will only be required by graduates who start their own businesses (one Delphi panellist).</p>	<p>Although a specialisation field, management is often part of a team who give input on menus (one Delphi panellist).</p> <p>Important for graduates, since managers need to ensure quality food and beverage service (two Delphi panellists).</p>
CUL12	Kitchen management skills	0%	34%	66%	<p>This competence is too specialised to be required at graduate level (one Delphi panellist).</p>	<p>This is a specialised skill that will only be essential for graduates who wish to start their own businesses (four Delphi panellists).</p> <p>This is a specialised skill that will only be essential for graduates who wish to pursue careers as chefs (four Delphi panellists).</p>	
CUL13	Food quality evaluation skills	3%	34%	63%	<p>This competence is too specialised to be required at graduate level (one Delphi panellist).</p>	<p>Useful, since the size of the establishment will require whether such skills are required from the graduate. It is therefore not essential for all graduates to have this skill (one Delphi panellist).</p> <p>This is a specialised skill that will only be essential for graduates who wish to pursue careers as chefs (three Delphi panellists).</p>	<p>This is an essential competence, since constant evaluation and monitoring of food quality is the only method to maintain consistency in food and beverage service delivery (one Delphi panellist).</p> <p>Graduates will play an essential role in ensuring guest satisfaction. Food is furthermore often the reason for complaints</p>

							(two Delphi panellists). Very important as it is part of the guest experience. Good quality reflects a well-run establishment (one Delphi panellist).
CUL14	The ability to develop new food products	9%	75%	6%	Consensus	The development of new food items is highly specialised in the modern kitchen environment. Dishes are adapted by career chefs. This competence is therefore too specialised to be required at graduate level (two Delphi panellists).	This is a specialised competence that will be useful to all graduates, but can only be essential to graduates who wish to pursue a career as a chef (two Delphi panellists). This competence will be useful for career growth (one Delphi panellist). The graduate, who will be able to do this, will allow the establishment to be more competitive in service delivery and will be an asset for the organisation (one Delphi panellist).
CUL15	Nutrition knowledge	0%	56%	44%	Stability	This competence is too specialised to be required at graduate level (one Delphi panellist).	This skill is not essential, since it will only be required when a graduate should start his or her own business (one Delphi panellist). This is a specialised competence that will be useful to all graduates, but can only be essential to graduates who wish to pursue a career as a chef (three Delphi panellists). This competence is essential for menu planning and to meet specific requirements and health needs of guests. Failure to meet these requirements may cause injury or death of the customer, which can result in legal action against the food service unit (five Delphi panellists). Graduates must be able to advise a guest on the basic nutritional value of food (one Delphi panellist).
CUL16	Knowledge of food service operations	0%	31%	69%	Outstanding	This competence is too specialised to be required at graduate level (one Delphi panellist).	This skill will be useful to graduates who start their own food service businesses (two Delphi panellists). This is a specialised competence that will be useful to all graduates, but can only be essential to graduates who wish to pursue a career as a food service manager (one Delphi panellist).

Event Management competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
EVE01	Knowledge of event management	0%	31%	69%		<p>This competence is too specialised for hospitality management graduates to be regarded as essential (two Delphi panellists).</p> <p>This competence can be more effectively acquired in the sector or through further study (three Delphi panellists).</p>	<p>Banqueting is a large revenue generating department so it is very important for graduates to have knowledge of events (two Delphi panellists).</p> <p>Most aspects of the hospitality sector relates to some kind of event. It is not necessary to have in depth knowledge of large scale events such as the Olympic games though (one Delphi panellist).</p>
EVE03	Event management skills	0%	31%	69%		<p>This competence is too specialised to be regarded as essential for entry level hospitality management graduates (one Delphi panellist).</p> <p>This competence can be more effectively acquired through sector experience or through further study (three Delphi panellists).</p>	<p>Banqueting is a huge revenue generating department so it is very important for graduates to have knowledge of events (two Delphi panellists).</p> <p>Most aspects of the hospitality sector relates to some kind of event. It is not necessary to have in depth knowledge about large scale events such as the Olympic games though (one Delphi panellist).</p>

EVE03	The ability to use event management software	13%	84%	3%	<p>This competence is too specialised for hospitality management graduates, since only specialised event companies make use of event management software (one graduate).</p>	<p>This is a useful skill for graduates, but could be more effectively acquired through on the job training (two Delphi panellists).</p> <p>Most events in the hospitality sector are not managed by means of specialised software. Event management software is used for larger scale events (one Delphi panellist).</p> <p>This is a specialised skill that will only be useful to graduates who work in an event management company (three Delphi panellists).</p>	
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Other Vocational based competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
VOC01	Knowledge of spas	16%	81%	3%	<p>Leave this competence to the somathologists (one Delphi panellist).</p> <p>This competence is too complex and specialised for entry level hospitality managers (one Delphi panellist).</p>	<p>This competence will only be essential if the graduate is employed at an establishment that has spa facilities (three Delphi panellists).</p> <p>This is a useful skill for graduates, but could be more effectively acquired through on the job training when required (one Delphi panellist).</p>	<p>Most good four and five star hotels have spas attached to the hotels nowadays. This trend will stay and is therefore essential that students know something about spas and the management thereof (one Delphi panellist).</p>

VOC02	The ability to manage a spa	19%	78%	3%	<p>This competence is too complex and specialised for entry level hospitality managers (one Delphi panellist).</p>	<p>This competence will only be essential if the graduate is employed at an establishment that has spa facilities (two Delphi panellists).</p> <p>This is a useful skill for graduates, but could be more effectively acquired through on the job training when required (two Delphi panellists).</p>	
VOC03	Knowledge of casino operations and the hotels attached to them	6%	91%	3%	<p>This competence is too complex and specialised for entry level hospitality managers (three Delphi panellists).</p> <p>Basic knowledge of casino operations and the hotels attached to them will be useful for those graduates working in a hotel with a casino attached to it (three Delphi panellists).</p>	<p>This is a useful skill for graduates, but could be more effectively acquired through on the job training or industry experience (four Delphi panellists).</p>	

VOC04	Knowledge of common casino games	22%	78%	0%	<p>This competence is too complex and specialised for entry level hospitality managers (one Delphi panellist).</p>	<p>This competence is only required by those graduates who plan to further a career in the casino subsector (one Delphi panellist).</p> <p>This is a useful skill for graduates, but could be more effectively acquired through on the job training when required (two Delphi panellists).</p> <p>It is useful if graduates have knowledge about all the facilities on offer within a hospitality establishment (one Delphi panellist).</p> <p>Basic knowledge of casino games will only be useful to those graduates working in a hotel with a casino attached to it (two Delphi panellists).</p>	
VOC05	The ability to manage a club	12%	88%	0%	<p>This competence is too complex and specialised for entry level hospitality managers (one Delphi panellist).</p>	<p>This competence is only required by those graduates who plan to further a career in the club subsector (two Delphi panellists).</p> <p>This is a useful skill for graduates, but could be more effectively acquired through on the job training when required (one Delphi panellist).</p> <p>This competence is too complex and specialised for entry level hospitality managers to be regarded as essential (two Delphi panellists).</p>	

Management and Leadership competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
MAN08	Strategic management skills	3%	31%	66%	<p>This competence can only be developed through workplace experience or further education (one Delphi panellist).</p> <p>This competence is too specialised to be developed at graduate level (one Delphi panellist).</p>	<p>This competence can be more effectively developed through workplace learning or further education, but will still be useful to graduates (three Delphi panellists).</p> <p>This is a higher level competence that is not required at the junior management level that graduates will be appointed on (three Delphi panellists).</p> <p>This is a useful competence for career growth (one Delphi panellist).</p>	<p>Each department has strategic goals and aims. Graduates (as middle level managers) should assist to set and reach these goals and aims (one Delphi panellist).</p> <p>Graduates must have strategic planning skills in order to progress in their careers (one Delphi panellist).</p>
MAN09	Management consultancy service skills	16%	75%	9%	<p>Management consultancy competences are not relevant to sector that graduates are primarily prepared for (one Delphi panellist).</p> <p>This competence is too specialised to be developed at graduate level (one Delphi panellist).</p>	<p>This competence can be more effectively developed through workplace experience, but will still be useful to graduates (five Delphi panellists).</p> <p>This skill will allow the graduate to train staff and to monitor the service competences of staff in their establishment. The skill is, however, dependant on the personality traits of the individual. The fact that only few graduates would feel comfortable in a consultancy situation makes it too specific to be essential (one Delphi panellist).</p>	

Marketing competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
MAR01	Marketing management knowledge	6%	38%	56%	This competence is too specialised to be developed at graduate level (one Delphi panellist).	This competence is too specialised to be regarded as essential (one Delphi panellist).	<p>Graduates need to know how to target the hospitality enterprise's market. They also need to know what their markets want and how to attract new markets (three Delphi panellists).</p> <p>Managers often take part in marketing planning and should have sufficient knowledge in this arena (two Delphi panellists).</p> <p>Graduates need to understand market dynamics (one Delphi panellist).</p>
MAR03	Marketing skills	3%	31%	66%	This function is usually performed by consultants or the marketing department of the hospitality enterprise (one Delphi panellist).	This skill will be useful to graduates who want to start their own businesses (one Delphi panellist).	Entry-level managers often act as marketers and therefore need to acquire this skill (one Delphi panellist).
MAR04	Marketing management skills	6%	63%	31%	This competence is too specialised to be developed at graduate level (one Delphi panellist).	<p>This competence can be more effectively developed through workplace experience (five Delphi panellists).</p> <p>This skill will be especially useful to graduates who want to start their own businesses (one Delphi panellist).</p> <p>This competence is too specialised and there is a designated marketing department in most establishments to perform the</p>	Entry-level managers often act as marketers and therefore need to acquire this skill (one Delphi panellist).

						marketing function. It will, however, be useful if graduates have this competence to make a contributory role towards marketing (three Delphi panellists).		
MAR07	Knowledge of loyalty programmes	3%	59%	38%	Stability	This competence can be easily developed through workplace experience (one Delphi panellist).	<p>This skill will be useful to graduates who want to start their own businesses (one Delphi panellist).</p> <p>Only large corporations implement loyalty programmes and these programmes are furthermore specialised to the specific enterprise that offers them (two Delphi panellists).</p> <p>This competence is merely useful and not essential, since it is only one method that can be applied to attract consumers, to get them to return and to "join the bandwagon" (one Delphi panellist).</p>	Graduates need to understand the value of customer return and loyalty (two Delphi panellists).
MAR08	Understand competitor analysis	0%	37%	63%	Outstanding		<p>This skill will be useful to graduates who want to start their own businesses (two Delphi panellists).</p> <p>This competence is useful for career growth (one Delphi panellist).</p> <p>It will be useful if graduates could understand "how to stay in the game" and if they are "able to determine what competitors</p>	<p>This competence is essential, since it impacts on the daily business of any hospitality enterprise (two Delphi panellists).</p> <p>Graduates need to be able to benchmark their department's performance against the competition. As consumer spending drops, the pie that everyone is sharing is getting smaller. In order to remain profitable, an establishment</p>

						are doing" (one Delphi panellist).	needs a bigger piece of the market (One Delphi panellist).
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Human Resources Management competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
HUM02	Human resources management skills	3%	22%	75%		<p>Although there is a designated human resource department in most establishments, it will still be useful if graduates could apply human resource management skills (one Delphi panellist).</p> <p>This would be beneficial to any employee and especially managers (one Delphi panellist).</p>	<p>Considering the labour intensive nature of the sector, and the fact that human capital is the resource that requires the highest level of care, managing the workforce is one of the most important functions of a hospitality manager (five Delphi panellists).</p>
HUM04	Labour relations management skills	0%	22%	78%		<p>Although there is a designated human resource department or legal advisor available in most establishments, it will still be useful if graduates had labour relations management skills (one Delphi panellist).</p>	<p>A lack of labour relationship management skills, even at the lower levels, could lead to legal claims (three Delphi panellists).</p> <p>Managing the workforce is one of the most important functions of a hospitality manager due to the labour intensive nature of the sector. Labour relations management skills are therefore essential (two Delphi panellists).</p>

HUM05	Knowledge of the South African training and development environment	6%	66%	28%	This competence is too specialised to be developed at graduate level (one Delphi panellist).	<p>This competence is too specialised to be regarded as essential (one Delphi panellist).</p> <p>This competence is useful for career growth (one Delphi panellist).</p>	<p>Considering the legislation in this regard, this competence is essential. All managers need to have this knowledge in order to manage training and development in an organisation or department (three Delphi panellists).</p> <p>Graduates need to know about the SAQA accredited training programmes that they could offer in order to benefit the employees and also the company (one Delphi panellist).</p>
HUM06	Coaching and training skills	0%	16%	84%		<p>These skills are too specialised to be regarded as essential (one Delphi panellist).</p> <p>These skills are not required at the management level graduates are employed at (one Delphi panellist).</p>	<p>The transfer of knowledge quickly and effectively is essential in a labour based sector like the hospitality sector. This sector has a large number of lower level employees who are mainly uneducated. Coaching and training skills can greatly assist with the transfer of knowledge and skills to others (one Delphi panellist).</p> <p>Sharing knowledge and helping others shape and grow are essential functions of hospitality managers (six Delphi panellists).</p> <p>Coaching and training will improve in-house team work and the standard of service delivery (one Delphi panellist).</p>

Accounting and Financial competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
FIM06	The ability to manage financial strategies and policies	9%	16%	75%	<p>This competence is too complex for entry level hospitality managers (two Delphi panellists).</p>		<p>This is exactly what all managers need to do! (One Delphi panellist)</p> <p>How will graduates know if the business is successful, if they do not know how to manage the financial strategies and policies of the hospitality enterprise? (One Delphi panellist)</p>
Consensus							
FIM15	The ability to make investment and financing decisions	13%	75%	12%	<p>This responsibility lies with top management or accounting departments and not with entry level management (one Delphi panellist).</p> <p>This competence is too complex and specialised for entry level hospitality managers (one Delphi panellist).</p>	<p>This specialised competence can be useful, but cannot be expected of all hospitality management graduates (three Delphi panellists).</p> <p>Although useful, the advice of experts will be required to make sound investment and financing decisions (one Delphi panellist).</p>	<p>Even on an operational level, managers are required to do a basic analysis of the financial feasibility of capital budgeting projects (one Delphi panellist).</p>
Consensus							
FIM18	The ability to forecast future demands	0%	16%	84%		<p>This is useful for future career growth (one Delphi panellist).</p>	<p>All levels of management must be able to forecast future demands. The complexity of This competence could, however, vary at the different management levels (three Delphi panellists).</p> <p>This competence is essential for the survival of the enterprise (two Delphi panellists).</p> <p>This competence is essential for all managers in order to prepare monthly and annual budgets and forecasting reports (one Delphi panellist).</p>
Consensus							

Economic competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
ECO01	Knowledge of micro-economics and macro-economics	3%	91%	6%		<p>It is used in higher management positions or entrepreneurial situations to steer an establishment (one Delphi panellist).</p> <p>Graduates acquiring this competence will have a competitive advantage over other graduates (one Delphi panellist).</p> <p>This skill is useful for future growth and development, but is not essential for the enhancement of graduates' employability (one Delphi panellist).</p> <p>It will assist the graduate to understand how price is determined and the effect of market forces on a hospitality business (one Delphi panellist).</p>	Basic knowledge of micro-economics is essential in order to understand the effect of demand and supply on price (one Delphi panellist).
		Consensus					
ECO02	Ability to apply economic concepts in hospitality business management	0%	38%	62%		<p>This skill is useful for future growth and development, but is not essential for the enhancement of graduates' employability (one Delphi panellist).</p>	
		Stability					

Entrepreneurial competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
ENT01	Knowledge to start one's own hospitality business	0%	44%	56%		<p>Most hospitality graduates enter the corporate hospitality sector, while very few actually start their own hospitality businesses (two Delphi panellists).</p> <p>This skill is useful for future growth and development, but is not essential for the enhancement of graduates' employability (two Delphi panellists).</p>	<p>This competence plays a very important role in job creation in South Africa (two Delphi panellists).</p> <p>This is essential knowledge if one considers the South African economic and political environments (two Delphi panellists).</p>
ENT02	Develop entrepreneurial opportunities	3%	38%	59%		<p>All graduates do not want to be entrepreneurs (two Delphi panellists).</p> <p>Most hospitality graduates enter the corporate hospitality sector, while very few actually start their own hospitality businesses (two Delphi panellists).</p> <p>This skill is useful for future growth and development, but is not essential for the enhancement of graduates' employability (two Delphi panellists).</p>	<p>This competence plays a very important role in job creation in South Africa (two Delphi panellists).</p> <p>This is essential knowledge if one considers the South African economic and political environments (two Delphi panellists).</p>

Legal competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
LAW02	Understand how the law of contract is applied in the hospitality sector	0%	25%	75%		<p>Although useful, the law of contract could be too specialised for graduates (two Delphi panellists).</p> <p>Most hospitality business owners will consult a legal expert when concluding contracts (two Delphi panellists).</p> <p>This competence will be useful for career growth (one Delphi panellist).</p>	<p>Concluding contracts, such as rental agreements, employment contracts and contracts of sale forms part of the daily functions of managers at all levels (five Delphi panellists).</p> <p>Managers need to understand the implications of concluding a contract (one Delphi panellist).</p>
LAW03	Understand how the law of delict is applied in the hospitality sector	6%	66%	28%	This competence is too specialised to be developed at graduate level (one Delphi panellist).	<p>Although useful, the law of delict could be too specialised for hospitality graduates to be regarded as essential (one Delphi panellist).</p> <p>This competence will be useful for career growth and development (one Delphi panellist).</p>	It is essential for graduates to understand that their or their employees' unlawful acts could result in serious claims for damages (four Delphi panellists).
LAW05	Understand how internet laws are applied in the hospitality sector	6%	85%	9%		<p>This specialised legal competence is not essential, but knowledge thereof could be beneficial. If graduate managers are aware of the legal issues surrounding the internet, they could seek further advice from legal experts when required (five Delphi panellists).</p> <p>This competence will be useful for career growth and development (one Delphi panellist).</p>	<p>Most managers deal on a daily basis with an on-line reservation system and the management of fraudulent credit card transactions, which make this competence essential (one Delphi panellist).</p> <p>The expansion of the use of the internet makes this competence essential for all levels of management in the hospitality sector (one Delphi panellist).</p>

LAW07	Understand how the law of business entities (sole proprietorships, partnerships, close corporations, companies and business trusts) is applied in the hospitality sector	6%	75%	19%	Consensus	This specialised legal competence is not essential, but knowledge thereof could be beneficial. If graduate managers are aware of the legal issues surrounding the law of business entities, they could seek further advice from legal experts when required (three Delphi panellists). This skill will be useful to graduates who want to start their own businesses (five Delphi panellists).
LAW10	Understand how tax laws are applied in the hospitality sector	9%	82%	9%	Consensus	This competence is too specialised to be developed at graduate level (one Delphi panellist). This specialised legal competence is not essential, but knowledge thereof could be beneficial. If graduate managers are aware of the legal issues surrounding tax laws, they could seek further advice from legal and tax experts when required (three Delphi panellists).
LAW11	Understand the legal issues surrounding the hospitality premises	25%	69%	6%	Outstanding	This competence is of more importance to investors and entrepreneurs (one Delphi panellist). This competence is too specialised to be developed at graduate level (two Delphi panellists). This specialised legal competence is not essential, but knowledge thereof could be beneficial. If graduate managers are aware of the legal issues surrounding real estate, they could seek further advice from experts when required (three Delphi panellists). This competence is useful to a

						manager or owner when buying new property or selling property; or to guest house managers or owners to get business rights in residential areas (one Delphi panellist).	
LAW12	Understand how health and safety laws are applied in the hospitality sector	3%	50%	47%		<p>These specialised legal competencies are not essential, but knowledge thereof could be beneficial. If graduate managers are aware of the legal issues surrounding environmental protection and safety laws when making management decisions, they could seek further advice from legal experts (one Delphi panellist).</p> <p>This competence is useful for career growth (one Delphi panellist).</p>	<p>This competence is essential and is being more important as a result of the "green" movement. Ignorance of these laws can have serious financial and public relations repercussions (three Delphi panellists).</p> <p>Managers at all levels and at all hospitality establishments need to act in the best interest of the environment, and therefore need to comply with environmental protection and safety laws (one Delphi panellist).</p> <p>All managers need to know how to implement eco-sustainable practices (one Delphi panellist).</p>

Environmental Protection and Sustainability competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
ENV01	Knowledge of environmental protection and sustainability practices	3%	34%	63%		This is a useful competence, but could be more effectively acquired through on the job training (one Delphi panellist).	<p>All citizens should have knowledge of environmental protection and sustainability best practices (two Delphi panellists).</p> <p>This competence will ensure a sustainable business environment (one Delphi panellist).</p> <p>Going green is very important and is the latest trend that is followed in hotels. Ignoring this trend can have considerable financial and public relations repercussions (two Delphi panellists).</p> <p>Graduates should know what effect a hospitality enterprise has on its environment and how the enterprise can minimise its impact on the environment (one Delphi panellist).</p>

ENV02	The ability to manage waste and energy control systems	6%	25%	69%	This competence is too complex and specialised for entry level hospitality managers (three Delphi panellists).		<p>This is one of the core focus areas of most hospitality institutions and is therefore essential (one Delphi panellist).</p> <p>Financial losses will occur if waste and the waste management and energy control are not managed well (two Delphi panellists).</p> <p>This is, as a result of the going green focus, vital for the modern day hospitality manager (one Delphi panellist).</p>
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Health and Safety competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
HEA02	Knowledge of significant diseases and the prevention thereof	3%	34%	63%			<p>Certain diseases can pose a serious hazard to clients and employees of the hospitality enterprise. This is especially the case in the kitchen and food and beverage departments. Graduates therefore need to be aware of the risk involved in these diseases (three Delphi panellists).</p> <p>Managers at all levels need to be able to identify and manage suspect and vulnerable behaviour, since a lapse in safety can have legal and</p>

							financial ramifications for the establishment (one Delphi panellist). HIV and AIDS are major diseases facing the hospitality sector, and graduates need to have knowledge about these diseases (one Delphi panellist).
HEA04	Safety and security management skills	3%	22%	75%	This competence is too specialised to be developed at graduate level (one Delphi panellist).	Although an awareness of security is useful, it is so specialised that a company or individual is usually consulted to manage and evaluate the safety and security in a hospitality enterprise (one Delphi panellist).	Managers at all levels need to realise the importance of ensuring guests' and employees' safety and security (four Delphi panellists).
		Consensus					
HEA05	The ability to manage wellness in the workplace	6%	19%	75%	This competence is too specialised to be developed at graduate level (one Delphi panellist).	This competence is too specialised to be regarded as essential for entry level hospitality managers (one Delphi panellist).	Graduates need to know how to manage wellness in the workplace, since it could lead to more job satisfaction and a decrease in staff turnover and absenteeism (two Delphi panellists). Neglect of wellness in the workplace could have moral, legal, and financial ramifications for the hospitality enterprise (one Delphi panellist).
		Consensus					

Project Management competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
PRO01	Project management skills	6%	19%	75%	<p>This competence is too complex and specialised for entry level hospitality managers (one Delphi panellist).</p>	<p>This is a useful skill for graduates, but could be more effectively acquired through on the job training (two Delphi panellists).</p> <p>Project management is a specialised field that a limited number of graduates will be exposed to in this industry (one Delphi panellist).</p>	<p>All hospitality managers are involved in the planning, organising, execution and control of a project in some or other way (five Delphi panellists).</p>
Consensus							
PRO02	The ability to use project management software	19%	78%	3%	<p>This competence is too complex and specialised for entry level hospitality managers (three Delphi panellists).</p> <p>Typical hospitality management projects do not usually require the use of specialised project management software (one Delphi panellist).</p>	<p>This is a useful skill for graduates, but could be more effectively acquired through on the job training (five Delphi panellists).</p> <p>This competence is useful, since it could save time and make life easier (three Delphi panellists).</p>	
Consensus							

Research competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
RES01	Research knowledge	6%	75%	19%		<p>This competence will be beneficial to all graduates, since they will be required to do some form of research as managers in order to make good decisions (one Delphi panellist).</p> <p>Some basic research knowledge would allow for personal contribution and growth of the graduate (three Delphi panellists).</p> <p>This competence could encourage graduates to continue with postgraduate studies (one Delphi panellist).</p>	<p>Basic research knowledge is essential, as it allows for a shift in the thinking paradigm of graduates. Research knowledge will enable graduates to search for the cause of a problem or challenge and propose suggestions or possible solutions for the problem (one Delphi panellist).</p> <p>In a degree programme some research knowledge is necessary. In the hospitality field constant research on consumers are necessary in order to retain customers (two Delphi panellists).</p> <p>Graduates should be able to do research concerning all areas of the hospitality sector in order to stay competitive (one Delphi panellist).</p>

RES02	The ability to execute a hospitality management research project	6%	66%	28%		<p>The management research project need not be a formal research project. Graduates only need to be able to solve basic problems by applying a sound research approach. The product could be a well researched assignment (three Delphi panellists).</p> <p>Basic research skills could allow for personal contribution and growth (two Delphi panellists).</p>	<p>Managers on any level need to be able to collect information on a topic, issue, challenge or problem. They should then be able to systematically and objectively assess the merits and shortfalls of the data in order to propose a solution for the problem (one Delphi panellist).</p>
RES03	Research report writing skills	9%	75%	16%		<p>It will be useful if graduates have the skill to write any kind of report, including a research report or assignment (one Delphi panellist).</p> <p>This competence is useful as graduates could supply such a report to top management to convince them of their findings and a way forward (one Delphi panellist).</p>	<p>As managers graduates should be able to write good reports. Entry level graduates are often requested to write reports to middle-level managers, directors, owners, investors, marketing, guests and other stakeholders (one Delphi panellist).</p>

Communication competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
COM04	English presentation skills	0%	22%	78%		<p>This is a higher level competence that is not required at the junior management level that graduates will be appointed on (two Delphi panellists).</p>	<p>This competence will be required when presentations need to be rendered in the following situations:</p> <ul style="list-style-type: none"> • Meetings (five Delphi panellists); • General client interaction (two Delphi panellist); • Corporate functions (three Delphi panellists); • Training sessions (one Delphi panellist); • Contract tendering (one Delphi panellist); • General business presentations (one Delphi panellist); • Starting up a new business (one Delphi panellist); and • Trade shows (two Delphi panellists).
COM09	Reflective and critical reading skills	0%	31%	69%		<p>This is a higher level competence that is not required at the junior management level that graduates will be appointed on (three Delphi panellists).</p> <p>This competence can be more effectively acquired through workplace experience (two Delphi panellists).</p>	<p>Graduates need to critically read correspondence from potential clients in order to quote them appropriately; and to meet their needs, demands and expectations.</p> <p>Graduates should be able to critically read terms and conditions of contracts with, for example, different suppliers and unions (one Delphi panellist).</p>

							<p>The correct interpretation of written correspondence is critical to avoid legal claims involving the government, suppliers and guests (one Delphi panellist).</p> <p>Graduates need to be able to read and comprehend written material. This will enable them to correctly perform instructions given to them or to correctly report on what they have read (two Delphi panellists).</p> <p>How can a person in a business environment not be able to read critically (one Delphi panellist)?</p>
COM10	Non-verbal expression skills	6%	25%	69%		<p>Not essential, since great service levels can overcome non-verbal shortcomings (one Delphi panellist).</p> <p>This competence can be more effectively acquired through workplace experience (two Delphi panellists).</p>	<p>Non-verbal skills sometimes speak louder than the spoken word (two Delphi panellists).</p> <p>All levels of employees deal directly with the public. Hospitality employees are more exposed to the public than other industries' employees; and hospitality enterprises are also more vulnerable to the negative effects of poor non-verbal expression skills of its employees (one Delphi panellist).</p> <p>Body language is very important, since attitude is not only determined by what one say but also by how it is said. A person could say "have a nice day", but his or her body language could reflect something different (one Delphi panellist).</p> <p>Graduates need to be able to</p>

							read employees, management, and clients' non-verbal expressions in order to determine if they are happy, sad, upset, confused or enthusiastic. Graduates should also be aware and know what message their non-verbal expression sends out to staff and clients (five Delphi panellists).
COM16	Basic reading and writing skills in a foreign language	22%	75%	3%	<p>Most international tourists can speak English and do not expect the service provider to read and write their language. Paris is one of the most visited cities in the world and very few Parisians can read and write English (one Delphi panellist).</p> <p>The chance of using these skills is rarely encountered in the industry. Graduates will work with guests from all over the world and chances are very slim that the graduate will know the foreign language that the guest speaks or writes. I do not even consider it as an advantage, since it will not be used on a daily basis (one Delphi panellist).</p> <p>This is not necessary or useful at my unit, which is a 95% South African corporate business. All communication takes place in English (one Delphi panellist).</p> <p>Not all people are good at learning a language (one Delphi panellist).</p>	<p>It is useful, since it could assist graduates with this competence to work internationally (one Delphi panellist).</p> <p>This competence is useful when one deals with foreign guests (four Delphi panellists).</p> <p>It is useful if graduates have the ability to read and express themselves in a foreign language should foreign tourists be unable to speak English. However, considering the number of popular foreign languages, This competence cannot be seen as essential (one Delphi panellist).</p>	<p>This competence could add a competitive edge to a graduate's service delivery (one Delphi panellist).</p>

Consensus

					English is the global language of communication (one Delphi panellist).		
COM22	Intermediate reading and writing skills in an indigenous language	38%	59%	3%	<p>Not useful, since English is the accepted language of business (four Delphi panellists).</p> <p>There are too many indigenous languages in South Africa to make it even a useful competence (one Delphi panellist).</p> <p>A translator could be consulted should any formal documentation be read or written in an indigenous language (one Delphi panellist).</p>	<p>It is a useful skill to have, since some hospitality employees cannot read and write English. This causes a communication barrier that could have been prevented by indigenous language skills (one Delphi panellist).</p>	
		Stability					
COM23	Advanced communication in an indigenous language	78%	22%	0	<p>Not useful, since English is the accepted language of business (four Delphi panellists).</p> <p>There are too many indigenous languages in South Africa to make it even a useful competence (two Delphi panellists).</p> <p>Technology makes it simple to adequately communicate by means of the translation services that are readily available over internet (one Delphi panellist).</p> <p>A translator could be consulted when formal communication needs to take place in an indigenous language (one Delphi panellist).</p>	<p>It is a useful skill to have, since some hospitality employees cannot communicate in English. This usually causes a communication barrier that could have been prevented by indigenous language skills (one Delphi panellist).</p>	
		Consensus					

					From an international perspective it is neither useful nor required (one Delphi panellist).		
COM24	Advanced conversation skills in an indigenous language	75%	25%	0%	<p>Not useful, since English is the accepted language of business (four Delphi panellists).</p> <p>Technology makes it simple to adequately communicate by means of the translation services that are readily available over internet (one Delphi panellist).</p> <p>A translator could be consulted when a formal conversation needs to take place in an indigenous language (one Delphi panellist).</p> <p>From an international perspective it is neither useful nor required (one Delphi panellist).</p>	<p>It is a useful skill to have, since some hospitality employees cannot speak English very well. This usually causes a communication barrier that could have been prevented by indigenous language skills (one Delphi panellist).</p> <p>The skill is useful to add a competitive edge to service delivery and to render professional services (two Delphi panellists).</p>	
COM25	Advanced reading and writing skills in an indigenous language	78%	22%	0%	<p>Not useful, since English is the accepted language of business (five Delphi panellists).</p> <p>From an international perspective the skill will not be useful (one Delphi panellist).</p> <p>Reading and writing indigenous languages will not add to guest service (one Delphi panellist).</p> <p>A translator could be consulted when advanced reading or writing skills in an indigenous language are required (one Delphi panellist).</p>	<p>It is a useful skill to have, since some hospitality employees cannot speak English very well. This usually causes a communication barrier that could have been prevented by indigenous language skills (one Delphi panellist).</p> <p>This competence is useful in a typical indigenous hospitality institution (one Delphi panellist).</p>	

COM29	Social development skills	9%	22%	69%			<p>It is essential that graduates have social development skills, since it will help them to work with people and to understand how to "behave" in society (two Delphi panellists).</p> <p>The word "hospitality" shouts "sociable" and "interactive" (one Delphi panellist).</p> <p>This skill is essential for all individuals (one Delphi panellist).</p> <p>Hospitality employees work with a vast number of different employees and guests from different race groups which makes this competence essential (one Delphi panellist).</p>
		Outstanding					

Technological competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
TEC04	Knowledge of the most important information systems that exist within the hospitality sector	3%	16%	81%		It is useful, since it will enable graduates to recognise what technology can do for a hospitality enterprise (two Delphi panellists).	<p>Graduates need to know one front of house and one back of house information system (one Delphi panellist).</p> <p>Employers will prefer to employ graduates who have knowledge of the most important hospitality information systems (one Delphi panellist).</p> <p>Basic knowledge of the information systems is essential, but being able to operate the systems is not required (one Delphi panellist).</p> <p>The basics that underpin the different hospitality information systems are more or less the same. Knowing one or two information systems will allow the graduate to have an adequate knowledge to operate most systems. Minimal training will be required in such instances (three Delphi panellists).</p>

TEC05	Knowledge of e-commerce	3%	16%	81%	<div data-bbox="645 166 788 219" style="border: 1px solid black; padding: 2px; text-align: center;">Consensus</div>	<p>It is useful, since it will enable graduates to recognise what technology can do for a hospitality enterprise through e-commerce (two Delphi panellists).</p> <p>It is not essential, since it is a specialised area that requires marketers with an e-commerce background (two Delphi panellists)</p> <p>Knowledge of purchasing and selling of services and products over the internet allows for a management graduate to be able to target a wider scope of market. Making this knowledge useful will depend on the establishment that the graduate is employed at (one Delphi panellist).</p>	E-commerce is possibly the principle way business will be done in the future (one Delphi panellist).
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Meta-competencies							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
MET09	Skills to explore educational and career opportunities	0%	28%	72%		This is a useful skill for graduates' future growth and development, but not essential for employability (two Delphi panellists).	<p>Considering the competitiveness in the job market and within the business environment, graduates need to maintain up to date knowledge and skills (one Delphi panellist).</p> <p>This competence will broaden graduates' horizons (one Delphi panellist).</p> <p>This skill will not only benefit graduates' career development, but will also play an important role when graduates assist their subordinates with their career path development and advancement (three Delphi panellists).</p>
		Stability					
MET12	Perceiving multiple causal relationships in understanding phenomena or events (systems thinking)	3%	53%	44%	This competence is too complex and specialised for entry level hospitality managers (one Delphi panellist).	This is a useful skill for graduates' future growth and development, but not essential for employability (one Delphi panellist).	
		Stability					
MET13	Perceiving themes or patterns in seemingly random items, events or phenomena (pattern recognition)	16%	68%	16%	This competence is too complex and specialised for entry level hospitality managers (one Delphi panellist).	Pattern recognition is important. This will take place at different levels of complexity according to the management level the graduate is employed at (one Delphi panellist).	
		Outstanding					

Emotional and Social intelligence competencies							
No	Competences	Distribution s %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
EMO10	Sensing others' development needs and bolstering their abilities (coaching and mentoring attitude).	0%	38%	62%		<p>This competence is only useful, and not essential, since all persons (graduates) are not coaches or teachers. All persons do not have the mentality, patience and demeanour to sense others' needs and to bolster their abilities (two Delphi panellists).</p> <p>This skill will contribute towards being a better manager or leader (two Delphi panellists).</p> <p>This skill is useful for future growth and development, but is not essential for the enhancement of graduates' employability (one Delphi panellist).</p>	<p>As a manager graduates need to know how to get the most from their employees. People are not the same and graduates therefore need to realise that what works for one employee in terms of motivation might not work for another (one Delphi panellist).</p> <p>Graduates must be able to identify employees' strengths and weaknesses. By utilising employees' strengths in areas that will benefit the company, happy and productive employees will be created. Graduates could then focus on coaching employees to improve and to work on the skills that are not so strong (one Delphi panellist).</p>
EMO12	Wielding effective tactics for persuasion (influence)	0%	34%	66%			<p>Although this competence would be applied at different levels of complexity, it is essential for anyone in a management position to be able to "persuade" others to function according to a specific set of standards (one Delphi panellist).</p> <p>This is a good skill for graduates working in sales (one Delphi panellist).</p> <p>This competence plays an</p>

							<p>important role in training, marketing and guest satisfaction (one Delphi panellist).</p> <p>The power of persuasion is essential when managing people and to maintain good staff and management relations (two Delphi panellists).</p> <p>Graduates (as team leaders) can ensure that team goals are reached by influencing and motivating the team members positively (two Delphi panellists).</p>
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Attitudes and Values							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
ATT02	An appreciation for the arts and beautiful things	13%	84%	3%		<p>Attention to detail, which relates to this competence, plays an important role in the hospitality sector. An appreciation for the arts and beautiful things as such is, however, only a useful competence to have (one Delphi panellist).</p> <p>This competence is useful when communicating with guests or other employees, but is not essential (one Delphi panellist).</p> <p>The skill is only useful, since graduates will not make business decisions relating to art and beautiful things when they are employed for the first time</p>	

						(one Delphi panellist).	
						This competence is useful, since it will help graduates to appreciate the small things in life (one Delphi panellist).	
ATT03	Awareness of global issues	6%	56%	38%		<p>This competence is useful, since global issues influence all hospitality businesses (one Delphi panellist).</p> <p>It will be useful to graduates if they know what effect global issues have on themselves, the sector, the hospitality company and the enterprise's market (one Delphi panellist).</p> <p>This competence is useful for communication and interaction with local and international clients (one Delphi panellist).</p>	<p>This competence will play an important role in graduates' ability to understand international guests (one Delphi panellist).</p> <p>This competence will ensure that graduates stay on par with global economics and business trends (three Delphi panellists).</p> <p>It is of vital importance, since it is assumed that everyone is aware of global issues (one Delphi panellist).</p> <p>This will enable the graduate to provide educated information and to converse well with others (two Delphi panellists).</p> <p>We do not live in a cocoon. It is imperative that graduates know what is happening in the big wide world out there and how these issues impact on the hospitality industry. We are all global citizens (one Delphi panellist).</p>

ATT04	Awareness of the world of work	3%	16%	81%			<p>Essential, as this will enable the graduate to gain knowledge and guidance from other experienced professionals in the sector (one Delphi panellist).</p> <p>This competence is essential for entering and being successful in world of work (two Delphi panellists).</p> <p>It is very important, since graduates should be aware of the aspects of corporate culture (one Delphi panellist).</p> <p>Graduates need to know and understand the different occupations in the hospitality sector and also what they entail (one Delphi panellist).</p> <p>Graduates who are aware of the world of work will know what is required of them, and what the impact of their behaviour is on the business (one Delphi panellist).</p>
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Consensus

Other Generic competences							
No	Competences	Distribution %			Reasons provided for rating competences as ...		
		1	2	3	Unnecessary	Useful	Essential
GEN01	Ability to apply sociological concepts to everyday life	9%	47%	44%		<p>It will be useful if graduates could fulfil their roles as corporate citizens (two Delphi panellists).</p> <p>This competence will assist graduates to function better as employees in the complex world of work, but is not essential (one Delphi panellist).</p>	<p>The skill cultivates a wider understanding of management (one Delphi panellist).</p> <p>This competence is essential, since hospitality graduates need to be able to work very well with guests and employees from different cultures, religions and beliefs (two Delphi panellists).</p>
GEN09	Technical skills	0%	25%	75%			<p>Technical skills and the use of equipment and technology are required in all sectors of the hospitality sector (two Delphi panellists).</p> <p>Technical skills are an essential competence for graduates to have, since the hospitality sector is a very hands-on sector (two Delphi panellists).</p> <p>Graduates need to have this competence in order to train and develop other employees' technical skills (one Delphi panellist).</p> <p>This competence is especially required at entry level management positions (one Delphi panellist).</p>

THANK YOU

APPENDIX 4.11

QUESTIONNAIRE FOR ROUND FOUR OF THE DELPHI EVALUATION

23 May 2012

Dear Delphi Panellist

ROUND FOUR OF THE DELPHI EVALUATION

Thank you for taking the effort to complete Round Three of the Delphi evaluation.

After consideration of the Delphi panel's comments about the aspects included in the Round Three questionnaire, as well as the competences on which consensus was reached or where stability in responses was calculated, the questionnaire for the fourth and final round of the Delphi evaluation has now been completed.

The purpose of the questionnaire for Round Four is as follows:

- To provide you with feedback on Round Three of the Delphi evaluation;
- To provide you with an opportunity to reconsider your responses provided during Round Three for those competence statements where consensus was not reached or where stability in responses was not calculated.

The column of the questionnaire titled "Distribution %" indicates the percentage of respondents who rated the required competences of Round Three as "Unnecessary", "Useful" or "Essential". The questionnaire also indicates the median scores (M) calculated for each of the 89 competences of Round Three.

Consensus on a statement is reached if 75% or more of the panellists agreed with the importance of a specific competence. Consensus was reached on 48 (54%) of the 89 competences that you were requested to rate during Round Three. These competences do not require further rating during Round Four and the words "Consensus Round Three" appear in the Round Four columns of these

competences. The ratings of these competences as “Unnecessary”, “Useful” or “Essential” are indicated in the “Importance categorisation” columns. The competence statements where consensus was reached in Round Three are highlighted in blue for easy identification. The competences that obtained a consensus percentage of 75 or higher during Rounds One and Two of the Delphi evaluation are not included in this questionnaire.

Fisher’s exact test was used to determine whether stability in responses occurred on those competences where consensus was not reached during Round Three of the Delphi evaluation. Stability in responses occurred if a p-value of 0.05 or higher was calculated, while a p-value of less than 0.05 indicated that stability in responses did not occur. Competence statements with $p \geq 0.5$ do not require further rating during Round Four and the words “Stability Round Three” appear in the Round Four columns of these competences. The competences where stability in responses occurred are marked in light orange for easy identification. Stability in responses was reached on 13 (15%) of the 89 competences that you were requested to rate during Round Three. Competence statements with $p < 0.5$ require rating during Round Four, since stability in responses did not occur between Rounds Two and Three of the Delphi evaluation.

Please rate the importance of the remaining 28 competences’ importance towards the enhancement of the employability of hospitality management graduates in South Africa according to the same scale that was used during the previous three rounds of the Delphi evaluation, namely:

1 = Unnecessary; 2 = Useful or 3 = Essential

The rating scale of the competences where consensus was not reached, are highlighted in yellow for easy identification. You are therefore required to complete the yellow sections of this questionnaire for rating purposes. Please mark the appropriate block with an “X”. Mark only one option. You are requested to please consider the feedback provided by respondents in the document titled “Summary of

Responses: Round Three” when rating the importance of the 28 competences of Round Four. The competences that require rating during this round of the Delphi evaluation are marked with a yellow textbox with the word “Outstanding” in the above-mentioned document. Please consult the document entitled “Summary of Responses: Round Three” when rating the competence statements.

You are welcome to provide additional comments in green blocks of the comments column of this questionnaire.

Kindly return the completed questionnaire by email (moolmanhj@ufs.ac.za) within three business days after you have received it.

The results of the Delphi technique will be communicated to Delphi panellists at the end of this study. The questionnaire should not take more than 10 minutes to complete.

Thank you very much for your valuable input. It is highly appreciated.

Kind regards

A handwritten signature in black ink, appearing to read 'Manie Moolman', written over a large, faint, teardrop-shaped watermark or background mark.

Manie Moolman

Name and surname:

Codes	Hospitality Sector Knowledge	Round Three					Round Four	Importance categorisation	Comments
		Distribution %			M	p-value			
		1	2	3					
HOS03	Knowledge of the employment opportunities in the hospitality sector	0%	22%	78%	3	-	Consensus Round Three	Essential	

Codes	Tourism competences	Round Three					Round Four	Importance categorisation	Comments
		Distribution %			M	p-value			
		1	2	3					
TOU03	Sustainable tourism development skills	9%	85%	6%	2	-	Consensus Round Three	Useful	
TOU04	Knowledge of transport systems	9%	78%	13%	2	-	Consensus Round Three	Useful	
TOU05	Knowledge of Non-Governmental Organisations' operations	19%	81%	0%	2	-	Consensus Round Three	Useful	

Codes	Rooms Division competences	Round Three					Round Four	Importance categorisation	Comments
		Distribution %			M	p-value			
		1	2	3					
ROO04	Housekeeping skills	0%	9%	91%	3	-	Consensus Round Three	Essential	
ROO12	Hospitality property design skills	28%	69%	3%	2	0.0836	Stability Round Three	Unnecessary or Useful	
ROO13	Understand the role of maintenance	0%	19%	81%	3	-	Consensus Round Three	Essential	

Codes	Food and Beverage competences	Round Three					Round Four	Importance categorisation	Comments		
		Distribution %			M	p-value					
		1	2	3							
FOB02	Knowledge of food and beverage trends	0%	19%	81%	3	-	Consensus Round Three			Essential	
FOB05	Skills to design a restaurant menu	3%	38%	59%	3	0.0020	1	2	3	Not applicable	
FOB06	Skills to develop a wine and spirits list	3%	34%	63%	3	0.0010	1	2	3	Not applicable	
FOB07	Skills to pair wine and food	3%	78%	19%	2	-	Consensus Round Three			Useful	
FOB08	Food and beverage marketing skills	3%	53%	44%	2	0.0457	1	2	3	Not applicable	
FOB14	Skills to administer a food and beverage control system	0%	12%	88%	3	-	Consensus Round Three			Essential	

Codes	Culinary competences	Round Three					Round Four	Importance categorisation	Comments		
		Distribution %			M	p-value					
		1	2	3							
CUL03	Knowledge of kitchen equipment	0%	41%	59%	2.5	0.0032	1	2	3	Not applicable	
CUL04	Kitchen design skills	16%	78%	6%	2	-	Consensus Round Three			Useful	
CUL06	Intermediate food preparation skills	0%	41%	59%	3	0.0002	1	2	3	Not applicable	
CUL07	Advanced food preparation skills	13%	81%	6%	2	-	Consensus Round Three			Useful	
CUL08	Catering skills	3%	81%	16%	2	-	Consensus Round Three			Useful	
CUL10	Skills to develop, modify and improve food recipes	13%	75%	12%	1.5	-	Consensus Round Three			Useful	
CUL11	Skills to plan, modify and improve menus	0%	63%	37%	2	0.0400	1	2	3	Not applicable	

CUL12	Kitchen management skills	0%	34%	66%	3	0.0003	1	2	3	Not applicable	
CUL13	Food quality evaluation skills	3%	34%	63%	3	0.0131	1	2	3	Not applicable	
CUL14	The ability to develop new food products	19%	75%	6%	2	-	Consensus Round Three			Useful	
CUL15	Nutrition knowledge	0%	56%	44%	2	0.2032	Stability Round Three			Useful or Essential	
CUL16	Knowledge of food service operations	0%	31%	69%	3	0.0006	1	2	3	Not applicable	

Codes	Event Management competences	Round Three					Round Four	Importance categorisation	Comments		
		Distribution %			M	p-value					
		1	2	3							
EVE01	Knowledge of event management	0%	31%	69%	3	0.0038	1	2	3	Not applicable	
EVE02	Event management skills	0%	31%	69%	3	0.0233	1	2	3	Not applicable	
EVE03	The ability to use event management software	13%	84%	3%	2	-	Consensus Round Three			Useful	

Codes	Other Vocational based competences	Round Three					Round Four	Importance categorisation	Comments		
		Distribution %			M	p-value					
		1	2	3							
VOC01	Knowledge of spas	16%	81%	3%	2	-	Consensus Round Three			Useful	
VOC02	The ability to manage a spa	19%	78%	3%	2	-	Consensus Round Three			Useful	
VOC03	Knowledge of casino operations and the hotels attached to them	6%	91%	3%	2	-	Consensus Round Three			Useful	

VOC04	Knowledge of common casino games	22%	78%	0%	2	-	Consensus Round Three	Useful	
VOC05	The ability to manage a club	12%	88%	0%	2	-	Consensus Round Three	Useful	

Codes	Management and Leadership competences	Round Three					Round Four	Importance categorisation	Comments
		Distribution %			M	p-value			
		1	2	3					
MAN08	Strategic management skills	3%	31%	66%	3	0.0016	1 2 3	Not applicable	
MAN09	Management consultancy service skills	16%	75%	9%	2	-	Consensus Round Three	Useful	

Codes	Marketing competences	Round Three					Round Four	Importance categorisation	Comments
		Distribution %			M	p-value			
		1	2	3					
MAR01	Marketing management knowledge	6%	38%	56%	3	0.0154	1 2 3	Not applicable	
MAR03	Marketing skills	3%	31%	66%	3	0.0175	1 2 3	Not applicable	
MAR04	Marketing management skills	6%	63%	31%	2	0.1452	Stability Round Three	Useful or Essential	
MAR07	Knowledge of loyalty programmes	3%	59%	38%	2	0.5879	Stability Round Three	Useful or Essential	
MAR08	Understand competitor analysis	0%	37%	63%	3	0.0043	1 2 3	Not applicable	

Codes	Human Resources Management competences	Round Three					Round Four	Importance categorisation	Comments
		Distribution %			M	p-value			
		1	2	3					
HUM02	Human resources management skills	3%	22%	75%	3	-	Consensus Round Three	Essential	
HUM04	Labour relations management skills	0%	22%	78%	3	-	Consensus Round Three	Essential	
HUM05	Knowledge of the South African training and development environment	6%	66%	28%	2	0.1499	Stability Round Three	Useful or Essential	
HUM06	Coaching and training skills	0%	16%	84%	3	-	Consensus Round Three	Essential	

Codes	Accounting and Financial Management competences	Round Three					Round Four	Importance categorisation	Comments
		Distribution %			M	p-value			
		1	2	3					
FIM06	The ability to manage financial strategies and policies	9%	16%	75%	3	-	Consensus Round Three	Essential	
FIM15	The ability to make investment and financing decisions	13%	75%	12%	2	-	Consensus Round Three	Useful	
FIM18	The ability to forecast future demands	0%	16%	84%	3	-	Consensus Round Three	Essential	

Codes	Economic competences	Round Three					Round Four	Importance categorisation	Comments
		Distribution %			M	p-value			
		1	2	3					
ECO01	Knowledge of micro-economics and macro-economics	3%	91%	6%	2	-	Consensus Round Three	Useful	
ECO02	Ability to apply economic concepts in hospitality business management	0%	38%	62%	3	0.2488	Stability Round Three	Useful or Essential	

Codes	Entrepreneurial competences	Round Three					Round Four	Importance categorisation	Comments
		Distribution %			M	p-value			
		1	2	3					
ENT01	Knowledge to start one's own hospitality business	0%	44%	56%	3	0.2623	Stability Round Three	Useful or Essential	
ENT02	Develop entrepreneurial opportunities	3%	38%	59%	3	0.4496	Stability Round Three	Useful or Essential	

Codes	Legal competences	Round Three					Round Four	Importance categorisation	Comments
		Distribution %			M	p-value			
		1	2	3					
LAW02	Understand how the law of contract is applied in the hospitality sector	0%	25%	75%	3	-	Consensus Round Three	Essential	
LAW03	Understand how the law of delict is applied in the hospitality sector	6%	66%	28%	2	0.1025	Stability Round Three	Useful or Essential	
LAW05	Understand how internet laws are applied in the hospitality sector	6%	85%	9%	2	-	Consensus Round Three	Useful	
LAW07	Understand how the law of business entities (sole proprietorships, partnerships, close corporations, companies and business trusts) is applied in the hospitality sector	6%	75%	19%	2	-	Consensus Round Three	Useful	
LAW10	Understand how tax laws are applied in the hospitality sector	9%	82%	9%	2	-	Consensus Round Three	Useful	
LAW11	Understand the legal issues surrounding the hospitality premises	25%	69%	6%	2	p<0.0001	1 2 3	Not applicable	
LAW12	Understand how health and safety laws are applied in the hospitality sector	3%	50%	47%	3	0.0172	1 2 3	Not applicable	

Codes	Environmental Protection and Sustainability competences	Round Three					Round Four	Importance categorisation	Comments		
		Distribution %			M	p-value					
		1	2	3							
ENV01	Knowledge of environmental protection and sustainability practices	3%	34%	63%	3	0.0820	Stability Round Three			Useful or Essential	
ENV02	The ability to manage waste and energy control systems	6%	25%	69%	3	0.0042	1	2	3	Not applicable	

Codes	Health and Safety competences	Round Three					Round Four	Importance categorisation	Comments		
		Distribution %			M	p-value					
		1	2	3							
HEA02	Knowledge of significant diseases and the prevention thereof	3%	34%	63%	3	0.0002	1	2	3	Not applicable	
HEA04	Safety and security management skills	3%	22%	75%	3	-	Consensus Round Three			Essential	
HEA05	The ability to manage wellness in the workplace	6%	19%	75%	3	-	Consensus Round Three			Essential	

Codes	Project Management competences	Round Three					Round Four	Importance categorisation	Comments		
		Distribution %			M	p-value					
		1	2	3							
PRO01	Project management skills	6%	19%	75%	3	-	Consensus Round Three			Essential	
PRO02	The ability to use project management software	19%	78%	3%	2	-	Consensus Round Three			Useful	

Codes	Research competences	Round Three					Round Four	Importance categorisation	Comments		
		Distribution %			M	p-value					
		1	2	3							
RES01	Research knowledge	6%	75%	19%	2	-	Consensus Round Three			Useful	
RES02	The ability to execute a hospitality management research project	6%	66%	28%	2	0.0103	1	2	3	Not applicable	
RES03	Research report writing skills	9%	75%	16%	2	-	Consensus Round Three			Useful	

Codes	Communication competences	Round Three					Round Four	Importance categorisation	Comments		
		Distribution %			M	p-value					
		1	2	3							
COM04	English presentation skills	0%	22%	78%	3	-	Consensus Round Three			Essential	
COM09	Reflective and critical reading skills	0%	31%	69%	3	0.0065	1	2	3	Not applicable	
COM10	Non-verbal expression skills	6%	25%	69%	2	0.0080	1	2	3	Not applicable	
COM16	Basic reading and writing skills in a foreign language	22%	75%	3%	2	-	Consensus Round Three			Useful	
COM22	Intermediate reading and writing skills in an indigenous language	38%	59%	3%	2	0.1923	Stability Round Three			Unnecessary or Useful	
COM23	Advanced communication in an indigenous language	78%	22%	0%	1	-	Consensus Round Three			Unnecessary	
COM24	Advanced conversation skills in an indigenous language	75%	25%	0%	1	-	Consensus Round Three			Unnecessary	
COM25	Advanced reading and writing skills in an indigenous language	78%	22%	0%	1	-	Consensus Round Three			Unnecessary	
COM29	Social development skills	9%	22%	69%	3	p<0.0001	1	2	3	Not applicable	

Codes	Technological competences	Round Three					Round Four	Importance categorisation	Comments		
		Distribution %			M	p-value					
		1	2	3							
TEC04	Knowledge of the most important information systems that exist within the hospitality sector	3%	16%	81%	3	-	Consensus Round Three			Essential	
TEC05	Knowledge of e-commerce	9%	75%	16%	2	-	Consensus Round Three			Useful	

Codes	Meta-competencies	Round Three					Round Four	Importance categorisation	Comments		
		Distribution %			M	p-value					
		1	2	3							
MET09	Skills to explore educational and career opportunities	0%	28%	72%	3	-	Stability Round Three			Useful or Essential	
MET12	Perceiving multiple causal relationships in understanding phenomena or events (systems thinking)	3%	53%	44%	2	0.2142	Stability Round Three			Useful or Essential	
MET13	Perceiving themes or patterns in seemingly random items, events or phenomena (pattern recognition)	16%	68%	16%	2	0.0056	1	2	3	Not applicable	

Codes	Emotional and Social Intelligence competencies	Round Three					Round Four	Importance categorisation	Comments		
		Distribution %			M	p-value					
		1	2	3							
EMO10	Sensing others' development needs and bolstering their abilities (coaching and mentoring attitude)	0%	38%	62%	3	0.0081	1	2	3	Not applicable	
EMO12	Wielding effective tactics for persuasion (influence)	0%	34%	66%	3	0.0011	1	2	3	Not applicable	

Codes	Attitudes and Values	Round Three					Round Four	Importance categorisation	Comments		
		Distribution %			M	p-value					
		1	2	3							
ATT02	An appreciation for the arts and beautiful things	13%	84%	3%	2	-	Consensus Round Three			Useful	
ATT03	Awareness of global issues	6%	56%	38%	2	0.0188	1	2	3	Not applicable	
ATT04	Awareness of the world of work	3%	16%	81%	3	-	Consensus Round Three			Essential	

Codes	Other Generic competences	Round Three					Round Four	Importance categorisation	Comments		
		Distribution %			M	p-value					
		1	2	3							
GEN01	Ability to apply sociological concepts to everyday life	9%	47%	44%	2.5	0.0023	1	2	3	Not applicable	
GEN09	Technical skills	0%	25%	75%	3	-	Consensus Round Three			Essential	

Additional comments:

APPENDIX 5.1

OVERVIEW OF JOURNAL ARTICLES SELECTED FOR CONTENT ANALYSIS PURPOSES

No	Document	Purpose of the study	Methodology	Findings
1.	Birdir and Pearson (2000)	The researchers investigated the basic competences expected of research focused and management focused chefs.	A modified version of the Delphi technique was employed. Two rounds were completed and 25 chefs participated in the final round.	The researchers identified 19 basic competences to be applicable for both research focused chefs and management focused chefs.
2.	Chung (2000)	In order to layout an effective plan for the reformation of hospitality management curriculum at Korean universities, the researcher investigated the competences that contribute towards hospitality management graduates' success in the hospitality sector.	A structured questionnaire was used and 800 Korean hospitality management alumni were requested to rate, amongst others, the degree to which each of 35 identified competences contributed towards graduates' success in the hotel industry. Only 422 usable questionnaires were returned.	Principal component and varimax factor rotation were used to extract six competence factors and 35 competence variables. Multiple regression analysis was conducted and a significant relationship was found between all the competence factor dimensions and success in the hotel industry.
3.	Kay and Russette (2000:54)	The first part of the study focused on the essential hospitality management competences that were required by employees in three hospitality functional areas (food and beverage, front desk and sales) and by both entry and middle management levels.	Completed questionnaires were collected from 60 managers and 52 personal interviews were held with managers and directors of the Palm Beach Country Hotel and Motel Association. Respondents were requested to rate the importance of a list of competences and the extent to which these competences were applied by them.	A composite score calculation was used and 18 core essential hospitality competences were identified to be applicable to the three functional areas and two management levels. The research furthermore identified 37 essential competences common to more than one functional area or management level. Four specific essential hospitality competences were calculated for mid-level food and beverage managers, fourteen specific essential hospitality competences for mid-level front desk managers and 13 specific essential hospitality competences for sales managers.

4.	Kriegl (2000)	The researcher initiated a study to investigate the most important skills international hospitality managers should possess.	A questionnaire was developed containing 13 management skills that could be of importance to international hospitality leaders. One hundred hospitality managers who were working in Africa, Asia, Europe, Australia and America (excluding the USA), were requested to rate the importance of the skills. A total of 51 usable surveys were returned.	Ten of the 13 international management skills obtained above average important ratings of four and higher, while stress management, functional skills and technical skills obtained average importance ratings.
5.	Wilson, Murray and Black (2000)	The researcher investigated the essential competences required by catering managers.	A questionnaire was used and 136 of 157 catering managers of a company in North Ireland completed a questionnaire by rating the importance of competence statements associated with marketing, financial, human resources, operative and production and general management activities.	Fourteen competences obtained ratings of 3.80 or higher out of a possible five and were classified as essential competences for catering managers.
6.	Brophy and Kieley (2002)	The researchers developed a competence based framework for middle managers of three star Irish hotels, within the Rooms Division and Food and Beverage Departments.	A total number of 59 general and middle hotel managers were requested to rate the importance of activities listed in a customised hospitality sector task analysis questionnaire. Discussions with industry experts and the project's steering committee followed; and a series of job analysis techniques were carried out to propose a competence framework.	A competence framework consisting of nine competences were proposed and a list of important tasks identified that are performed by middle management.
7.	Lin (2002)	The researcher investigated the competences that are important for career success at international hotels in Taiwan.	A questionnaire was distributed to 200 managers and assistant managers of 56 international hotels in Taiwan. Respondents were requested to rate the perceived importance of each of the 22 competences. A response rate of 48 per cent was obtained.	The researcher used factor analysis and four competence dimensions and 22 competences were identified for career success at international hotels in Taiwan.
8.	Chung-Herrera, Enz and Lankau (2003)	The researchers developed a competence model for future hospitality leaders in the lodging sector of the hospitality industry.	A structured questionnaire was used and 735 senior level lodging executives from all over the world were requested to rate 99 competences' importance for future hospitality leaders. The response rate was 18.6 per cent.	The final competence model for future hospitality leaders consisted of 28 competence dimensions that were distributed among eight competence factors.

9.	Kay and Monarz (2004)	The researchers examined the importance of lodging managers' knowledge, skills and abilities in human resource management, information technology, financial management and marketing on their career success.	A survey instrument was developed requesting respondents to evaluate the importance of 35 competences relating to human resource management, information technology, financial management and marketing towards career success. Only 57 of the 525 members of the American Hotel & Lodging Association; and 55 of the 360 alumni of the Florida International University School of Hospitality and Tourism Management participated.	The study showed that upper-level and middle-level managers perceived human resource competences as more important than the other three competence domains. Financial management competences were rated as the second most important competence domain by upper-level and middle-level managers.
10.	Tesone and Ricci (2005)	The study aimed to determine hospitality managers' competence expectations of graduates and entry-level hospitality employees in the central Florida metropolitan statistical area.	A questionnaire was distributed to all Central Florida Hotel Lodging Association members and 156 responses were received back. Respondents were requested to rate the importance of 31 knowledge, skills and attitude items towards workers' success in the industry.	Respondents rated all 31 competences as important for success in the hospitality sector.
11.	Chan and Coleman (2004)	The researchers aimed to obtain a detailed understanding of the competences expected by Hong Kong hotel employers of newly graduated hotel employees.	A questionnaire was distributed to 75 hotels affiliated with the Hong Kong Hotel Association, of which 44 were returned. Respondents were requested to rate the importance of 18 competences for newly graduated Hong Kong employees.	Seventeen of the 18 competences were rated as important. Overall, hospitality employers were not looking for higher level managerial skills and rated only the ability to lead others as not important.
12.	Hong and Lu (2006)	The researchers investigated the competences that are required by food and beverage and hospitality management students at college and university level in Taiwan	A questionnaire was distributed to senior food and beverage and hospitality management students. They were, amongst others, requested to rate the level of competence students should have of 115 identified competences. A high response rate of 91.2% was calculated.	The 115 competences were distributed among five cognitive competence factors, seven skills factors, and three effective competence factors. Only one of the competence factors, namely relevant knowledge, was rated as "Not Essential" by participants.
13.	Jauhari (2006)	The researcher aimed to identify the competences required for a successful career in the Indian hospitality sector.	The researcher used structured interviews with 15 hospitality professionals, who had been working in the industry for more than ten years and who held senior managerial positions, to identify the competences required for a successful career in the Indian hospitality sector.	Seven competences were identified to contribute towards success in the Indian hospitality sector. These competences relate to knowledge and understanding, but not to the skills component of competences.

14.	Brownell (2008)	The researcher investigated, amongst others, the competences that hotel general managers and cruise ship directors perceive to be most important for career development purposes of middle-level managers.	A questionnaire requesting respondents to rate the degree to which 36 competences contribute towards career developments abilities was distributed to 187 hotel general managers and 118 cruise ship directors on a five-point Likert scale. Completed questionnaires were returned by 111 hotel managers and 77 cruise ship directors.	The combined top ten ranked competences for the career development of middle managers were leading teams, intercultural communication, hard work, effective listening, managing conflict, trustworthiness, managing crises, integrity, a positive attitude and flexibility. Importance ratings of 3 and higher were obtained for 34 competences.
15.	Zopiatis (2010)	The researcher investigated the competences required for a successful career as chef.	A structured questionnaire was used and 300 chefs were requested to rate the importance of 27 competences for a successful career as a chef.	All 27 competences obtained importance ratings of more than four out of a possible five.
16.	Huang and Lin (2010)	The researchers examined the core competences that are expected by hospitality managers and academic scholars of hospitality management trainees.	A structured questionnaire was developed and distributed to 103 academic scholars and 67 hospitality managers by means of a postal survey. Respondents were requested to rate the importance of 16 core competence statements for hospitality management trainees. Eighty completed questionnaires were returned by academic scholars, and forty by hospitality managers.	The study showed that both hotel managers and academic scholars perceived the core hospitality competences of language proficiency or diversity, communication skills, adaptive leadership, and developing positive customer relations as the most important for hospitality management trainees.
17.	Testa and Sipe (2012)	The researchers developed a service-leadership competence model for emerging hospitality and tourism managers.	Structured interviews were held with 25 participants from the restaurant sector, 19 participants from the hotel sector, 22 participants from the tourism attraction sector, and 44 participants from the tourism sector. Participants were, amongst others, requested to identify the knowledge, skills and behaviours that are important for managing the service setting.	The proposed competence model for emerging hospitality and tourism managers consisted of twenty competence statements that were spread among three competence categories.

APPENDIX 5.2

OVERVIEW OF THE FOUR INTERNATIONAL AND TWO NATIONAL HOSPITALITY MANAGEMENT CURRICULA

No	Les Roches International School of Hotel Mangement (LRISHM, 2012a; 2012b)	Glion Institute of Higher Education (GIHE, 2011; 2012)	Cornell University School of Hotel Administration (CUSHA, 2012)	Hotelschool The Hague (HTH, 2012)	Public HEIs (CUT, 2012)	Stenden South Africa (SSA, 2012a; 2012b)
Founded	1954	Early 1960's	1922	1929	1998	2002
Ranking	Second	Second	Third	Fourth	Not available	Not available
Accreditation	New England Association of Schools and Colleges, Inc. and Education Department of the Canton of Valais	New England Association of Schools and Colleges, Inc. and the Education Department of the Canton of Fribourg	Middle States Commission on Higher Education	Dutch Flemish Accreditation Organization	SACHE and SAQA	SACHE and SAQA
Qualifications	Bachelor of Business Administration in International Hotel Management	Bachelor of Business Administration in Hospitality Management	Bachelor of Science in Hotel Administration	Bachelor in Business Administration of Hotel Management	BTech Hospitality Management	Bachelor of Business Administration in International Hospitality Management
Duration	Three and a half years	Three and a half years	Four years	Four years	Four years	Three years
Distribution of practical and theory in curriculum	Three practical semesters; two theory semesters; and two semesters of specialisation (BBA:IHM)	Three practical semesters; two theory semesters; and two semesters of specialisation (BBA:IHM)	The curriculum is carefully balanced between theory and practice, but specific time periods or percentages are not provided	Approximately sixty per cent theoretical education and forty per cent practical training	Theoretical and practical training are more or less equally distributed during the first three years of study, while only theory is covered in the fourth year of study	An operational focused phase of one year and a management focused phase of two years

<p>Liberation of the hospitality curriculum</p>	<p>Semesters four to seven focus on management, broader business practices and strategic management. Courses are presented in International Strategic Marketing; Financial Management; Quantitative Techniques; Research Methods; Leadership and Human Resource Management; Revenue and Pricing Management; Human Resources; Marketing Economics and Psychology. General education electives are offered in all semesters.</p>	<p>Limited exposure to management concepts in the first five semesters. The final year of study focuses exclusively on higher-level management and business administration courses, for example, Human Resources; Entrepreneurship; Legislation and Contractual Law; Knowledge Management; Economics; Conference and Exhibition Management. General education electives are offered in all semesters</p>	<p>The following courses are, for example, incorporated in the curriculum: Planning and Design; Finance and Accounting; Real Estate Development; Food and Beverage Management; Information Systems; Law; Managerial and Organisational Behaviour; Human-Resource Management; Managerial Communication; and Marketing</p>	<p>HTH offers an integrated curriculum and does not offer separate courses (e.g. management, marketing, human resource management). Students are exposed to complex and tactical management topics in the first semester of the second year; and to the strategic aspects of developing a new hospitality business during the last three semesters of the study.</p>	<p>Outcomes in, for example, Hospitality Management; Financial Management; Health and Safety; Communication; Hospitality Industry Law; Information Systems; and Communication are evident in the first three years of study. The fourth year focuses on the soft skills required in managerial and leadership positions.</p>	<p>An integrated curriculum is followed, but outcomes in, for example, Human Resources Management; Cultural Management; Bookkeeping; Law; and Communication are, evident in the curriculum. The first semester of the third year of study focuses on Strategic Management.</p>
<p>WBL</p>	<p>Two internships of six months each</p>	<p>Two internships of six months each</p>	<p>Eight hundred hours' work experience</p>	<p>Two internships of six months each</p>	<p>Two internships of one semester each</p>	<p>A ten-month internship</p>

APPENDIX 7.1

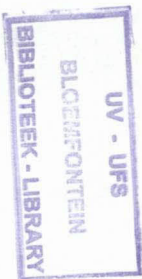
COMPETENCES NOT EXPLICITLY STATED IN THE BTECH HOSPITALITY MANAGEMENT CURRICULUM

The table below provides a summary of the competences that were evident in the proposed competence framework for the enhanced employability of hospitality management graduates in South Africa, but not in the outcomes of the BTEch Hospitality Management curriculum. Curriculum developers could therefore consider the inclusion of these competences in the existing BTEch curriculum if they choose to align the existing curriculum with the 2008 SANQF. It is acknowledged that some of the competences identified in the table below might be embedded in other outcomes in the BTEch curriculum.

Competence Cluster One (hospitality/vocational based)	Competence Cluster Two (management based)	Competence Cluster Three (based on generic graduate attribute concept)
Hospitality Sector Orientation and Knowledge <ul style="list-style-type: none"> • A hospitality orientation • Knowledge of hospitality products 	Management and Leadership competences <ul style="list-style-type: none"> • Diversity management skills • Cultural sensitivity • Embracing diversity • Operational management skills • Knowledge management skills • Project management skills • A business orientation • Networking skills • Time management skills • Ability to cultivate a climate of trust • Understand the ethical issues facing hospitality managers 	Communication competences <ul style="list-style-type: none"> • Listening skills • Telephone skills • Skills to write emails, memos, letters and reports in English • English reading skills • Reflective and critical reading skills • Skills to direct meetings • Job interview skills • The ability to convey a message with confidence during a meeting or discussion • Intercultural communication skills • Interpersonal skills • Knowledge of different working relationships with third parties (e.g. relationships with suppliers, concessionaries, and independent contractors) • Social development skills
Tourism competences <ul style="list-style-type: none"> • Knowledge of the tourism industry • Knowledge of tourism demand and supply 		
Rooms Division competences <ul style="list-style-type: none"> • Yield and revenue management skills • The ability to use a property information management system • Knowledge of hospitality facilities • The ability to manage hospitality facilities • Understand the role of maintenance 	Marketing competences <ul style="list-style-type: none"> • Understand the hospitality market • Understand competitor analysis 	

<p>Food and Beverage competences</p> <ul style="list-style-type: none"> • The ability to judge the quality of food and beverages • Skills to develop a wine and spirits list • Food and beverage revenue management skills <p>(These competences are presented as electives in the curriculum)</p>	<p>Human Resources Management competences</p> <ul style="list-style-type: none"> • Labour relations management skills 	<p>Technological competences</p> <ul style="list-style-type: none"> • Knowledge of the most important information systems that exist within the hospitality sector
<p>Culinary competences</p> <ul style="list-style-type: none"> • Food product knowledge • Food quality evaluation skills 	<p>Accounting and Financial Management competences</p> <ul style="list-style-type: none"> • Management reporting skills • Understand the time value of money • Cash flow management skills • The ability to manage financial strategies and policies 	<p>Meta-competencies</p> <ul style="list-style-type: none"> • Learning skills • An inquiring mind • Willingness to learn • Intellectual ability • Reflection skills • Self development • Skills to explore educational and career opportunities
<p>Event Management competences</p> <ul style="list-style-type: none"> • Knowledge of event management • Skills to manage the hospitality function at events <p>(These competences are presented as electives in the curriculum)</p>	<p>Entrepreneurial competences</p> <ul style="list-style-type: none"> • Skills to write a business plan 	<p>Emotional and Social Intelligence competencies</p> <ul style="list-style-type: none"> • Emotional intelligence • Knowing one's internal states, preferences, resources, and intuitions (self-awareness) • Flexibility in handling change (adaptability) • Striving to improve or meeting a standard of excellence (achievement orientation) • Persistence in pursuing goals despite obstacles and setbacks (positive outlook) • Sensing others' feelings and perspectives, and taking an active interest in their concerns (empathy) • Reading a group's emotional currents and power relationships (organisational awareness) • Sensing others' development needs and bolstering their abilities (coaching and mentoring attitude) • Inspiring and guiding individuals and groups (inspirational leadership)
	<p>Legal competences</p> <ul style="list-style-type: none"> • Understand how consumer protection laws are applied in the hospitality sector 	
	<p>Customer satisfaction competences</p> <ul style="list-style-type: none"> • A customer orientation • Understand the nature of service excellence • Consumer behaviour knowledge • Understanding the needs of different guest types (e.g. tourists, airline, business, etc) • The ability to develop positive customer relations 	
	<p>Environmental Protection and Sustainability competences</p> <ul style="list-style-type: none"> • Responsibility towards the environment • Knowledge of environmental protection and sustainability practices 	

	<p>Health and Safety competences</p> <ul style="list-style-type: none"> • Knowledge of security procedures • Knowledge of significant diseases and the prevention thereof • The ability to manage wellness in the workplace 	<ul style="list-style-type: none"> • Wielding effective tactics for persuasion (influence) • Negotiating and resolving disagreements (conflict management) • Creating group synergy in pursuing collective goals (collaboration)
		<p>Attitudes</p> <ul style="list-style-type: none"> • Alertness • Awareness of global issues • Awareness of the world of work • Being dependable • Being genuinely friendly • Being independent • Being motivated • Being observative • Commitment • Common sense attitude • Competitiveness • Efficiency • Enthusiasm • Helicopter vision • Initiative • Loyalty • Perseverance • Positive self esteem • Productive and hardworking • Projecting a professional image • Punctuality • Reliability • Responsibility • Responsible citizenship • Self-discipline • Sense of humour



		<p>Values</p> <ul style="list-style-type: none"> ◦ Ethical thinking ◦ Integrity and honesty <hr/> <p>Other Generic competences</p> <ul style="list-style-type: none"> ◦ Ability to complete tasks quickly ◦ Ability to deal with ambiguity ◦ Ability to deal with criticism ◦ Ability to deal with stress ◦ Ability to distinguish between business and personal life ◦ Ability to give and receive feedback ◦ Ability to judge appropriate behaviour ◦ Ability to provide work of high quality ◦ Ability to work in multi-task environments ◦ High energy levels ◦ Technical skills
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