

# **EXPERIENTIAL LEARNING WITHIN THE TOURISM AND HOSPITALTY SECTOR IN SOUTH AFRICA WITH REFERENCE TO INDUSTRY REQUIREMENTS FOR NON- TECHNICAL SKILLS**

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**DECLARATION**

I hereby declare that this thesis is the result of my independent investigation, and that all sources used have been acknowledged by means of complete references. I hereby certify that this thesis has not been submitted nor accepted in substance for any other degree.

**Signature**

**DATE.....**

## DEDICATION

This work is dedicated to my wife, Annelize Kruger and only son Estian Kruger; my parents Sarie Kruger and my late father Flip Kruger. Daddy, I miss you so much.

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## **SYNOPSIS/ABSTRACT**

Many scholars in the social sciences, especially in the Hospitality industry have seen many changes over the years, based on research conducted in the workplace. Skills seem to be a popular research agenda. The literature is rich on how changes have occurred overtime in the hospitality industry workplace. With such a competitive environment this industry is functioning, it is important that entry level employees or current employees in the workplace possess a variety of non-technical skills. Once attained, these employees, will benefit the Hospitality industry, as happy clients / guests, will return, which will create a profitable workplace. It is vitally important that tertiary institutions pay specific attention to students and graduates, that they obtain non-technical skills, via co-operative education programmes, with a focus on the real employment world outside of education. This will equip them to find a job that could be satisfying and rewarding. Industry on the other hand should identify important non-technical skills and conduct on the job training, inducing such skills.

The researcher found that the need for willingness to adapt and eagerness to learn was a consistent theme. The non-technical skills of communication, teamwork, initiative, problem solving and decision making were also highly valued. Respondents were dissatisfied with the quality of entry-level employees beginning their careers, especially graduates who lack non-technical skills. A need was seen for a long-term view of preparation of young people for work, beginning with parents and guardians, who should lay the foundations. Alongside them, educators should be fostering good attitudes and a love for learning, as well as lecturing verbal, numerical and other specific skills.

Successful co-operative education programmes often could involve three key role-players, that of employers (managers / supervisors), students / graduates in this context and the tertiary institution they are studying at Technikon's providing vocationally orientated co-operative education programmes, therefore need to continually examine what skills employers (managers / supervisors) consider to be important with regard to the skills required by students, entering the workplace. This research study revealed that there is a gap between the skills that students acquire in their formal studies and what employers (managers / supervisors) require. If this need is not recognised, the programmes, institution and students will suffer. The study is aimed at making a contribution towards co-operative education programmes in Hospitality and Tourism at technikons by identifying what non-technical skills the Border Technikon is not

addressing. It was found that the skills not being adequately addressed fall in the non-technical skills category. The study identifies the non-technical skills required by employers (managers / supervisors) of Border Technikon Hospitality and Tourism students undertaking experiential learning.

For the purposes of this study, the constructs employers, businesses / managers / supervisors will be used interchangeably as they were all involved in either providing experiential learning or jobs to tourism and hospitality students. The survey conducted with employers (managers / supervisors) who provides co-operative education to students, indicated that these students have a sound knowledge of their subject area, but lack some non-technical skills, which are important when applying for a job after completion of their studies. However it is vitally important that industry professionals, tertiary institutions (lecturers) and the local government officials get together and start focussing on this important issue in terms of skills. It should be remembered that young graduates are future employees that would be able to dedicate themselves in working for many years to come in industry. The importance of non-technical skills for finding suitable placement for Hospitality and Tourism students' needs to be recognised by academic staff and students at Technikon's. Entry-level Hospitality and Tourism students require certain non-technical skills to complement the technical skills provided by Hospitality and Tourism curricula at technikons. The required skills should be developed by means of work preparation programmes for Hospitality and Tourism students or by including the required non-technical skills into the Hospitality and Tourism curricula. The study identifies the most important non-technical skills required by employers (managers, supervisors) of Hospitality and Tourism students in the acquisition or development of non-technical skills.

Modern-day pressures have resulted in genuine concerns regarding the efficiency and effectiveness of all professions in addressing contemporary challenges. Accountability in South Africa has become an issue of high visibility, high priority, and great controversy in the social science professions. As professionals, hospitality and tourism employees are expected to be accountable for their interventions and to be able to determine whether their interventions are making any difference. The methodology used in chapter 4 of this study included intervention research as well as reporting on a scientific research method, with a focus on descriptive results. Moreover the importance of this choice of methodology was to link academic research output (findings) with practical understanding of the

outcome of this research, directed towards tourism and hospitality employers (managers / supervisors) in a fast growing industry in South Africa. The outcomes of this study was to develop a process to align a workplace skills plan, which could be accredited by the South African Qualifications Authority (SAQA) with a focus on non-technical skills based on students who underwent experiential learning at tourism and hospitality workplaces.

It is hoped that the results of this study will strengthen the current delivery of services in the field of the hospitality and tourism industries.

## ACRONYMS

ABE	Adult Basic Education and Training
AEC	Australian Education Council
AGPS	Australian Government Publishing Service
ANTA	Australian National Training Authority
ASTDO	American Society for Training and Development
DoL	Department of Labour
CBI	Confederation of British Industry
CBM	Competency Based Modular
LCC	Learning Cross-curricular Company
CPC	Competencies Project Country
DeSeCo	Definition and selection of competencies: Theoretical and Conceptual Foundations
DIS	Department of Industry and Science
DOE	Department of Education
DoL	Department of Labour
ECC	Employment Conditions Commission
CETD	Commission of Education Training and Development
EU	European Union
ETQA	Education and Training Quality Assurance
FET	Further Education and Training
GET	General Education and Training
GEC	German Technical Co-operation
HET	Higher Education and Training



MOVEE	Ministers of Vocational Education, Employment and Training
NCVER	National Centre for Vocational Education Research
NSB	National Standards Body
NSSB	National Skills standards Board
NSF	National Skills Fund
NSTF	National Skills Task Force
NQF	National Qualifications Framework
NTB	National Training Board
OECD	Organization for Economic Co-operation
RPL	Recognition of Prior Learning
SARS	South African Revenue Services
SAQA	South African Qualifications Authority
SCANS	The Secretary's Commission on Achieving Necessary Skills
SD	Skills Development
SDPU	Skills Development Planning Unit
SETA	Sector Education and Training
SGB	Authority Standards Generating Body
SMME	Small medium and Macro-Enterprises
THETA	Tourism Hospitality & Sport Education and Training Authority
VET	Vocational Education Training
TWSP	Training Workplace Skills Plan

## **GLOSSARY OF TERMS**

### **Accreditation**

The periodical certification of a person, a body or an institution as having the capacity to fulfil a particular function in the quality assurance system set up by the SAQA in terms of the SAQA Act (no. 58 of 1995) and in terms of the Education and Training Quality Assurance body (ETQA Regulations, No. 19231 of 1998).

### **Assessment**

The process of measuring the achievement of the learner against specified National Qualifications Framework standards or qualifications (SAQA, 1995:1).

### **Assessor**

"Assessor" means a person who is registered by the relevant ETQA in accordance with criteria established for this purpose by a SGB to measure the achievement of specified NQF standards or qualifications (ETQA Regulations, No. 19231 of 1998).

### **Chamber**

A chamber is a sub-structure which performs the functions of the SETA as delegated to it in terms of the constitution of the SETA (Skills Development Act, No. 98 of 1998).

### **An employee is:**

- (a) any person, excluding an independent contractor who works for another person or for the state and who receives, or is entitled to receive, any remuneration; and
- (b) Any other person who in any manner assists in carrying on or conducting the business of an employer, and "employed" and "employment" have a corresponding meaning (SAQA, 1995:1).

### **Employer:**

Any person who pays or is liable to pay a person any amount by way of remuneration and a person responsible for the payment of an amount by way of remuneration to a person under the provision of a law or out of public funds or out of funds voted by Parliament or a Provincial Council (SAQA, 1995:1).

## **Principal employer**

It is the employer who will provide the largest share of the training to be provided by the learner. The principal employer is the primary employer who may make arrangements with other employers to provide workplace learning experience that may not be available at the host site (SAQA, 1998:1).

## **ETQA**

An Education and Training Quality Assurance body means a body accredited in terms of sections 5 (1) (a) (ii) of the SAQA Act (No. 58 of 1995) responsible for monitoring and auditing achievements in terms of a national standards or qualifications and to which specific functions relating to the registration of national standards or qualifications have been assigned in terms of section 5 (1) (b) (i) of the Act (SAQA Act, No. 58 of 1995).

## **NSA**

The National Skills Authority established in terms for section 4 of the Skills Development Act (No. 98 of 1998).

## **Primary focus**

The activity or objective within the sector upon which an organisation or body concentrates its efforts (SAQA, 1995:1).

## **Quality Assurance**

Quality assurance means the process of ensuring that the degree of excellence is achieved (SAQA, 1995:1).

## **NQF**

A National Qualifications framework to provide for the registration of unit standards or qualifications (SAQA, 2000:1).

## **Quality Audit**

"Quality audit" means the process of examining the indicators which show the degree of excellence achieved (SAQA, 2000:1).

## **Quality Management System**

"Quality Management System" means the combination of processes used to ensure that the degree of excellence specified is achieved (ETQA Regulations, No. 19231 of 1998).

## **Recognition of prior learning (RPL)**

The comparison of the previous learning and life experience of a learner howsoever obtained against the learning outcomes required for a specified qualification and the acceptance for purposes of qualification of that which meet the requirements for the purposes of the NQF (SAQA, 1995:1).

## **Registered/accredited Training Provider (RTP)**

Training providers registered with the Department of Education and/or accredited by ETQAs and SAQA (DOE, 2002:1).

## **SAQA**

Means the South African Qualifications Authority (SAQA, 2003:1).

## **SETA**

"SETA" means a Sector Education and Training Authority established interns of section (a) (i) of the Skills Development Levies Act (No. 9 of 1999).

## **SMMEs**

Small, medium and micro enterprises as defined in the National Small Business Act (No. 102 of 1996).

## **Skills**

They are the development of the necessary competencies, which can be expertly applied, in a particular context for a specific purpose. Skills development should result in skilled performance such as is traditionally associated with the work of "skilled craft workers", "skilled managers" and "skilled professionals (Skills Development Act, 1998:2).

## **Unit Standard**

Registered statement of desired education and training outcomes and their associated assessment criteria together with administrative and other information (SAQA, 2000:1).

For the purposes of this study, the author will use the following skill concepts interchangeably: Generic skills, Non-technical skills, and Workplace skills.

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# **CHAPTER 1: GENERAL ORIENTATION / INTRODUCTION TO THE STUDY**

“Employability skills are not job specific, but are skills which cut horizontally across all industries and vertically across all jobs from entry level to chief executive officer”  
(Sherer & Eadie, 1987:16).

## **1.1 INTRODUCTION**

The changing nature of today's employment picture in Tourism and Hospitality is creating new challenges for employers and employees alike. Employers, faced with a shrinking labour pool, are encountering many applicants who have minimal job competencies. From these applicants, they must select for hire those who have the greatest potential for meeting job demands. Conversely, the positions for which employers are hiring today require employees to have a broader range of competencies than ever before: skills that are job specific, but also include the kinds of management and organisational skills previously required only of supervisors.

Increased automation has reduced the need for supervisors of entry-level employees. These employees are now expected to operate independently in roles that require problem-solving and decision-making skills. Increased competition from national and international markets is also effecting changes in the Tourism and Hospitality workplace. Competition is a major factor driving business to be more efficient and to employ strategies that will improve production, service, and product quality. Because such procedures typically involve improving worker collaboration and teamwork, employers need creative, flexible employees who have a broad range of non-technical skills.

Employers need entry-level employees to possess the correct combination of hand-technical skills to complement job specific skills (Busse, 1992:29-31). A gap has been identified between what the Border Technikon tourism and hospitality programme is offering and practical application of what the tourism and hospitality industry requires of those students, who underwent experiential learning. (Source: Authors' experience based on industry work experience and responsible for experiential training at the Centre for Excellence in Tourism and Hospitality at the Border Technikon). Factors driving the renewed interest in Technikon education include the realisation that the traditional academic disciplines do not meet the personal and career path needs of an increasing



number of post-compulsory students who are not seeking university entry. Also, there has been a decline in the quality and number of young people trying to enter the trades (Marshman, 1996:16) and a decline in low-skilled jobs which used to absorb the majority of early school-leavers (Smith, 1997:5-9).

The renewed interest in education in tertiary institutions is taking place within an emerging policy debate about training reform. This could include questions about whether competency-based training captures the complexity and dispositional aspects of education. Discussions about the location of standards "within industry" does not acknowledge sufficiently the needs of businesses, geographical regions and communities. This can be seen as perceived limitations of the market approach to training reform (Keating, 1999:95).

The demand for this new kind of worker have been triggered by some factors, one of which is the multicultural nature of the work force. In facilitating the job success of these individuals, employers and co-employees alike must be supportive and attempt to understand the unique attitudes, behaviours and habits common to people of various cultures. Good non-technical skills are crucial to such efforts at "valuing differences". (Katz, 1993).

## **1.2 PROBLEM STATEMENT**

Changes within technology and external business constrain, such as social changes have made the business environment very competitive, which could have a direct effect on how managers should run their business (Bradshaw, 1989). However in this environment which companies are functioning, it has become important that a broader focus and priority should be given to a set of skills (generic / competencies / non-technical) especially with a focus on students that completed their studies, and applying for work or participating in experiential learning programmes (Bradshaw, 1989). Employers (managers and supervisors providing experiential learning) in this current context heightened the need for students to attain a set of skills that would enhance their career with a focus on specific job attributes. Bradshaw, (1995) suggest that numeracy, is an essential skill for students to master, seeking jobs. (Bradshaw, 1989; Busse, 1992:29-31; Lankard, 1990:6; Wiggill, 1991:39; and Young, 1986:40-244; Transform Education, 2001). In describing their employment needs, Tourism and Hospitality employers presented some different job titles that required very diverse technical skills. However, all

Tourism and Hospitality employers listed virtually the same non-technical skills (“explanation”, “listening”, “verbal communication”, “observing”, “logical thinking”, “honesty”, “teamwork”, “punctuality and self-- management”) as extremely important (Riley, Ladkin & Szivas, 2002).

The lack of non-technical skills makes employers lose confidence in new graduates and students undertaking experiential training. The Tourism and Hospitality industry employs to experienced individuals with the perception that new graduates are unable to adapt quickly to the workplace environment. Skills needed to succeed in the workplace have changed significantly in recent years. Technical skills remain relevant, but increasingly, employers recognise that another category of skills is crucial for employee’s to cope with changing job demands (Stasz, 2001:385). It is against this backdrop that this study will focus on *“Experiential learning within the tourism and hospitality sector in South Africa with reference to industry requirements for non-technical skills”*.

### **1.3 RESEARCH AIM AND OBJECTIVES**

#### **1.3.1 Primary aims in relation to the study**

**1.3.1.1** The aim of the study is to identify non-technical skills required by employers of first-year Tourism and Hospitality students when undertaking their experiential training in co-operative education.

**1.3.1.2** To introduce a comprehensive and integrated tertiary bridging programme for first-year Tourism and Hospitality students at Border Technikon, tailor-made for the unique South African environment, yet in line with international best practice.

**1.3.1.3** This means that the tertiary bridging programme has to be in a form that will be appropriate to the diversity, culture, language, level of education and socioeconomic backgrounds of its intended recipients.

#### **1.3.2 Secondary aims of the study**

**1.3.2.1** To contribute to Border Technikon Tourism and Hospitality students in respect of their knowledge and awareness of the importance of non-technical skills.

**1.3.2.2** To provide useful data that will inform tertiary institutions policy, planning and advocacy at all levels. To stimulate future research in an under-researched area within the broader education context.

**1.3.2.3** To broaden the knowledge of Tourism and Hospitality industry employers.

### **1.3.3 Research objectives**

To fulfil the above aims, the following objectives have been set:

**1.3.3.1** Conduct focus groups in order to gain insight into non-technical skills, and also to develop measuring instrument.

**1.3.3.2** Review local and international literature on non-technical skills, and their importance.

**1.3.3.3** Report the empirical results of the study.

**1.3.3.4** Provisions of conclusions drawn from the literature and empirical results.

## **1.4 RATIONALE OF STUDY**

The following factors stimulated the researcher's interest in the field of co-operative education and non-technical skills:

**1.4.1** Firstly, the researcher's interest was boosted by a combination of complaints and comments received from employers in the Tourism and Hospitality industry, as well as from first-year students undertaking co-operative education. Distressing feedback was received about how poor Border Technikon's Tourism and Hospitality students' communication skills were, and the gaps that existed in methods of delivery to students. The researcher felt the need to investigate the above in depth, because the lack of non-technical skills of first-year students. There is a paucity of up-to-date information in South Africa, which could be utilised for appropriate information on non-technical skills. At best, available data are unrefined, and to some extent fragmented, and thus largely uninformative. The lack of information on non-technical skills in the South African context, therefore requires further research.

**1.4.2** Secondly, the researcher became increasingly aware of the challenges facing all educators at tertiary educational institutions in the social sciences professions and in particular in the leisure and tourism sector. This included changes to the traditional method of delivery, and incorporating non-technical skills in the curriculum.

**1.4.3** Thirdly, in his activities as a lecturer in charge of co-operative education, the researcher observed that non-technical skills were lacking in first-year students.

**1.4.4** Lastly, the researcher was also motivated to undertake the present study, by the desire to contribute towards ensuring a better life for all students in this social science-related industry.

## **1.5 DESCRIPTION OF "NON-TECHNICAL SKILLS"**

There are numerous listings of the subject area of non-technical skills. Most of the lists focus on the topics of personal image, attitudes, habits and behaviours; techniques of communication, problem-solving and decision making; and management and organisational processes. A grouping of such skills was given by Gainer (1988:4-7).

### **1.5.1 "Competencies in relation to the individual"**

"Communication skills, comprehension, computation, and culture".

### **1.5.2 "Personal Reliability Skills of individuals"**

"Personal management, ethics, and vocational maturity."

### **1.5.3 "Economic Adaptability Skills"**

"Problem solving, learning, employability, and career development."

### **1.5.4 "Group and Organisational Effectiveness Skills"**

"Interpersonal skills, organisational skills, and skills in negotiation, creativity, and leadership". Lankard (1987) cites seven categories of non-technical skills and offers competency-based training modules for each. These groups and related modules are: Present a positive image follow good grooming practices, practise good health habits, dress appropriately for the job, exhibit self-confidence" (Lankard, 1987). "Exhibit positive work attitudes: use basic social skills, be creative and willing to learn, take pride in your work" (Lankard, 1987). "Practise good work habits: maintain regular attendance, be

thorough and diligent, and abide by safety practices” (Lankard, 1987). “Practise ethical behaviour: exercise integrity and good judgement respect property, follow company rules” (Lankard, 1987). “Communicate effectively: demonstrate speech, writing, and non-verbal communication skills; demonstrate good listening habits” (Lankard, 1987). “Accept responsibility: use initiative, use problem-solving techniques, and manage personal responsibilities” (Lankard, 1987). “Co-operate with others: work as a member of a team, work under supervision” (Lankard, 1987).

### **1.5.5 Non-technical skills required by employers**

The lack of some non-technical / adaptive / soft / generic skills is evident to companies as early as during the job interview. The effect of positive and negative behaviours, for example, was documented in a study of employer hiring decisions (Hollenbeck, 1984:2-5). In this study, employers who watched a series of videotaped interviews rated applicants on job readiness. Applicants, who demonstrated negative behaviours about language, appearance, mannerisms, and especially attitude, received lower assessments than those without negative actions. Negative behaviours also lowered employer assessments of other factors such as education, even though these factors remained constant in all interviews. Bad attitude had the greatest negative effect on employers' decisions to hire.

According to Transform Education (2001) there is a slow approach by tertiary institutions to incorporate related practical education in their curriculum. In the South African context we are still attempting to define outcome-based education, thus, therefore the importance of this study. The critical skills that will be identified will be based on the researcher's findings.

Students are getting equipped with the appropriate skills (technical) studying at tertiary institutions, with a focus on future employment. However, on the other hand, there is a lack of focus by academics (education) on generic skills (non-technical skills) which are not receiving sufficient attention. Natriello (1989:12) in research done, found that employers confirmed the importance of “work attitudes” and “generic skills”, (non-technical skills) for standing a change to be employed for young job seekers. Bradshaw (1985:55-70) argues that education institutions do not provide what is required by industry regarding “generic”-/“transferable”- or non-technical skills. This is what teachers; lecturers should pay attention to in closing this gap that is currently available in literature.

## **1.6 THE BROADER HOSPITALITY SECTOR IN SOUTH AFRICA**

“The Hotel and Catering or Hotel and Food Service Industry are now becoming widely known as the Hospitality Industry. The industry is usually defined by its outputs of products, which satisfy the demand for food, beverage and accommodation but it excludes food and beverage manufacture and retailing (Tourism, Hospitality & Sport Education and Training Authority: 2003).

In this industry, employees are inclined to function in day to day operations and are mainly divided into food and beverage staff employees and room’s division employees. The industry in South Africa currently employs about 2.4 million people (Tourism, Hospitality & Sport Education and Training Authority: 2003) which represent 10% of the working population. “The opportunities for advancement in food and beverage service are many: positions exist such as restaurant manager, banqueting manager, maître d’hôtel, demi-chef de rang, commis de rang, sommelier, catering officer and so on, depending on the type of establishment in which one finally decides to work. Work is available in hotels and restaurants catering organisations, hospital catering, welfare catering, clubs, industrial catering, residential catering, transport catering and outdoor catering” (Tourism, Hospitality & Sport Education and Training Authority: 2003).

“Management functioning in this industry has primary responsibilities. These include menu costing, portion control, wastage of food, customer employee relations, management of human resources and on the job training”.

## **1.7 SECTORS OF THE HOSPITALITY INDUSTRY**

A classification concerning sectors of the hospitality industry, often includes accommodation establishments, which could include: Bed and breakfast units, National Parks, Cruise ships, Manor, Guesthouses Lodges, Game farms, Hotels and Guest farms (Saayman, 2002:238-239). A sub-sector, which will follow a further discussion and where mainly hospitality and tourism students underwent experiential learning is the food and beverage sector, which often comprises of businesses that are concerned with the provision of food and beverage to individuals away from home, e.g., restaurants, fast-food undertakings and bars. Some of these operations provide food and beverages to non-profit orientated business such as welfare catering (hospitals, prisons) and industrial

caterers who provide food and beverages to large companies (Lillicrap, Cousins & Smith 1998:5-6).

The food and beverage industry as part of the larger hospitality industry further classifies food and beverage business by the type of premises they function of. These businesses cannot be classified based on the market they serve for ease of interpretation the following examples are provided: Fast-food (McDonalds; Kentucky Fried Chicken and Milky Lane), family restaurants (Spur, Wimpy) (Source: authors compilation based on industry experience).

For the purpose of this study, Lillicrap, Cousins and Smith (1998:5-6) confirms in Table 1.1 the sectors mostly associated with the food and beverage industry.

**Table 1.1 Popular sectors within the food and beverage industry.**

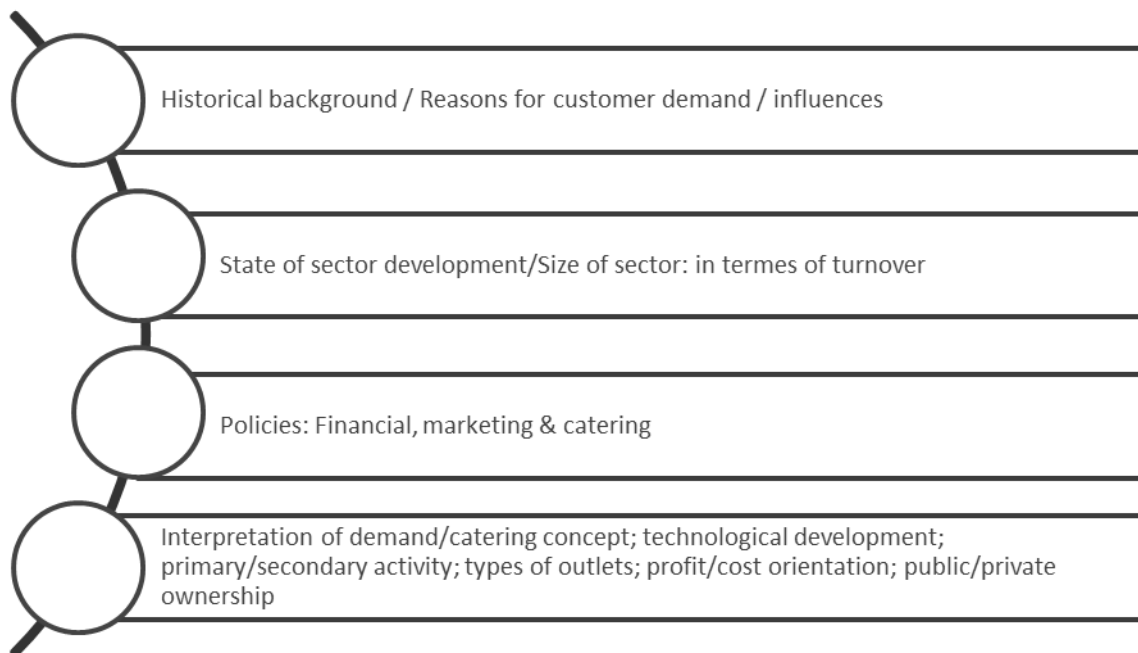
Hotels and other tourist accommodation
Restaurants, including conventional specialist carveries
Popular catering. E.g. McDonalds
Fast Food. E.g. Pannarotis
Take-away. Fish and chips
Banqueting/conference/ exhibitions
Leisure attractions
Motorway service stations
Industrial catering
Licensed Trade
Outdoor catering
Welfare

**Source: Adapted from, Lillicrap, Cousins and Smith 1998:5-6**

To be seen in more detail each sector may be analysed by reference to a set of variables that exist in the different sectors (Table 1.2). These variables represent elements, which vary in particular sectors and thus provide a basis for examining the operation of outlets with specific sectors.

They enable comprehensive pictures of industrial sectors to be compiled and also provide for inter-comparison of sectors.

**Table 1.2 Factors that have an effect on hospitality businesses**



**Source: Adapted from Lillicrap, Cousins and Smith (1998:4).**

Some businesses in the hospitality industry that provides hands on services are to gain profit in the market share, and some of these businesses are inclined to function with a given budget. Many of these businesses often provide services to individuals at large and others to restricted groups of people. Lillicrap. Cousins and Smith (1998:4) from their point of view it is useful to further classify these operations under discussion into two broad categories: “General market”, which could be “captive and non-captive” and a “restricted market” which includes a “captive” and “semi-captive” market.

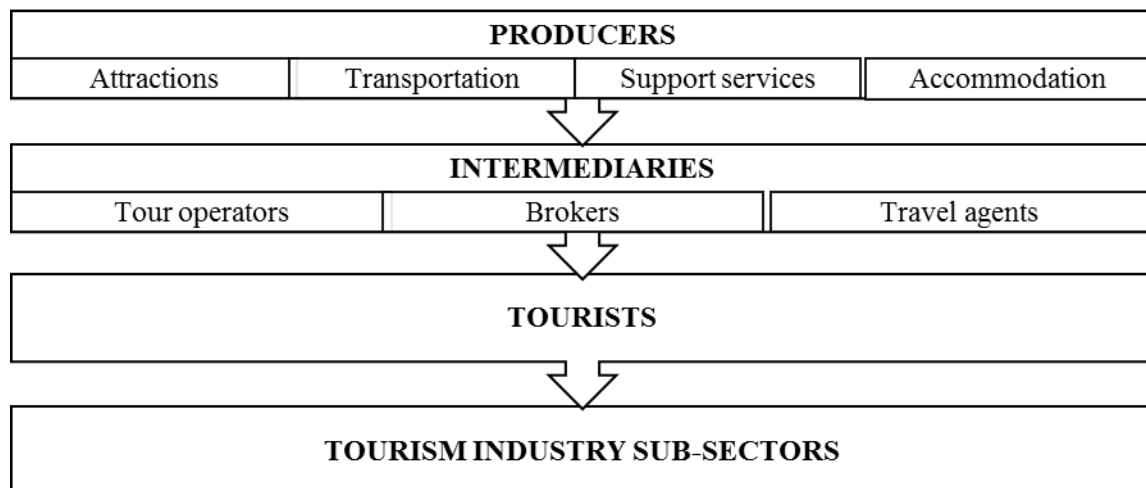
## **1.8 THE TOURISM SECTOR IN SOUTH AFRICA**

“The tourism industry is part of the service sector of the South African economy; it is different to the manufacturing, construction and other primary industries such as agriculture and mining. It is also different to other service sectors such as the retail and commercial sectors” (Bennet, Jooste & Strydom, 2000/2002).

The primary industries that make up the broader travel industry are tourism. According to Bennet *et al.*, (2000/2002) “there is a considerable overlap between tourism and hospitality. Indeed, tourism can be described as an activity that is serviced by a number of industries such as hospitality and transport. For example, a tourist visiting a destination



might get there by aeroplane, stay at a hotel, visit some attractions and restaurants, and hire a rental car. Over the last few decades, many academic writers have discussed the definition of tourism. Most define it as a recreational activity carried out in leisure time away from home over a limited period. However, this definition fails to determine how far one has to travel and for how long one has to be away from home in order to be labelled a 'tourist'. Besides, the definition fails to take into account the business tourist who may indeed be away from home for a limited period, though for work and not leisure” (Bennet *et al.*, 2000/2002; Middleton 1994:5).



**Figure 1.2 Sub-sectors of the tourism industry**

**Source:** adapted from Bennet *et al.*, 2000/2002; Gee and Eaton, 1994; Kerzner, 1995; Saayman, 2001.

Figure 1.2, refers to that the tourism industry which can be classified into two broad categories: “**Producers**, such as the suppliers of tourist attractions, transport, support services and accommodation in the left section of Figure 1.2. They are the suppliers of products and services purchased by tourists. The producers can sell their products and services directly to tourists, or they may do so through intermediaries”.

“For the purpose of this study, the two categories *producers* and *intermediaries* are jointly referred to as the *role players* in the tourism industry. After a brief introductory description of the various role players, each of them will be discussed in greater detail. The following main categories of producers can be identified” as depicted in Figure 1.2:

**“Attractions:** Attractions include all man-made, natural and socio-cultural attractions. Some of these, for instance, the National Parks in South Africa, are controlled by the

central government, while others e.g. Gold Reef City and Sun City, and are privately owned”.

“**Transport suppliers:** Air, sea, rail and road transportation makes up the transport suppliers, although sea and rail transportation is of little significance in Southern Africa”.

“**Private Sector support services:** A variety of supportive services are provided by the private sector, including catering services, couriers and guides, financial services, travel trade press, marketing support services and private education and training”.

“**Public sector support services:** The National Tourist Organisation and the Tourism Ministry of South Africa spearhead the public sector services. Area or regional tourist organisations, local information offices, public ports and airports, and visa and passport offices also play a very important supportive role. Public education and training establishments, such as Technikon’s and universities, complete this list”.

“**Accommodation suppliers:** Accommodation ranges from serviced to self-catering accommodation. The latter category is especially diverse in nature and can be found in national parks and holiday resorts. Un-serviced flats, rooms, guest-houses and caravan parks is also included in this category. Although serviced accommodation refers primarily to hotels, it includes all other serviced accommodation establishments”.

The following “**Intermediaries**, consisting of the organisations presented in the right section of Figure 1.2, i.e. tour operators / brokers and travel agents. Intermediaries are the distributors of tourism products to the final consumer or tourists”. Intermediaries, furthermore include tour operators, travel agents which are responsible for packaging and distributing tourism products to prospective tourists. Tour operators combine different products and services and sell them as a comprehensive tour, often through travel agents. The latter is responsible for selling typical tourism products and services, including airline tickets, accommodation, travel insurance and many others. They are also responsible for advising customers on travel products and services”.

## **1.9 INDUSTRY NEEDS IN RESPECT OF “TRANSFERABLE SKILLS”**

Bradshaw, (1985) argues that there is no secrecy what the needs are of employers in a globalised workplace in terms of skills. Many businesses requires a specific academic background based on a specific need. Bradshaw, (1985) provides an example in relation

to research done with a focus on development. A business could require not only specific degrees or qualifications obtained (subject), but with a focus on a specific work related discipline. Furthermore job discretion that will fit the needs of a said business are also important in selecting the right employee for the vacant job (Bradshaw, 1985).

Davies (2000:444) argues that students should be encouraged to take control of skills required by employers and that tertiary institutions could develop specific module outcomes that should acknowledge these skills requirements. In the same vein Davies, furthermore suggest that these modules should be accredited, indicating proof that these outcomes were met, especially when students participate in “experiential” undertakings, gaining experience in practical command in relation to skills required by employers. Consider a study done by Leslie and Richardson (1999) which found amongst their study sample that “presentation” and “writing skills” were not adequately addressed in tourism degrees at universities. Industry professionals, especially in the broader tourism context seek the previously mentioned skills as important for managerial development in industry and also forms part of their recruitment strategy (Leslie and Richardson 1999). Boud and Garrick (1999), furthermore points that managers of businesses requires students to be capable in showing attributes such as: “effective performance”, dealing with workload”, “work in a pressurised work environment”, that they should be “dependable” and have very good “communication” ability, with a focus in the workplace, which will be beneficial to businesses and students alike.

#### **1.10 EMPLOYERS REQUIREMENTS FOR NON-TECHNICAL SKILLS AND JOB SPECIFICATIONS IN ADVERTISEMENTS**

According to Bradshaw, (1985) when students complete their studies at a university, many of them apply for a job at the NHS, and in most cases, non-technical skills form part of a requirement in the job selection process. Initial stages include a “shortlisting” of applicants that applied, followed by a three step approach in selecting those candidates that meet the requirements. Step 1, includes that applicants are guided in practical simulation of “problem-solving”, the 2nd step involves these applicants to function in a “group” and the 3rd step of the recruitment process includes a face to face “personal interview”, which then includes various non-technical skills to be demonstrated by the applicant (Bradshaw, 1985). This is indicative how important non-technical skills are in the workplace, with a specific scope on non-technical skills.

In the South African context, an advert in a newspaper (Sunday Times, 2002) based on an available job and specific requirements are outlined by the employer, as well as the best companies to work for:

A challenging vacancy exists for a HOD Tourism and Marketing at the Skukuza Camp. The successful candidate's responsibilities will include the following:

**Business development:**

Create an Integrated Tourism Plan for the Kruger Nation Park (KNP); advise and collaborate with Business Unit Managers to develop business plans for existing business as well as new product opportunities; advise and collaborate with KNP CEO on a Park Business Plan in respect of the tourism and hospitality business; monitor and evaluate business performance;

**Quality Assurance of Tourism Services:**

Advice on the development of quality standards for KNP's interactions with guests; monitor and evaluate operational performance; monitor and evaluate hospitality standards; tourism skills development; advise and collaborate with Business Unit Managers and Human Resources to develop service training and programmes for Tourism staff; co-ordinate the tourism management training needs for the Park;

**Customer care:**

Manage the customer care component for the tourism operations in the Park; ensure that communications regarding Tourism feedback operate smoothly and that responses are professional and consistent;

**Banqueting:**

Co-ordinate the marketing and sales of commercial events for the KNP; advise and collaborate with KNP Management on the establishment of professional MICE venues in the Park.

**Experience:**

- Envisaged for appointment is a person who is in possession of a Bachelor's degree in the Commercial Sciences or a B Tech Diploma in Marketing or Business Management.
- Five years senior management experience in the hospitality sector coupled with a working knowledge of legislation relevant to the Tourism sector is a prerequisite.
- Negotiation skills coupled with excellent written and verbal communication
- Good business and financial acumen, as well as project management skills are further prerequisites.
- Computer literacy and expertise in sales and marketing management are also required”.

In the same vein, another South African company is looking for a candidate (assistant food and beverage manager) between 22 and 26 years old to build a career in the Industry with a leading Hotel & Casino group

Experience in the Industry and ability to work shifts essential.

Duties include rostering and managing of staff; stock take and stock ordering; cashing up of staff; daily cash up, overseeing the smooth running of the operation; customer liaison and dealing with customer complaints and reports to F&B Manager.

The ideal candidate should be:

- Energetic
- Problem solving
- Motivated, (Sunday Times: 2002)

From the above discussion, it is evident that employers require a particular set of skills, when jobs is advertised. It is important that tertiary institutions and “academics” take notice of this. Educators and lecturers should work together in establishing what employers needs are in terms of skills and employment, in equipping entry-level employees with the right combination of skills obtaining a job.

The Tourism and Hospitality industry relies heavily on the skills and capabilities of people. The level of performance of these skills and the level of attainment of these capabilities may be affected considerably by environmental, social and personal factors. In any company, a good communication system is necessary so that information, ideas and opinions could be exchanged, and instructions transmitted clearly, accurately, and unambiguously.

In the last five decades this has become more prominent, not only in Britain, the United States of America and Australia, but throughout the Western world. It has become a growing recognition that employers expect knowledge and intellectual skills to be harnessed towards positive personal qualities. A Possession or combination of all three skills could be very effective in the work context. Although described in various ways, the personal qualities most commonly sought are a commitment to solving real problems, the ability to communicate effectively and work in teams (Leveson, 2000). Employers not only need these qualities but also increasingly expect higher education to develop them (Harvey, 2000). Two authoritative statements, both derived from extensive consultation, summarise a generally held view:

The abilities most valued in industrial, commercial and professional life as well as in public and social administration, are non-technical skills. These include the ability to analyse complex issues; to identify the core of a problem; the means of solving it, to synthesise and integrate disparate elements; to clarify values; to make effective use of numerical and other information; work co-operatively and constructively with others, and above all perhaps, to communicate clearly both orally and in writing. A higher education system which provides its students with these skills, is serving society well (King, 1991).

Employers will increasingly expect higher education to give the grounding in non-technical skills: communication, problem-solving, teamwork and leadership. In many instances, this will be achieved by changing the learning process from passive absorption to active participation (United Kingdom Council for Industry and Higher Education, 1987:42-50).

### **1.11 DESCRIPTION OF THE REFERENCING SYSTEM**

The researcher used the Harvard Reference System format, as outlined in reference booklet obtained from the Cape Technikon. Inverted commas in the text indicate where

quotations been made. The name of the author, year of publication and page numbers, has been provided for references in the text. If the article is anonymous, the first key words of the article were treated as the name. In the case of government publications, the name of the section of the government that published the document was listed first, then the name of the document and the date. When a corporate body is responsible for a work, the name of the body is used, followed by the year, colon, and the page number(s). Bold [Ace] represents important phrases and sub-topics. Capitalisation of Word is minimised. A list of all the sources (books, journal and newspaper articles and government gazettes) appears at the end of all the chapters in the "References" section. Article and chapter titles are not underlined, but appear in boldface characters.

## **1.12 DEFINITION OF CONCEPTS**

### **1.12.1 Introduction**

The definition of concepts is a prerequisite for any disciplined scientific endeavour and is essential to the reader's comprehension. The study of non-technical skills, like any other subject area, is structured around an understanding of certain concepts. The key concepts for the purpose of this study are defined below. All of the definitions have been adopted in the current study.

The literature has revealed that different terminology have been used for describing non-technical skills. These terms are referred to as:

### **1.12.2 Non-technical skills**

In order to function efficiently, an employee must possess not only technical expertise and experience but also interpersonal communication skills, decision-making and problem-solving skills and reading/writing/calculating skills. These are considered "essential" skills because without them, the employee could not operate to his/her full potential in the workplace (Rowe, 1988:50-58).

### **1.12.3 Functional and adaptive skills”**

“Functional or transferable skills are used with people, information”, or concepts such as “organising”, “managing”, “developing”, “communicating”, expressed as verbs. Adaptive or self-management skills refer to personal characteristics such as “dependable”, “team role-player”, “self-directed”, “punctual” (Murphy & Jenks, 1982:1).

#### **1.12.4 Vocational education**

Instruction intended to equip persons for industrial or commercial occupation. It may be obtained either formally in secondary school or at tertiary level (Bradshaw, 1985; Bradshaw, 1995:201-205).

#### **1.12.5 Personal transferable skills**

Personal transferable skills (and knowledge) are potentially transferable from the situation in which they were acquired or developed, to other situations for graduates; the main areas of transfer are from an academic study, vacation work, extra-curricular activities, travel to full-time employment. Personal transferable skills are non-job-specific skills, which can be used, in different occupations. By communicating your transferable skills effectively, you can enhance your marketability and open yourself up to a larger sector of the job market (Statsz, 1994:37-39).

#### **1.12.6 Foundation and basic skills**

Foundation and basic skills include reading, writing, and mathematics, listening and speaking (SCANS, 1992:1-10).

#### **1.12.7 Employability skills**

Employability skills are not jobbed specific but are skills which cut horizontally across all industries and vertically across all jobs from entry-level to Chief Executive Officer (Conference Board of Canada, 1992:1-10).

#### **1.12.8 Key competencies**

Key competency skills are a set of behaviours that encompass skills, knowledge, abilities, and personal attributes that, taken together, are critical to successful work accomplishment (Queensland Department of Education, 1994).

#### **1.12.9 Tourism**

Tourism is a multidimensional, multifaceted activity, which touches many lives and many different economic activities (Cooper & Westlake, 1998:93).



### **1.12.10 Hospitality Industry**

The hospitality industry comprises those businesses that provide services, primarily accommodations, food, and beverages, not only to those travelling for pleasure, but also the business traveller (Gray, 1994:15).

### **1.12.11 Technikon's**

Technikon's in South Africa are inspiring to become technological universities that provide and promote, in co-operation with the private and public sectors, quality career and technology education and research for the developmental needs of transferring South Africa and the changing world (Committee of Technikon Principals, 2002:1).

### **1.12.12 Key competencies**

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### **1.12.13 Co-operative Education**

Co-operative Education is a programme, which formally integrates a student's academic studies with work experience in participating employer organisations. The useful plan is for the student to alternate periods of experience in appropriate fields of business, industry, government and social sciences (SASCE, 2002:5).

### **1.12.14 Workstation**

A company involved in relevant work tasks to support co-operative education according to the curriculum (SASCE, 2002:6).

### **1.12.15 Experiential Training / learning**

A specific period of which the student should actively be included in prescribed practical work at an appropriate workstation (SASCE, 2002:6).

### **1.12.16 The South African Qualifications Authority (SAQA)**

The South African Qualifications Authority is a body of 29 members appointed by the Ministers of Education and Labour (SAQA, 2000: 1).

### **1.13 SIGNIFICANCE OF THE STUDY**

All professionals are required to position themselves appropriately in the new South African dispensation and to demonstrate their relevance. They are also challenged to demonstrate their ability to tie together available resources, and to streamline and guide services, in order to ensure the proper management of meagre resources. Research, as indicated by SAQA (2000: 1) is the principal tool for the production and advancement of new knowledge, which is essential for national growth and industrial competitiveness. The present study was prompted by the need for research to identify the most important non-technical skills required by industry professionals of Border Technikon Tourism and Hospitality students when placed for co-operative education. The results of the present study will have implications for policy-makers, programme planners, academics, and Tourism and Hospitality employers in the field of co-operative education.

The current study will make a contribution to co-operative education programmes in Tourism and Hospitality disciplines offered by Technikon's in South Africa. The end result of this study should be handled in the following way: The academic employees of Tourism and Hospitality programmes should note the findings of the study when making course design and curriculum design decisions, in order that:

The development of the required non-technical skills forms an integral part of the three-year theoretical component of the Tourism and Hospitality programmes at Technikon's.

The teaching methodologies are modified to encourage the development of non-technical skills.

The staff members at Technikon's who are involved with experiential training placements ensure that students is adequately prepared before placement in the industry.

The non-technical skills identified in this study form part of the contents of a bridging programme which Tourism and Hospitality students should undergo six months prior to their placement in the workplace.

## **1.14 INCORPORATION OF NON-TECHNICAL SKILLS IN EDUCATION**

### **1.14.1 Developing non-technical skills**

Discussions around the need for educational reform and restructuring typically include concern about the gap between the skill requirements for entry-level employment and the skill levels of entry-level job applicants (Stasz, Ramsey, Eden, DaVanzo, Farris & Lewis, 1993:35-36).

Based on research conducted by SCANS (1991) it was found that employers were not that confident about graduates leaving tertiary education as it seems that they are not ready after graduation to commit themselves to the broader step in finding work or. In this context SCANS (1991) is from a point of view that young individuals when leaving education are not equipped in the process of finding work and that education institutions should look at altering their curriculum in assisting young individuals to start their working career and remain employable. (Wentling, 1987: 354), argues that employers are not questioning young adults' ability based on their technical skills, however, according to Wentling, the application of transferable, soft, generic, non-technical skills are lacking. This could have a direct impact on becoming employable.

Another name for these non-technical abilities is employability skills. Simply stated, write Buck and Barrick (1987:29), "employability skills are the attributes of employees, other than technical competence, which make them an asset to the employer".

### **1.14.2 The role of employers in the workplace**

Employers value these non-technical skills above specific occupational skills (Young, 1986:240-249). "This well-supported finding applies to employers in large, medium, and small companies, both public and private; reflects the views of employees holding different management positions within the Tourism and Hospitality industry surveyed; and holds true regardless of the nature of the work in which the company is engaged" (SCPD, 2003). "Employers find far too many entry-level job applicants deficient in non-technical skills and want tertiary institutions to place more emphasis on developing these skills" (Packer, 1992:27 - 31; SCPD, 2003).

"Valuing non-technical skills - to the point of assigning them an even higher priority than job-specific technical skills - employers are understandably distressed to find so many

entry-level job applicants lacking these skills SCPD, 2003). Many businesses focused specifically on the insufficiency of effective non-technical skills. The National Center on EDUCATION and the Economy, (1990:3) researchers report:

“Our research did reveal a broad range of concerns covered under the blanket term of skills. While business everywhere complained about the quality of their applicants, few talked about the kinds of skills acquired in tertiary institutions (SCPD, 2003). The primary concern of more than 80 percent of employers was finding employees with a good work ethic and appropriate social behaviour: reliable, a good attitude, a pleasant appearance, a good personality” (SCPD, 2003).

One can easily see that these skills are not merely attributed that employers desire in prospective employees; rather, many employers now require applicants to have these skills to be seriously considered for employment. And if companies hire candidates and then find them lacking in these skills? Then employability of these young individuals will become a tremendous challenge, for education institutions and businesses alike SCPD, 2003).

SCPD, (2003); Beach (1982:69) found that “employers expect to train new employees in company-specific procedures and to acquaint them with the behavioural norms, standards, and expectations of their workplace”. (SCPD, 2003). SCPD, (2003) furthermore elaborate that “they often provide training in job-specific technical skills as well” (SCPD, 2003). “Tertiary institutions should be emphatic in their conviction that tertiary institutions should take most of the responsibility for equipping young people with general skills as required by industry” (SCPD, 2003). Be that as it may, many social scientists, as previously noted, have found that "employers do not think that tertiary institutions are doing a good job of developing these much-needed abilities" (Committee for Economic Development, 1985:17; SCPD, 2003).

As Busse (1992:24-25, 47) “confirms that changes in the workplace has been inspired by foreign competition” (SCPD, 2003; SCANS, 1991). In the marketplace, many business and industry leaders have realised that remaining internationally competitive requires structuring the work environment in ways patterned on the approaches taken by foreign Describing companies that have modelled themselves after foreign competitors, Packer (1992:29) observes that technology skills has become an important skill in the work environment and will continue into the future.

## 1.15 EFFECTIVE PRACTICES IN RELATION TO EDUCATION

SCANS, (1991); SCPD, (2003) found that effectiveness of different approaches to lecturing these skills generally does not compare entire programme structures with one another. That is, researchers do not typically compare the relative effectiveness of, say, co-operative education programmes and tertiary-based businesses regarding their power to instil non-technical skills in their participants” (SCPD, 2003).

Research, however, shows that these skills and traits are very acquiescent to being lectured (Stasz *et al.*, 1990:20; SCPD, 2003). After discussing the bad news that employers find entry-level job applicants deficient in the previously discussed skills, Buck and Barrick (1987:29- 31) state that “ that skills can be taught, both directly and indirectly SCPD, (2003), and proceed to offer research-based suggestions for imparting them to students (SCANS, 1991; SCPD, 2003). Herr and Johnson (1989:26) findings suggest “the skills related to general employability can be learned; therefore, all of them are appropriate and meaningful targets for professional development and employability” (SCPD, 2003; SCANS, 1991).

In addition, researchers have found that non-technical skills are most likely to be taught and learned when the acquisition of them are explicitly stated along with other programme goals. For one thing, doing so keeps the attention of instructors focused on activities to build these skills. For another, it places non-technical skills development on the same level as academic and technical skills, thereby communicating to students that they are important and need to be learned.

Gregson and Trawinski (1991:7-11); SCANS, (1991); SCPD, (2003) also found that “vocational education lecturers frequently use indoctrination pedagogical strategies to lecture work values and attitudes” and that the lecture, in particular, is "one of the most overused and misused pedagogical strategies [and has] not only been criticised for being exploitative, but it has been attacked for ineffectiveness (Gregson, 1992:67; SCPD, 2003). In tertiary environments, the identified skills are best learned when classrooms replicate practical work contexts and student tasks approximate those performed by employees in those settings (SCANS, 1991; Stasz, *et al.*, 1993: 40).

These findings of SCANS, (2003) and Stasz, *et al.*, (1993) “validate what is already well known about lecturing vocation- specific technical skills - that active, hands-on learning

in actual or simulated work environments is far more effective than isolated, decontextualized learning. A key feature of classes that successfully lecture these important skills is that lecturers hold and communicate high expectations for the learning and behaviour of their students -whether or not the overall culture of tertiary institutions holds high expectations for them (Lankard, 1990:26; SCANS, 1991; SCPD, 2003).

## **1.16 ORGANISATION OF THE STUDY**

**Chapter 1:** General orientation to the study. This chapter provides an overview of the study that includes the statement of the problem, the background to the study, aims and objectives of the study, the motivation for undertaking the study, description of non-technical skills, and recruitment agencies' requirements in respect of non-technical skills. The chapter also defines concepts used in the study. Significance of the study: The chapter synthesises the contribution to a co-operative education programme in Tourism and Hospitality disciplines offered by Border Technikon in South Africa. The chapter also provides information on the significance of the study, the rationale of conducting the study, effective practices and the organisation of the study.

**Chapter 2:** The search for key workplace competencies / skills nationally and internationally. This chapter provides information on the literature reviewed in respect of the current study. Headings that will be discussed includes the introduction, suggestions for the future in relation to skills and work done by the National Centre for Vocational Education Research (NCVER, 2001), which will form a large part of this chapter, therefore deemed suitable to be included in Chapter 2. This indicates the importance thereof supporting literature concerning to this study. In the same vein, important non-technical skills in a development framework and a conclusion will be discussed.

**Chapter 3:** Some new trends in employment. Overview of non-technical skills required by employers from new graduates. The chapter includes information on new trends in employment, research done at the University of Western Australia, how student learning can be improved through practical work, the main lecturing strategies currently being used in tertiary education, assumptions lecturers make about how students learn, what are non-technical skills in Tourism and Hospitality, and a conclusion.

**Chapter 4:** A research design to assess the importance of Non-Technical skills requirements by the Tourism and Hospitality Sector in South Africa. This chapter presents

the methodology of the study of intervention research and empirical data. Quantitative and qualitative research methods had been also included. The chapter ends with a description of the area and population as well as the limitations of the study.

**Chapter 5:** Assessing the critical essential Non-Technical Skills required by graduates entering the workplace. Presentation, analysis and interpretation of data. This chapter strives to present, analyse and interpret the data that was gathered during the administering of the research questionnaire in order to address the initial propositions of the study as well as the results of the focus group interviews.

**Chapter 6:** A strategic process to align a Workplace Skills Programme for Technikon's within the new democratic South Africa. Co-operative Education and experiential learning places specific emphasis on occupationally directed career development and prepares students to be immediately useful when they enter the job market. The training model is based on an interaction between the Technikon, the employer and the student, and makes provision for experiential learning - to take place in the real world workplace in such a manner that it integrates with theoretical training (leanerships).

**Chapter 7:** Includes summary of the findings, conclusions, contributions, recommendations and suggestions for future research. This chapter, being the final one, reviews the study by providing a synopsis of the significant aspects of the study. It takes a comprehensive view of the study. Finally conclusions are drawn from the data and recommendations are provided.

## **1.17 CONCLUSION**

Chapter 1 has provided precious information as an introduction to this study. It started in providing a background to various sectors in the hospitality and tourism industry. These sectors is mainly, where students undergo their experiential training who are enrolled at the Border Technikon's Centre for Excellence in Tourism and Hospitality. The author contextualised in chapter 1 various skills such as transferable skills; non-technical skills, functional skills, personal transferable skills, foundation skills as well as experiential learning. Based on the review of the literature, it is evident that employers value generic skills / soft skills and non-technical skills as important skills that students should pose entering the tourism and hospitality workplace. The following chapter 2 provides a wealth of literature in relation to the search of key workplace competencies in the national in

international context. Due to the availability of literature and research extensive discussions surrounds the South African Department of Labour, (2001) and as well as NCVET, (2001) which are appropriate in relation to the study.



## **CHAPTER 2: THE SEARCH FOR KEY WORKPLACE COMPETENCIES / SKILLS NATIONALLY AND INTERNATIONALLY**

### **2.1 INTRODUCTION**

The South African Government is committed to employees by including policies in relation to this special inuque market. Two Act's promulgated by the Minister is the Skills Development Act, 1998, and the Skills Development Levies Act, 1999. This legislation introduces funding options for businesses who actually assist with leanerships and training (South African Department of Labour, 2001). Thus potential employers who invest in skills training are also additionally benefitting in obtaining a rebate for the effort made in training of skills. The above two acts with an aim of the Minister of Labour is to prioritise and the possibility to address the ever changing nature of the South African economy (internationally). The Minister of Labour has an aim to increase skills development with a focus on improving "productivity and the competitiveness of industry, business, commerce and services" (South African Department of Labour, 2001).

During April 1999, the "National Skills Authority" was established and in March 2000, "25 Sector Education and Training Authorities" came into being. From April 2000 a levy had been introduced on the pay roll of all business in South Africa, assisting with funding of the "skills development implementation framework". As can be seen that the Minister encourages business (employers) to invest in training and the development of their employees (South African Department of Labour, 2001).

Some challenges are experienced currently, in the implementation of the two Acts, although it is newly established legislation. One of the main tasks of the Ministry of Labour is to be persuasive in terms of businesses to participate in skills training, as many are sceptic and are not clear what benefits they could obtain. The National Qualifications Framework is still relatively new, and South Africa requires more qualified trainers and assessors, to take up this challenge, which will ultimately benefit employers and employees alike. Key success factors of the promulgation of the two Acts, will depend on the work done by the Sector Education and Training Authorities, and the support of employers in the private and public sectors and employees.

### **2.2 "THE CONTEX"**

Throughout a globalised world, many factors influence the ways in which industry, commerce and services are organised, and all aspects of the world of work are subject to increased rates of change. South Africa is not isolated from these changes and among the most important influences for changes are:

**“Globalisation”**: the recognition in South Africa by the department of labour that no national economy is immune from the pressures of competition and the opportunities to function in a worldwide market. Although the World Competitiveness Yearbook 2000 cites an improvement in South Africa's overall ranking, it is still at the bottom of a league of 47 countries for economic literacy, its education system, unemployment and skilled labour and the availability of information technology skills (South African Department of Labour, 2001).

**“The demand for higher skills”**: “technological developments and dramatic changes in the accessibility of information have led to a demand for higher skills. This phenomenon have been observed in South Africa. Between 1970 and 1998 high skilled jobs have increased by nearly 20 per cent and during the same period the number of unskilled jobs fell by a similar proportion (South African Department of Labour, 2001). This trend will seem to continue, in the future. It is thus imperative that the Minister of Labour, as well as tertiary institutions, should work together in providing ways to equip the workforce with a set of skills. In equipping the workforce with the necessary skills, could lead to a higher ratio employability of students completing their studies as young professionals entering the workplace.

**“Structural changes”**: the nature of national formal economies is also changing, and not to rely only on agriculture and mining. A growth in service-related industries such as Tourism and Hospitality is taking much momentum, which will provide many jobs and the South African economy will be boost due to foreign income.

**“Organisation of industry and business”**: “the demand for efficiency and effectiveness has resulted in changes in business organisation with flatter and more integrated structures and a greater emphasis on team working rather than on hierarchies. Both globally and in South Africa these changes have been accompanied by the growth of non-standard forms of employment (e.g. a shift to short-term contracts, part-time work, casual work, etc.)” (South African Department of Labour, 2001).

**“Growth of small businesses”**: “in all developed economies the largest group of companies is made up of small- and medium-sized businesses and it is this sector that has generated the most jobs in recent years. In 1997 the Small, Medium and Micro Enterprises sector in South Africa absorbed nearly 57 per cent of people employed in the private sector and contributed 42 per cent of the gross domestic product. There is potential for increasing the number of small businesses and generating new jobs (South African Department of Labour, 2001). With a focus on small businesses in relation to Hospitality and Tourism, bed and breakfasts, guesthouses and game farms are emerging and are traditional job providers to students, completing their studies. These students who underwent experiential learning, has the practical application of 1 year experience, which makes them more employable.

**“Societal changes”**: economies and labour markets have to adapt to changes in society. For example, many countries are experiencing significant demographic changes, and some other factors that affect the labour market in South Africa is unemployment. Unemployment rates are high. However Black South Africans are hardest hit by unemployment due to poverty (Klasen, 1997). The country is also characterised by poverty and evident gulfs that exist between rich and poor. A significant further challenge is an incidence of communicable diseases, including HIV/Aids, compounded by poor living conditions and poverty (Bhorat, 2001). Societal changes with a direct effect on students who completed their studies and are unemployed should be assisted with jobs, self-employment or continuing education as a major function of the South African Government (Maharasoia & Hay, 2001).

The following trends are discernible, and these will impact on the South African economy and labour market at large:

“Demands for skills and a better-educated workforce will increase rather than diminish across the total range of sectors and occupations;

Structural changes in the labour market will not be reversed and will probably accelerate;

Skills development will increasingly be a life-long commitment since the pace of change will accelerate” (South African Department of Labour, 2001). According to Christie, (1996:410), which somehow supports the above-mentioned trends, a link have been drawn between the development of South African human resources and equity policies in relation to the apartheid era. The patterns provided the ANC and COSATU’s political views, that ‘growth through distribution’ with a focus on skills should be implemented in the young upcoming black market, which could have a direct effect on social equality amongst all South Africans.

The trends have being recognised in reforms currently being introduced in education at all levels. The skills development legislation and the establishment of organisations such as the South African Qualifications Authority are recognition of the need to invest in education and training and to ensure that this is quality provision.

It is against this background that the Minister of Labour has adopted the following five objectives of the National Skills Development Strategy.

## **2.3 THE FIVE OBJECTIVES REVIEWED AS INDICATED BY THE MINISTER OF LABOUR IN SOUTH AFRICA**

### **2.3.1 “Objective 1: Developing a culture of high quality life-long learning”**

“The notion of life-long learning is one of the core principles of the South African Qualifications Authority. It recognises that individuals should have opportunities for self-improvement at any stage of their lives, be they employed unemployed or seeking a first job. As the economy grows and develops, so new skills will emerge and be demanded by businesses. Individuals will need to retrain for them. The provision of opportunities to learn at any age also guarantees second chance opportunities for people, whom, for a variety of reasons, may have missed out” (South African Department of Labour, 2001).

“Building a culture means changing current negative attitudes and encouraging employers and individuals to accept skills development as an investment rather than a cost. The new levy-grant system is designed to provide incentives for employers to train. Workplace skills plans have been introduced to encourage employers and employees to take staff development issues seriously. However applicable legislation may be helpful to shape attitudes. The objective must be to look beyond compliance with legislation and embed a commitment to the development of people and their skills as a national goal. Around the world, companies, individuals and communities are reaping the benefits of investing in their people. This commitment and culture must be created in South Africa as well” (South African Department of Labour, 2001”.

“There must also be a commitment to quality so that standards can be raised continually, so that qualifications have a national and international currency and that people can be confident that the investment made in skills development is worthwhile. The new Sector and Education Training Authorities, together with professional and other bodies, have a statutory duty to promote equality and to monitor standards. The concept of quality must also extend to jobs and employment opportunities. Skills development is about equipping people for quality jobs in which they can take pride” (South African Department of Labour, 2001).

“The skills development legislation and the projects and programmes of the Labour Market Skills Development Programme being implemented by the Department of Labour are designed to win irrevocable changes in attitudes towards skills development. Too many people were denied access to general schooling when they were young and hence cannot easily take advantage of new learning opportunities. Helping adults to reach the starting block (NQF 1) is a prerequisite for further learning. The achievement of this objective suggests that greater prominence will have to be given to prior recognition of learning and experience and this will demand people with expertise to undertake such assessments. Skills development will need to embrace activities other than

those that are job specific. In addition to job competencies, many workers seek literacy and numeracy skills, and there is much to be done to improve working health and safety” (South African Department of Labour, 2001).

### **2.3.2 “Objective 2: Fostering skills development in the formal economy for productivity and employment growth”**

“Between 1970 and 1995 formal employment grew by 17 per cent. Over the same period, the workforce expanded by 36 percent. During this period the number of jobs filled by black Africans actually declined. There was also a net loss of employment for people with little or no education and a dramatic increase in jobs occupied by people with a formal tertiary education qualification”. The official sector including businesses could steer growth towards the economy in becoming more productive and competitive and in this way, not only secure employment but also generate new jobs (South African Department of Labour, 2001).

“A stronger skills base should help to attract new, foreign and domestic investment to South Africa. There is also scope to find and expand new markets and to exploit technological innovation, research and development to create jobs. Although some industrial processes will continue to be capital intensive, there are sectors that will require more people if they are to be successful. There is potential for growth in the services sector, in tourism and hospitality, and in cultural industries” (South African Department of Labour, 2001). An interpretation could be that if Tertiary Institutions apply in their outcomes, a stronger focus on a set of skills required by industry, they will deliver as an end result a more powerful skill acquisition of employees, which will provide quality service and therefore attracting foreign investment in South Africa. This is especially important in the tourism and hospitality sector, as South Africa receives many foreign tourists exploring our resources, may it be for business related issues or for leisure.

The skills development strategy seeks to encourage employers to see employees as a key to growth in the working environment. The introduction of Workplace Skills Plans is the vehicle to align skills development with both business growth strategies and equity plans. Employers could access skills development grants from the South African Government, when they allow students to undergo experiential learning at their workplace. This could then be beneficial to both parties involved. Students will not just gain work experience during experiential learning, but the industry could invest in them, when finishing their degree in providing them with a job at their business. In the public service as well, Workplace Skills Plans can give focus to skills development for quality service delivery. The implementation of a Workplace Skills Plan can be supported and enhanced through skills development initiatives, which should also be SETA accredited and in turn will be improving productivity, and the management of skills of human resources in the workplace (Carrell, 1998; Mangaliso, 2001; South African Department of Labour, 2001).

The new learnerships are not restricted to younger people, but are open to all ages. Learnerships will also be at different levels on the National Qualifications Framework. The development of skills in the formal economy means a better understanding of skill needs and directing resources to address the issue of skill shortages in the economy. The development of work place skills plans and the analysis of sector skills requirements through the Sector Skills Plan will help to identify a unique set of skills needed in the workplace by entry-level employees (Lewis & Bonollo, 2002; South African Department of Labour, 2001).

Measuring the success indicators based on Objective 2 will mean the effective implementation of much of the skills development legislation. Measuring the impact of this objective will involve analysing the benefits to employers and such factors, as improvements in productivity, employee retention and efficiency will be reviewed. It is equally important to assess the benefits of skills development on employees, for example, improvements in health and safety and working practices, and the links between improved skills and promotion prospects” (South African Department of Labour, 2001). On the other hand, Maharasoa and Hay (2001), suggests that tertiary institutions should focus on quality and practical education (experiential learning) as this is an important factor viewed by students to become employable. Senior management at universities should enforce quality education and supporting the Skills Development Act, down the structures to educators / lecturers, as competition in attracting good quality students is becoming very competitive in tertiary education. In doing so tertiary institutions will equip students in finding jobs available in their field of study after completing their qualification.

### **2.3.3 “Objective 3: Stimulating and supporting skills development in small businesses”**

Currently just fewer than 72 per cent of all private sector enterprises in South Africa employ four people or less. International experience suggests that the most potent source of new jobs is likely to be in the small enterprise sector. For example, the dramatic growth in jobs in the United States of America and the United Kingdom in the last five years has been in small enterprise start-ups. Outsourcing and the sub-contracting of non-core business by larger enterprises create opportunities for new and small businesses. In South Africa there has been too high a tendency to equate small business development with survivalist activities and those of the informal sector of the economy. This is a mistaken view, for example, many of the highly successful computer and Information Technology companies that have won international recognition are small enterprises. New, small enterprises are well placed to develop new technologies and to exploit the results of research commercially and the development of activities thereof (South African Department of Labour, 2001).

“Skills development is only one component of a strategy to stimulate business start-ups and the growth of small enterprises. Small businesses need access to credit, business support, and advice and assistance in product development and marketing and exporting” (South African Department of Labour, 2001). Consider a study by Mahony and Van Zyl, (2002), which provides precious information on tourism and hospitality investment (starting small businesses) in black rural communities of South Africa. In doing so, these communities would reap the benefits of financial gain. Phrased differently, when tourism and hospitality students completed their experiential learning (1 year of practical experience in industry) and qualification, they should also be equipped with practical knowledge. They could start their own small businesses in rural communities, benefitting the tertiary qualified graduate and the provision of jobs to rural community members.

#### **2.3.4 “Objective 4: Promoting skills development for employability and sustainable livelihoods through social development initiatives”**

In the many programmes that have been launched and are planned, such as the strategies for integrated, sustainable rural development and urban renewal, and local economic development programmes, there is the potential to build a stronger skills development component. Inevitably some development interventions are of relatively short duration. Skills development can be designed and organised to ensure that people involved in them are equipped with the competencies to find jobs. Individuals could also establish their own businesses. These individuals should continue to support their communities in practical ways after development projects have been completed (Kirsten and Rogerson, 2002; South African Department of Labour, 2001).

Achieving this objective will require co-operation between government departments, development agencies and non-governmental organisations. Co-operations should be aimed at national, provincial and local levels. It will also require the expertise to plan and organise social development projects in such a way that skills development is integral to the activity. Individuals should have furthermore the opportunity to acquire credits and qualifications that are accredited with the National Qualifications Framework, and thus lay the foundations for life-long learning, which could assist students, once completed with their studies to become more employable, participating in these organisations output (South African Department of Labour, 2001).

#### **2.3.5 “Objective 5: Assisting new entrants into employment”**

Many groups within South Africa might make eloquent claims to be treated as priorities. A high proportion of the unemployed are young nearly half of all unemployed people have nine or more years of education. Not build on this foundation is wasteful in human and economic terms. There

is an urgent need to give priority to those young people who leave school without a qualification or without the necessary exemptions to progress to higher education” (South African Department of Labour, 2001). As the above literature suggests, that many young individuals, do not obtain a formal school or tertiary qualification and it is thus important for the Minister of Labour to intervene and assist these young individuals, to start with a learnership programme in finally becoming employed. Tourism and Hospitality employers could register through their human resources department with SETA and or THETA in obtaining credits to introduce a short course, which these young individuals could peruse, obtaining some practical knowledge and possibly find work in industry.

“The new learnership programme, although not restricted to young people, will offer them the opportunity to learn skills that are in demand and it should be feasible to expand the number of learnerships to a significant scale in a short period of time. The development of support programmes for young people will also involve improvements in information and access to guidance and placement services. These are matters that the Department of Labour, supported by the National Skills Authority, is taking forward” (South African Department of Labour, 2001).

This strategy charts how South Africa can create its skills to enable it to compete more successfully in the global economy; attract investment; enable individuals and communities to grow to eradicate poverty and to build a more inclusive and equal society. It is based on the conviction that South Africans have the means and the will to make progress to ensure a better life for all” (South African Department of Labour, 2001). With reference to tourism and hospitality, Rogerson, (2002) is from a point of view that a South African learnership programme should not only be driven by the Government, but should also be included in the curriculum of tertiary education institutions as well as supported by businesses in the private sector.

#### **2.4 SOUTH AFRICAN TOURISM, HOSPITALITY & SPORT EDUCATION TRAINING AUTHORITY (THETA)**

The Tourism, Hospitality & Sport Education & Training Authority covers a diverse sector, comprising 40 000 or more enterprises in hospitality, travel and tourism services, gambling and lotteries, conservation and leisure, and sport and recreation. THETA includes five main categories: Hospitality; Tourism; Conservation and guiding; Gambling and Lotteries and Sport, Recreation / Leisure (THETA, 2003).

Many of the businesses are in the private sector and almost all employers in the hospitality sub-sector are private organisations. In tourism, which includes tourism authorities and information centres, about 20% of businesses are in the public sector. In conservation and leisure, public sector organisations account for approximately 10% of companies, which could employ young



individuals. Thus if THETA includes training of important non-technical skills in their agenda amongst the five categories, will benefit those industries in the long run and enrich individuals job opportunities in the tourism and hospitality sector.

South Africa has many natural advantages, and is aiming to capture an increased share of international tourism in an increasingly competitive marketplace. New and emerging opportunities in the sector include ecotourism (Ramutsindela, 2002) and conservation (Cock & Fig, 2000), ethnic and cultural opportunities (Binns & Nel, 2002), event, heritage (Nel & Binns, 2002), adventure, sports and recreation (Dieke, 2001).

Workplace skills plans suggest that training are required in management and supervision, customer service and health and safety. Language skills and cultural awareness are in high demand throughout the Tourism and Hospitality Sector. English language skills are also in demand, as the language serves as the international way of communication (Webb, 2002). Trackers, field rangers and messengers are the only low-skilled operative occupational categories with relatively high skills development needs. Computer skills and travel and tourism knowledge are lacking in many employees across a range of occupational categories. The restaurant sector reports a shortage of qualified and experienced chefs, food and beverage managers as well as restaurant managers (THETA, 2003).

Occupational categories unique to the hospitality sector include: chef; caterer nutritionist; pastry chef; kitchen hand; bar; tavern or *shebeen* operator; cellar person or wine steward; front-of-house service; host/hostess; housekeeper; chambermaid; cleaner, tour broker; travel consultant; tour guide; game warden; field ranger; tracker; croupier/bookmaker; ticket seller/game controller; gaming surveillance; coach; referee; professional athlete; instructor; and trainer. The hospitality sub-sector employs large numbers of unskilled employees, to work in restaurants and bars as well as stewarding. In travel and tourism, part-time assistants also account for almost a third of all employees. In conservation and leisure there are serious skill shortages in areas such as tour and field guiding. Overall, skills shortages are most severe in rural areas because of limited access to training opportunities.

Formal courses at technical colleges, Technikon's and universities are often accessible only to full-time students, are too long, and lack sufficient practical and work-based components. Therefore the need that tertiary institutions should engage in experiential learning programmes to address the lack of practical work. The private colleges operating in the sector also tend to concentrate more on full-time programmes. Most employers provide training only in specific workplace skills. Employees may thus not gain skills that are portable to other workplaces. THETA's predecessors helped to develop two school-level industry subjects. Travel & Tourism courses is currently being implemented nation-wide. Hospitality Studies is being piloted in high

schools and technical colleges (Witz, Rasool & Minkley, 2001). The former Hospitality Industries Training Board developed national qualifications in a range of areas. The majority of the qualifications gained are at level 1, with the highest at level 4. The Certificate of Travel Agency Competence programme is administered by THETA. A new curriculum was launched in 1998 and replaces the Certificate of Travel Agency Competence in 2001. A new South African Tourism Institute will train teachers, trainers, assessors and on-the-job instructors to deliver tourism awareness in schools, and provide travel and tourism and hospitality studies. The Institute will run a Tourism Management Development and Leadership Programme for 60-80 tourism officials over a two-year period and also deliver a Winter School Programme for Tourism Industry Leaders (THETA, 2003).

## **2.5 A LITERATURE REVIEW OF NON-TECHNICAL SKILLS AS A BROAD UMBRELLA TERM**

The extreme changing environments of tertiary institutions around the globe indicates that interventions are needed to address academic functioning and the inclusion of workplace based programs (NCVER, 2001). Some of these interventions may include linking “learning, a set of skills in relation to requirements for industry and corporate function of industry” (NCVER, 2001:115). Tertiary institutions and industry should form a partnership in identifying a variety of skills, which should give the opportunity to students, once attained to become more employable.

## **2.6 TIMELINE OF WORKPLACE COMPETENCIES IN AN INTERNATIONAL CONTEXT (NCVER, 2001)**

Based on literature consulted by (NCVER, 2001) found that in the 1980’s and early 1990’s a growing interest by countries such as Britain, Australia and the United States of America, focusing on developing competencies in the workplace context (NCVER, 2001). The need here was to identify a set of skills that will benefit individuals completing tertiary education and finding work and industry alike.

Gaining momentum and an interest in the timeline with a focus on critical essential skills, the United States of America included a campaign “workplace basics (United States, Department of Labor, 1991) and SCANS, Department of Labor (1992a, b, c). Australia introduced during 1992 the Mayer key competencies and Great Brittan, key skills in 1990” (NCVER, 2001).

Two different approaches in important workplace competencies (non-technical skills) have been a focus of the United States of America, which included skills such as: basic skills, personal attributes, values and ethics, learning to learn as well as workplace competencies of the Mayer report (NCVER, 2001). In the same vein Australia also focused on important workplace skills as

previously mentioned, though attributes and values were not included and as such difficulties were experienced to include attributes and values in the work context.

## 2.7 THE UNITED STATES OF AMERICA’S APPROACH AND VIEW TO IMPORTANT SKILLS

Carnevale, (1991) and NCVET, (2001) has identified in the American context 16 important skills, which was considered as important at the time, and are reflected in Table 2.1. This paved the way in laying the foundation of important skills (non-technical skills).

**Table 2.1: Important skills identified by Carnevale and ASTD/DoL.**

Learning to learn (foundation skills)
Academic basics (reading skills, writing skills and computational skills)
Communication (speaking skills, listening skills)
Adaptability (problem solving and creativity skills)
Personal development (Maslow’s need hierarchy such as: self-esteem, motivational and personal skills)

**Source: Adapted from Carnevale, (1991); ASTD/DoL, (1988); as cited by NCVET, (2001); Carnevale, Gainer, & Meltzer, 1990.**

In view of the important skills depicted in Table 2.1 and 2.2, owners of tourism and hospitality businesses as well as South African tertiary institutions should take note of the skills identified by Carnevale (1991) and NCVET, (2001). These skills could be introduced at first year level of students attending tertiary education and especially those who underwent experiential learning. Industry on the other hand could introduce a logbook with a focus on academic basic skills, communications skills and adaptability skills that should be signed by their supervisors once completed. Students could also interact in simulation, based on a problem related issue (e.g. solving a guest complaint) as part of adaptability skills during their experiential learning.

**Table 2.2: Skills in the workplace as identified by SCANS.**

“Workplace competencies (Resources, Interpersonal skills, Information technology skills, Systems and use of equipment in the workplace).”
“Foundation skills (Basic skills, Thinking skills and Personal qualities” (SCANS, 1992; NCVER, 2001).

## **2.8 THE MAYER REPORT OF IMPORTANT KEY SKILLS IN THE AUSTRALIAN CONTEXT**

The Mayer Committee (Mayer Report, 1992) introduced and identified a set of 7 important skills or competencies necessary to succeed in the workplace context, which are outlined in Table 2.3.

**Table 2.3: Important workplace skills outlined in the Mayer-report**

Collecting, analysing and organising information
Communicating ideas and information
Planning and organising activities
Working with others and in teams
Using mathematical ideas and techniques
Solving problems
Using technology

The basic premise of the Mayer Committee and the report included a consultation process, which has been issued to the workforce twice for comment and was effectively included in their industry competency standards network (Mayer Committee, 1992a). These competencies could serve as a guidance, introducing the tertiary bridging programme, this study wants to attain.

## **2.9 COMPETENCIES NEEDED FOR EMPLOYABILITY IN THE WORK CONTEXT**

According to CBI, (1998), competencies that are important to be employable had a very interesting impact on the timeline of identifying important skills and competencies, which are listed in Table 2.4. It is interesting to note that the same competencies are identified in different contexts, before the Millennium.

**Table 2.4: Competencies needed to be employed, as confirmed in the technical report of NCVET, (2001).**

<p>“Values and attitudes compatible with work          Basic skills (literacy and numeracy).          Key skills (communication).          Other skills that are becoming increasingly "key"- such as modern language and customer service skills.</p>	<p>Up-to-date and relevant knowledge and understanding.          Up-to-date job-specific skills.          The ability to manage one's own career”,          NCVET, (2001).</p>
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**Source: (CBI, 1998) and the technical report of NCVET, (2001).**

A continuation of important skills had emerged from developed countries (international context, America and Australia) and it seems that communication skills and information technology skills are interpreted in various contexts (Kariya, 2003). This is indicative that these two skills should be added into a logbook, which students should show practical command when going for experiential learning at their workstations at tourism and hospitality business providers.

However, the skills debate will now be linked to the South African context. Human, (1996:49) conducted research amongst previously disadvantaged employees in South Africa and found that on the job training should include managerial skills, coaching skills, mathematical skills, developmental skills as well as managerial skills. The possession of such skills could start at High School level and should continue to tertiary education as well as in the workplace. It is also important to note that students who underwent experiential learning at the Border Technikon, are also from a previous disadvantaged situation and more time should be invested in them to acquire some of the above skills, which are achievable, by all stakeholders involved. Van Schoor, (2000: 41) argues that students who completed their studies at tertiary institutions often finding it difficult to obtain a job in the large South African job market due to the gain of theoretical knowledge and not practical command of such theoretical knowledge. Van Schoor, (2004:41), furthermore suggests that students should be able to demonstrate practical command of employability skills which include inter-alia, reading skills, writing skills, interpersonal communication skills, mathematical skills as well as intrinsic values. These skills could assist students to find jobs and that tertiary institutions should do much more with their curriculum to address these set of skills. Edwards, (2001) argues that tertiary institutions provides a mismatch of skills that is required by industry, especially with a focus on graduates and entry level employees applying for work in the wide-ranging job market of South Africa. Albertyn, *et al.*, (2001) examined how a life-skills programme could be implemented directed towards employees in the workplace. It was found that critical thinking was rated as important, though employees also feel content about the self, including feeling positive about life, confidence, self-respect and control over satisfaction with life.

Thus research conducted in the South African context, directed towards skills, suggests the importance of this study.

## **2.10 HOW CAN GENERIC, NON-TECHNICAL, WORKPLACE SKILLS AND COMPETENCIES BE ARTICULATED?**

According to NCVER, (2001) there is not much literature available in identifying skills that would be beneficial to employees and employers. Some research as identified by NCVER, (2001) indicates that social scientists found that these skills/competencies as previously mentioned are important to countries in the Northern Hemisphere which should be implemented by senior officials in education and also in the workplace. Therefore there is no need to identify additional skills that will be beneficial to all stakeholders, but to focus on the identified skills/competencies and further enhancement and refinement thereof. It is suggested by NCVER, (2001) that individuals, management of businesses and the State should focus on lifelong learning, which will enhance future employees (students) with a set of skills to face the work environment and equip employees who are employed for enhancement in their work career.

NCVER, (2001) argues it is important that businesses incorporate in their human resource policies, skills training and development of their employees. Literature indicates as sighted by NCVER, (2001) and Gonczi, (1997) that the competencies/skills as identified in the Meyer report show no evidence how these competencies/skills have developed over time and how they are implemented.

NCVER, (2001) found that employers value “team working skills, customer orientated skills, communication skills, problem solving skills, numeracy skills, and computing skills” in the broader context. According to NSTF, (2000) cited by NCVER, (2001) that employers should not only focus on a set of important skills as identified by Carnevale, (1991), but that flexibility working in the business environment should be incorporated into their training programs, such as on the job training.

NSTF, (2000:23) found in their survey with a focus on management that the following skills / competencies are important to managers in the workplace: “reasoning skills, solving work challenge skills, management skills and strategic planning skills” for middle level management employees, as cited by (NCVER, 2001).

## **2.11 EARNING AS AN IMPORTANT CONCEPT IN RELATION TO COMPETENCIES / SKILLS**

NCVER, (2001) is from a point of view, that learning phrased differently, (study) should form a core component as an important competency. This view is also reflected in the ASTD/DoL (1998),

study and are also reflected in the SCANS report, which is indicative that “the ability to learn” forms part of an important skill to attain. Weinert, (1999:12-14) found that learning involves a metacognitive competency and is acquired by a cognitive based approach, which increases as one gets older.

Ott, (1999) as cited by NCVET, (2001) found that “holistic learning” is inter-linked with vocational learning (education) which contributes to the development of character with a focus on an individuals and includes a set of skills e.g., contextual-technical skills, problem solving skills, socio-communication skills and ethical skills. This finding contributes to the importance of various non-technical skills / competencies, which have a direct impact on vocational and for the purposes of this study, co-operative education / experiential learning. This will continue to grow in the future as an important aspect.

## **2.12 VALUES OF THE SELF**

NCVET, (2001) confirms that individuals should focus on themselves, directing the path of lifelong learning, resulting in becoming competitive in the broader context of employability. Therefore individuals should strive to become responsible for their own development which will be beneficial to society in the national and international context. The Mayer Committee, as cited by NCVET, (2001) based on previous findings of Ott, rather worked on identifying a set of skills, with a focus on the self (individuals). Some of these identified skills / attributes include: autonomy attributes, adaptability attributes, self-understanding attributes, self-confidence attributes, self-esteem attributes and lastly emotional intelligence attributes NCVET, (2001), which is confirmed as an essential needs hierarchy.

## **2.13 IMPORTANT NON-TECHNICAL / GENERIC SKILLS**

Hager, (1998) as cited by NCVET, (2001) confirmed that important skills could be directed towards tertiary education and on the job training. However, it becomes important to develop a framework indicating all the identified skills/ competencies based on the literature reviewed. Thus these skills / competencies can be clustered in a way that will enhance individuals and employers.

NCVET, (2001) confirms in their technical report that a framework should be designed which reflects lifelong learning and the development of the self. It is thus important to approach this framework from a social science (educational psychology) view. Furthermore, adults and employees will have to equip themselves by attaining these important skills / competencies in becoming more competitive in the future. Education in general will have to be developed further by key role-players in this sector with an emphasis on skill development with a focus on vocational education programmes. One must take note that these four clusters are functioning in coherence, therefore a set of combinations are applicable in attaining the attributes in these clusters. These

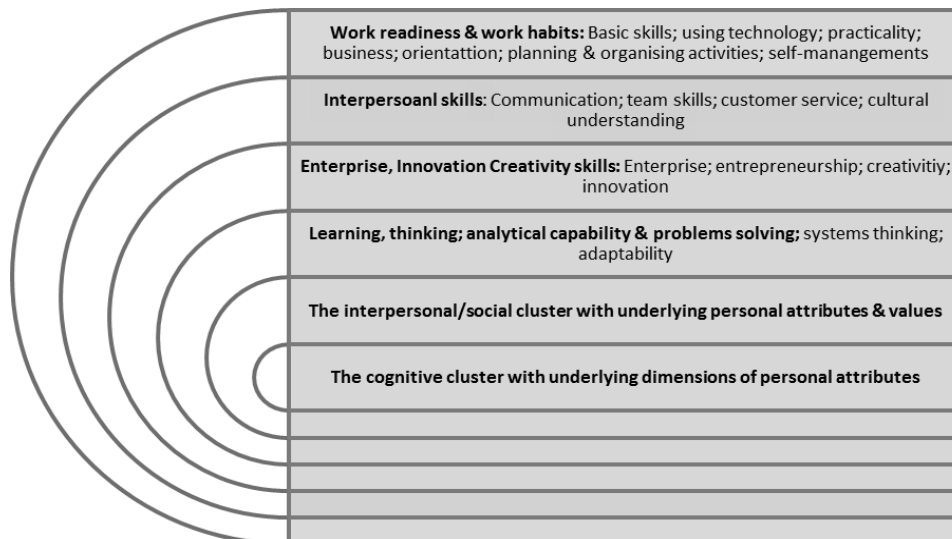
four clusters as depicted in Figure 2.1 and confirmed by NCVER, (2001), will be explained, as Figure 2.1 depicts a framework that brings important skills / competencies into a development structure and are clustered in overlapping ellipses, which indicates the following underlying dimensions:

**Work readiness and work habits cluster** (attributes) contains basic skills, use of technology, practical ability, business sense, orientation of the self in the work environment, planning as a managerial tool and self-management to attain those skills NCVER, (2001).

**Interpersonal cluster** (attributes) -Communication skills with a focus on job functioning, working in a team, provision of quality customer services, cultural understanding, which is a core component in the multi-racial work environment” NCVER, (2001).

**Enterprise, innovation and creativity cluster** (attributes) - consists of enterprise, in other words, the business environment, entrepreneurs as a function to start one’s own business, to be creative in the work context and to be innovative during working hours NCVER, (2001).

**Learning, thinking and adaptability cluster** (attributes) - includes concepts such as ability to learn, positive thinking before one acts, to possess a skill in analytical analyses and to be consistent therewith, solving problems/challenges, systematic thinking and to be adaptable as a functioning of the self NCVER, (2001). (See Figure 2.1)

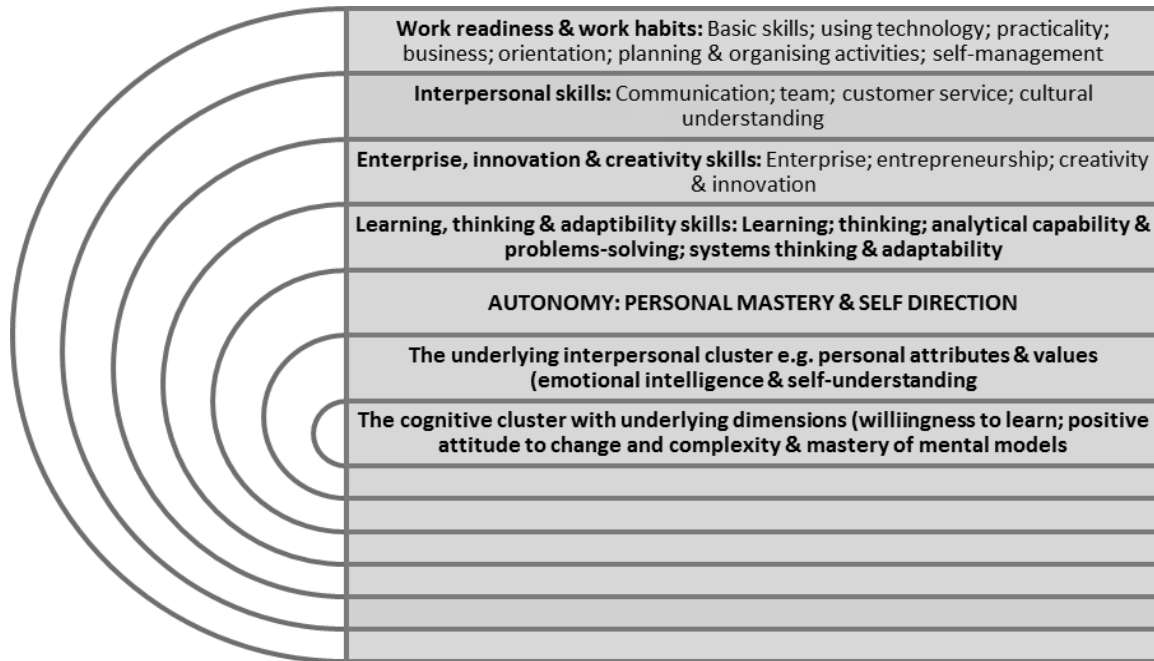


**Figure 2.1: Underlying dimensions of skills / competencies clusters**  
**Source: Adapted from NCVER (2001)**

Figure 2.2 as confirmed by NCVER, (2001) indicates another set, underlying dimensions of skills / competencies listed in five clusters. It should be realised that the four overlapping clusters as depicted in Figure 2.1 forms part of Figure 2, namely: “work readiness and work habits,



interpersonal skills / attributes, enterprise, innovation, creativity skills / attributes and learning, thinking and adaptability skills / attributes” (NCVER, 2001). However, the above mentioned for clusters are suppressed with “autonomy, personal mastery and self-direction” (NCVER, 2001) as a basis of basic needs fulfilment of the self and as an individual.



**Figure 2.2: Other underlying dimensions of skills / competencies clusters**

**Source: Adapted from NCVER, (2001)**

Lastly, the United States of America in search of these important skills / attributes, with a focus on employability, as cited by (NCVER, 2001) furthermore included in developing another set of important skills, in relation to individuals in the workplace. For the purposes of this study it is also important to include them in finding the skills/attributes that will support this study. The main clusters include “core values, core competencies and managerial competencies” (NCVER, 2001). See Figure 2.3



**Figure 2.3: The United Nations important skills / competencies' model**

**Source: Adapted from NCVET (2001)**

## 2.14 CONCLUSION

Chapter two provides a rich overview of timelines with a focus on the development of skills/ workplace competencies/ attributes with a focus on entry-level employees (students) and employees for further career enhancement. As indicated in the introduction of this chapter, with a focus on the technical report by NCVET, (2001) that there was and is a growing interest by countries such as the United States of America, Great Britain and Australia, who initially started with research on skill development in the workplace. Introducing such skills competencies will have a positive effect on employees / individuals career enhancement and that they could become more competitive amongst others in the workplace.

The challenges based on NCVET, (2001) technical report was that many difficulties had been experienced in implementing these skills / competencies / attributes in the workplace with a focus on employees. This is definitely and important matter to be researched, therefore the timely need to investigate this phenomena with a focus on this study, especially in the modern day context. Hence the importance of human resource managers to incorporate this functioning in their strategic planning schedules.

The author furthermore has found that all identified workplace skills / competencies / attributes identified by the various stakeholders in development thereof based on the literature reviewed, that the following skills were important as they were identified in basic all the studies. These were: "reading", "writing", "mathematical", "communication", "information technology", "problem solving, creativity" and "teamwork". Therefore incorporating them in this study based with a focus on the measuring instrument.

On the other hand, the various skills that had been identified, basically overlapping each other and only terminology changed in some instances. It is suggested based on this literature review that one set of important skills to be identified, which will contribute to literature in the social sciences and induce further research in years to come.

Chapter 3 provides an overview of non-technical skills required by Tourism and Hospitality employers from new graduates in the workplace. The chapter includes information on new trends in employment, research done at the University of Western Australia, how student learning can be improved through practical work (Co-operative education programs), lecturing strategies currently being used in tertiary education, especially Technikon's, assumptions lecturers make about how students learn, what are non-technical skills in relation to Tourism and Hospitality (students, employers), and a conclusion.

## **CHAPTER 3: NEW TRENDS IN EMPLOYMENT: A REVIEW OF LITERATURE**

### **3.1 INTRODUCTION**

This chapter provides an overview of the non-technical skills required by Tourism and Hospitality employers from new graduates. An extensive literature search during the period of 1998 – 2002 indicated that Australian researchers, as well as their government, had done significant research on non-technical, generic, transferable and soft skills. Some American content also showed that research on the above skills started emerging and not much elsewhere. Therefore it is deemed suitable to use both Australian and American literature pertaining to the set of skills as a guideline for this study. Non-technical skills (generic skills; transferable skills; soft skills) are those skills obtained, through cooperative education programs /experiential training, enabling students which completed their studies, adjusting to the working environment and become a valuable employee (Busse, 1992: 24). Non-technical skills could also be referred to as adaptive skills, soft skills or generic skills so that these terms will be used interchangeably in this study. To identify these skills, one needs to know oneself, and engage in thinking about one's experiences, challenges and welfare. Acknowledging one's own strengths and weaknesses will also highlight one's skills (Stuckey, 2002:26).

Packer and Johnston (2000), points out that in the workplace of the 21st century, employees will need to be better educated to fill new jobs and be more flexible to respond to the changing knowledge and skill requirements of existing jobs. Workplaces will need to adopt organisational work systems that allow worker teams to operate with greater autonomy and accountability. Strategies for meeting the new demands are outlined and examples of promising partnerships and programmes from throughout the United States are highlighted.

In the past two decades, the skills needed to succeed in the workplace have changed significantly. Technical skills remain important, but, increasingly, employers recognise that it is another category of skills that are crucial to a worker's ability to work "smarter, not harder ". These skills go by many labels including "soft skills", "core skills", "essential skills" and new basics. These skills are required for organisations to adopt new forms of organisation and management in which employees operate in teams with greater

autonomy and accountability. A number of factors have converged to bring about the development of this set of employability competencies. In 1959, jobs had been classified as 20% professional, 20% skilled, and 60% unskilled. By 1997, however, the percentages for skilled and unskilled jobs were reversed, with 60% of the jobs classified as skilled and only 20% as unskilled.

This reversal is reflected in the demands of many workplaces that now place an emphasis on high performance jobs that require great skills. Many employers have been unable to find the kind of employees they need; however, when they express dissatisfaction with job applicants, it is not on the basis of their technical skills but rather because of their competencies in other areas. The trend of the changing workplace, coupled with employer dissatisfaction with job applicants, has led to efforts to define essential skills needed by current and future employees. The following skills are mentioned most frequently:

- To be competent in reading, writing, and computation;
- Excellent listening and spoken communication skills;
- Creative thinking and problem solving;
- Personal management;
- Interpersonal skills and
- Leadership and technology skills. (see, Stuckey, 2002).

These skills, once reserved for those in management, are now considered necessary for individuals at all levels of employment. A number of publications have appeared that address one or more of these skills. Several of these provide assistance to educators and trainers wishing to work with learners in skill development. Examples are the activities that help students develop the skills of communication, interpersonal, problem solving, and critical thinking (Stuckey, 2002:26).

According to Siebert, Kraimer and Liden (2001); Bassemir (2001), companies striving to remain competitive are initiating empowered employee teams. For teams to be successful, however, proper training, communication and timing are crucial, as well as the support of corporate culture. Some companies found that empowering employees resulted in increased productivity, profitability, and customer and employee satisfaction.

British University graduates showed that they rated the importance of transferable skills more highly than their own ability in those skills; they tended to rate their level of ability lowest in information technology skills and highest in their capacity to work without supervision. Building awareness of self as a learner is central to learning. Active students are more likely to experiment with new learning strategies and take risks. Earning to learn entails recognising the causes and effects of peak learning, as well as developing coping strategies for mental blocks, blind spots, and other barriers.

Facilitating learning to learn includes helping people become aware of their habits as learners. Supportive learning environments should contain structured activities that provide insight into the processes of learning to both the learner and the facilitator. In the study conducted by Bassemir (2001:1) it was noted that beginning in the mid-1980s, dramatic changes had occurred in the workplace that affected the manner in which we worked and the way in which we managed our careers. In short, many of the old rules no longer applied. In today's competitive job market, therefore, technical competence alone is not sufficient for career success.

Non-technical skills are increasingly important in today's job market and can make the difference between career success and failure. Although some social scientists can have successful careers without having these skills, they probably will not function effectively in today's workplace. It is hard to rise above being an average worker if you do not have a high competence in these areas. But it does not mean you necessarily will be a total failure if you do not have those (Packer & Johnston, 2000:4). These are the general skills that are needed to complement job specific skills (Busse, 1992:24).

Blumenthal, (2002) executive officer of the Service Sector Education and Training Authority (SETA) expresses his disappointment at what is offered by South African schools and tertiary institutions (Blumenthal, 2002:1). "As long as there is a gap between what South African schools, Technikon's and universities produce and what industry requires, many graduates will remain unemployable. This is the concern of many stakeholders in the education sector, one of which is the Service Sector Education and Training Authority (SETA) that represents 39 000 companies spanning 29 industries.

Blumenthal "accuses institutions of higher learning of not attempting to determine what kind of product they should be producing in order to serve industry's needs". "Of the many thousands of companies with whom we are working, very few have ever been approached

by academic institutions to find out what the market requires. Many educational institutions think the way to bridge the gap is by including experiential training in their curricula. This is not going to help. Sadly, the Department of Education has seen fit to absent itself from vocational training efforts and acts in isolation of the industries it is intended to service."

Blumenthal (2002:1) is convinced that unless the Department of Education makes an effort to reform the country's education system, the gap between what academic institutions produce and what industry requires will continue to widen. In addressing a Department of Labour symposium on skills development for the economic growth of the Eastern Cape, Blumenthal said that the Services SETA would institute a total of 54 learnerships, encompassing 5 400 people, by the end of the year. The learnerships, funded through skills development levies, are open to everyone, employed or unemployed, including graduates from tertiary academic institutions.

The learnerships take place over a period of one year, annually, and combine elements of classroom education and training with work experience. "This is essential because the biggest problem with unemployed graduates is a lack of experience." He acknowledges, however, that "learnerships alone are insufficient to ensure that South African graduates are employable. The only solution is for stakeholders in each industry to provide advice on the curriculum, with schools and institutions of higher learning not meeting the real or likely requirements. Currently, it is happening the other way around: educational institutions are trying to dictate what industry requires".

"The Sector Education and Training Authority bodies were legislated into being as a result of South Africa's very low ranking in international business performance indices and recognition that widespread practical skills development was a prerequisite for the economy to be globally competitive.

All the Sector Education and Training Authorities have registered learnerships". Blumenthal points out that "companies in the service sector that place people in learnerships are not only subsidised by the Services SETA to the amount of R40 000 per learner, but also qualify for a R50 000 tax rebate. In return, companies must guarantee their skills programmes are of such a standard that, on completion, a minimum of 50 per cent of those who graduate will find gainful employment". "Gainful employment means either direct recruitment, though not necessarily by the company that facilitated the

leanership process; or the entrepreneurial capacity to go into business (Ladzani & Van Vuuren, 2002). In the latter case, the Service SETA's career centres are currently screening ten applicants for every one that is eventually placed in a leanership”.

### **3.2 NEW TRENDS IN EMPLOYMENT**

Phelps (1995:75) reported an American study, which examined aspects of the integration of vocational education and academic education, linking school and work-based learning, and connecting secondary and post-secondary education. This study found that students highlighted the importance of an occupational focus to frame the classroom integration efforts; that is, integration of theory and practice. Students also emphasised the value of connecting curriculum content across courses and saw the importance of the use of various approaches to link work concepts into school-based learning opportunities (Phelps *et al.*, 1995:20).

Kraak (1999:1) conducted research between 1981 - 1999 on vocational education training (practical content of subjects taught) amongst secondary school scholars and suggests that three areas of change should take place in the South African secondary school system as this task should not only be a function of tertiary institutions. High school curriculums should be re-visited introducing larger parts of vocational content; focus on the balance between academic and vocational content in subjects taught. The Minister of Education (2000) should be involved in restructuring the curriculum of the schooling system. The restructuring should include large parts of vocational education content (DoE, 1998; Human Science Research Council, 1981; Kazis & Barton, 1993).

In the same vein Kraak (2000) notably authored a book which guided changing approaches to higher education institutions in South Africa and argues that the high school system should also prepare scholars equipping them with practical simulation backgrounds for entering tertiary education. Kraak (2000) cited Scott, (1995), and suggests that tertiary institutions in South Africa should not only focus on elite outcomes, such as delivering degrees as an end result but should also incorporate work-based experiential skills / competencies. These skills may include communication skills and mathematical skills (Bond, 1999). During this time based on the work of authors cited, an interpretation could be, that the South African schooling structure should provide a supportive system (practical command) for high school scholars entering tertiary education. Tertiary education institutions should then follow by including more



experiential skills and competencies, in providing quality graduates that enter the workplace after a formal qualification.

### **3.3 RESEARCH COMPLETED ELSEWHERE**

#### **3.3.1 Research done at the University of Western Australia**

According to a study that was conducted at the University of Western Australia, the business world has many new trends in employment. A particularly pertinent trend is the changing form of work. It is assumed that people will have a number of careers. Graduates are also expected to be "life- long learners", able to participate in constant training and professional development. This model of work, combined with the continuing rapid development of information and technology, means that it is impossible to predict what sorts of jobs graduates might undertake during the next decade. As non-technical skills' enhancement had been accepted as a distinct and explicit goal of higher education in Australia, employers expect graduates to demonstrate substantial skill levels. The development of such skill levels is, therefore, increasingly associated with quality undergraduate education (Stuckey, 2002:26).

The above factors mean that university courses can no longer be completely content-driven. To succeed in this continuously evolving world of employment, students require broad-based transferable or generic skills. A student well versed in any course-specific vocational skills combined with a high level of generic skills, will have better employment prospects. As generic skills enhancement is now accepted as a specific and explicit goal of higher education in Australia employers expect graduates to demonstrate substantial skill levels. The development of such skill levels is, therefore, increasingly associated with quality undergraduate education.

#### **3.3.2 Expected outcomes of the Australian survey**

It was planned that the survey should identify the generic skills that students had developed in their courses of study at the university. It was expected that this information would allow the university to further assess the quality of its graduates. More specifically, the information would be passed to the university's Teaching and Learning Committee. From the student's point of view, the questionnaire itself would act as an awareness raising exercise. Industry and employer groups are becoming ever more articulate in their

expectations of graduates ' skill levels. It is only to the student's advantage to have an insight into these expectations as well as the opportunity to fulfil them (Stuckey, 2002:4).

### **3.3.3 Findings of the Australian study**

According to the results of this study, students are responsible for their own learning skills. They can demonstrate this responsibility by striving to become independent learners, committing themselves to the principles of active learning and reflective practice, and co-operating fully in innovative and student-centred teaching programmes. The need to familiarise themselves with the learning skills objectives of the courses and units in which they are enrolled, striving to develop the skills of self-assessment and availing themselves of opportunities to improve learning skills or to remedy any perceived learning skill deficits (Stuckey, 2002:4). In describing their employment needs, information technology companies presented a number of different job titles that required very diverse technical skills. However, all companies listed virtually the same non-technical skills or soft skills as important.

Because of the pervasive nature of these characteristics, the Committee felt that knowledge and abilities needed prominent display in the report and deserved a separate section. It was suggested that students enrolled in an information technology-related curriculum participated in intern projects that required at least a semester to complete. These projects should centre on the two most important non-technical skills, teamwork and problem solving, but include other desirable non-technical skills as well. These projects would demonstrate the extreme importance of interpersonal skills for establishing relationships within the team and between the team and its client.

Understanding the needs of a customer, examining the needs holistically, and visualising a solution to these requirements would be skills participants could later use in workplace. Students would appreciate the constraints of deadlines. They would see how important effective communication is to both team and client relationships. Frequent changes in technology would test the adaptability of participants. Mastering new languages and new software and hardware would be a continuous challenge. Universities and Technikon's should make an effort to see that all students receive information about the non-technical skills required for information technology careers, and furthermore, for all careers. Students preparing for these fields need to take advantage of courses across the curriculum that would build their non-technical skills. Co-operation within the entire higher

education institutions will be necessary to produce graduates who can fill the employment needs of knowledge based companies. Faculties can participate actively by listening to the needs of businesses and incorporating non-technical skills within their discipline (Packer & Johnston 2000).

This Australian study was included in the literature review because its findings are very relevant, with meaningful correlations to the current research.

The South African student population, however, comprises more varied cultures and backgrounds. South African tertiary educational institutions are likely to contain some students whose motivation is questionable, and classes may well include students with disabilities. In rural communities, there are lower levels of participation in and less aspiration to further education because of lack of access to educational facilities. Crump, Connel, Seddon, Currey and Anderson (1997: 89) conclude that the design of a curriculum and the forms of curriculum delivery should take account of the widely differing needs of students. In particular, the wide difference in students' literacy and numeracy levels is an ongoing concern. The newly designed curriculum delivery should also take account of the different ways in which students prefer to learn, and the ways in which they interact with other learners and their lecturers. Moreover, the capacity to respond to the needs of disadvantaged students is identified as a core skill for tertiary lecturers. In relation to lecturer training, the study recommends that training for tertiary lecturers should include a study of diversity/equity issues in the light of the known social composition of the student body. The study by Crump *et al.*, (1997:89) supports a number of theoretical constructs which are included in the review of research on lecturing and learning in classrooms by Cooper and McIntyre (1995: 100). These are summarised below. Success in lecturing seems to depend on the extent to which lecturers effectively integrate their knowledge of students with other knowledge such as subject content/curriculum requirements, and different possible ways of giving students access to this knowledge.

Crump *et al.*, (1997:89) state that when lecturers and students operate in classroom situations, they are engaged in the process of individual, active sense-making in which student affective states are essential to learning. Active sense-making influences the opportunity students perceive for action and the actions that they take. At the same time their personal and culturally grounded goals and purposes influence their perceptions. Crump *et al.*, (1997:89) identify the role of lecturers in responding to the cultural

backgrounds of learners as increasingly important in understanding lecturing and learning processes. This requires an understanding of social class, ethnicity and gender effects in classrooms, gender effects in tertiary courses being most noticeable when traditional gender demarcations are crossed such as when males enter nursing, or females enter trades such as building and construction.

Crump *et al.*, (1997:90) provide a model of lecturer-student interaction derived from content analysis of interviews with students and lecturers (a total of 157 students and lecturers were included in the study). The model reproduced illustrates the move beyond the metaphor of "delivering" training towards a notion of facilitating learning as a co-operative process. As Connell (1995:30) has suggested, curriculum documentation and assessment requirements provide a framework within which detailed specifications and joint labour process of students and lecturers should proceed.

### **3.4 HOW CAN STUDENT LEARNING BE IMPROVED THROUGH PRACTICAL WORK?**

The question of how to improve student learning through practical work, which aims to convey vocational skills, was addressed by Evans and Butler (1992a:25-29; 1992b:120-122). They note a lack of research on how experts perform skilled manual tasks. In consequence, there was little research showing how knowledge of the differences between experts and novices was used when designing the curriculum to improve learning.

There is little information about initial vocational students' learning preferences and success or failure in relation to the specific learning modes which were examined in this study, namely course hand-outs, videotape, computer simulation slides, audio and working models: whether the equipment and tools provided were sufficient, the use of libraries and what students liked and disliked about assessment. The research available points to the importance of using a variety of lecturing approaches for vocational students. Crumpet *et al.*, (1997:30) show that lecturers use a wide range of specific learning activities in adapting to the learning needs of vocational students. Some may include: discussion, video, lecturing aids, overheads, hand-outs, use of the (white) board, theory lectures, referring students to reference texts, team work, role play, workshops, self-exploratory learning, problem-solving, mind mapping, guided self-paced learning, and use of discovery learning.

Vocational courses aim to impart elements of vocational skills required by industry or service sectors. According to O'Neill (1993:18-20), this means that lecturers should constantly refer to the requirements of the vocational area in which their students work. Demonstration-practice with integrated theory arising through discussion and questioning, aims to capture relevant aspects of the culture of the workplace. The aim is also to capture fundamental aspects of the ways in which problems are approached, but as Crump *et al.*, (1997:32) point out, this may be confusing: lecturers may not have the same view of good practice as that held by various enterprises.

### **3.5 WHAT IS THE MAIN LECTURING STRATEGIES CURRENTLY USED IN TERTIARY EDUCATION?**

In 1994 Stevenson and McKavanagh carried out a study of lecturing prior to the introduction of competency-based training which had a major influence on lecturing strategies. The study entailed videotaping lecturers in five trade areas, some of which were included in the present study. Practical classes, in the Stevenson and McKavanagh (1994:75) study, were more concerned with demonstrations, practising specific skills, knowledge about skills and lecturer monitoring. Among the pedagogical challenges for initial vocational education are striking a balance between lecturer-directed learning (the lecturer as "master" in a "master-novice" relationship) and student-constructed learning where the student gains the confidence and initiative to research the knowledge underpinning particular practical tasks; that is, to engage in reflective discovery-based learning processes. Competence requires both: the capacity to think about performance and also to perform. Gonczi (1997:101) notes that there can be a variety of models of competency-based education. While many lecturers would advocate the desirability of self-pacing and student-centred, self-directed learning, it is not absolutely necessary in competency-based education (Gonczi, 1997:101). It is likely, however, that the acquisition of competencies beyond entry-level requires the capacity to pursue self-directed learning and to reflect on practice.

### **3.6 WHAT ASSUMPTIONS DO LECTURERS MAKE ABOUT HOW STUDENTS LEARN?**

It is believed that a major assumption made by lecturers is that students learn best by practical means and that tension exists in some cases between what lecturers believe is the right way to teach specific practical skills and how enterprises actually approach the

performance of these skills. Other than some literature on learning by practical means, and a well-developed literature on the topic of lecturer power, control and authority, there is little information available in the research literature on this question and it was left for empirical investigation in the present study. Of course, students' needs are an important determinant of lecturing approaches and the study by Crump et al. (1997:33) shows that vocational lecturers have an extensive repertoire of classroom strategies for adapting to the diversity of students' needs. An American study, which examined aspects of the integration of vocational education and academic education, linking school and work-based learning, and connecting secondary and post-secondary education, was reported by Phelps (1995:78). This study found that students highlighted the importance of an occupational focus to frame the classroom integration efforts (that is, the integration of theory and practice). Students also emphasised the value of connecting curriculum content across courses and saw the importance of the use of various approaches to link work concepts into school-based learning opportunities (Phelps, 1995:76).

By the 1990's it was recognised in America that work-based skill preparation linked to a particular entry-level job, such as traditional apprenticeships, was insufficient, because the job was likely to change (Stern, 1997:101). New skill standards for various industries and occupational clusters began to include "core competencies" or "foundation skills" to help individuals to adapt to changed conditions of work. Similar initiatives were introduced in Australia stemming from the Mayer Report (1992b:7-9). On the question of "what is work experience good for?" Stern's (1997:101) review of the American literature produced the following possible purposes:

- Acquisition of knowledge or skill related to particular occupations or industries;
- Career exploration and planning;
- Learning all aspects of an industry;
- Increasing personal and social competence for work in general and academic motivation and achievement.

Stern (1997:101) acknowledges that there are other gains from workplace learning for high school students, such as increasing capacity for analytical judgement and becoming computer literate, a skill which now relates to most occupations. On the question of whether work-based learning accomplishes the purposes summarised above, Stern

(1997:101) found supporting evidence that was available but "the studies, however, rely on reports by the participants themselves about what they are learning. Objective measures, and comparisons with non-participants, are lacking". Moreover, speaking of an evaluation of American school-to-work partnerships funded through the States, Stern notes that links between students' work experiences and the classroom were infrequent and generally tenuous, even though it is possible to convert students' part-time jobs into powerful learning experiences. According to Stern (1997:102), to ensure that work-based learning becomes an integral part of the curriculum, it is necessary to involve lecturers of academic subjects such as English, mathematics, science, foreign languages and social studies. This will require overcoming lecturer resistance. In conclusion, Stern (1997:102) comments: "Studies of education, which ties work to tertiary education, usually as part of vocational education - a form of vocational education, called 'co-op' programs in America - show that higher grades are achieved when the part-time work is connected to tertiary studies."

Sending non-vocational lecturers to spend some time in workplaces outside the Technikon may help them find practical applications of their subject matter. Overcoming lecturer resistance will require evidence showing how work-based learning can augment classroom instruction as preparation for work and for life. Contemporary evidence is promising.

The study highlighted the importance of the following:

- The active involvement of learners (assisted, for example, by using reflection in the form of continuous awareness and re-assessment by the learners of their own learning).
- The "authenticity" of learning situations (providing experience of the real pressure of workplace application of skills but allowing the learners' latitude to make mistakes off the job).

Attention to the amount and kind of structure in the learning process; for example, supporting learners by an enabler in the form of mentor, resource or friend, and ensuring that the learners exercise understanding and competence in a "spiral" of increasing responsibility which moves from the immediate to the wider view.

Billett (1996:12) reviewed the programme of research relating to knowledge, learning and work, conducted at Griffith University, Queensland, between 1994 and 1996. He drew the following conclusions. "The forms of vocational knowledge, which permit performance, should become the goals for education." These forms of knowledge include the concepts and procedures, which underpin expert performance but should also include "the broader, less specific forms of knowledge". Billett (1996:13) suggests educational goals have to "encompass situational specific factors, as well as those goals which are disembodied from practice (for example, canonical knowledge about the vocational practice or educational ideals)".

The situated nature of expertise and workplace performance requires curriculum policy to consider how to accommodate the embedding of knowledge in particular workplace sites. The existing notion of competency needs extends to secure situational and more comprehensive accounts of knowledge. Billet (1996:14) identifies the related issue of assessment practices needing to address knowledge, which is embedded in particular workplace settings. This raises the question of what emphasis should be given to validity and reliability in these circumstances.

On the question of instructional design, Billet (1996:15) asks: "How can instruction best be organised to maximise the transfer of knowledge from those circumstances in which it was constructed? Rich pathways of experiences, which provide for different kinds of problem solving in authentic settings, need to be structured as part of all vocational courses". Approaches for guided learning have been advocated in both the workplace and educational institutions which propose both close and more distant forms of guidance during engagement in practice as a means of securing the kinds of knowledge required for expert performance.

Billett (1996:15) advocates that curriculum decision-making be more broadly legitimate curriculum development roles, which permit greater discretion than those currently in place, are. According to Johnson (1996:17-23), four elements of informal learning are critical for enhancing conceptual learning and developing intellectual skills: contextual learning, peer-based learning, activity-based learning practice, and reflective practice. McGaw (1996:100), referring to development of tertiary-based vocational education in Australia, identified the need to conceptualise the role of the workplace in lecturing, learning and assessment and to devise ways of working co-operatively with Universities



of Technology and industry. In addition, he wrote about the need to develop curricula and lecturing methods compatible with the competency- based standards framework.

Smith (1997:35-40) notes the "growing support for the premise that learning, particularly in the second year, occurs most effectively and efficiently through the meaningful context of the workplace". Similarly, Gonczi (1997:102-103) draws attention to the capacity of a broad vocational education to provide students with the capability to enter into, analyse and learn from their vocations. This has implications for the integration of experiences gained through relationships in classrooms including group work, teamwork, and workplace learning into the vocational curriculum.

Sefton, Waterhouse and Conney drew important distinctions between the traditional classroom and workplace learning context (1995:38-42). Traditional classroom lecturers, they say, generally construct the learning environments, frame the problems, develop the curriculum, learning strategies and resources, but in the workplace, lecturers have virtually no control of the processes, procedures, etc. which drive production. They note that lecturers need to bring aspects of the workplace learning context into training, through relevant learning strategies.

Vocational lecturing takes place within a changing world of work. New forms of work organisation show the need for team skills. More complex production processes require higher levels of literacy and numeracy for operators. Rapid, extensive and fundamental social, economic and technological change demands the ability to transfer knowledge and skills to new tasks and situations. It demands that students develop lifelong learning skills.

Simons and Harris (1997:36-37) describe some of the changes in the skills needed by young people in the workplace. For young people, finding and maintaining work will require them to be good communicators and innovators to convince employers that they will be able to contribute. Young people will also need good interpersonal skills and work-focused attitudes and values. Simons and Harris (1997:38) identified tension between the on-site and off-site learning environments noting that apprentices were expected to manage the constant transition between the two, taking what they need in order to develop their skills and knowledge. Apprentices in the Simon and Harris (1997:38) study proposed a number of factors which they believed reduced the effectiveness of their integrated training arrangements. These included:

Poor lecturing/training from lecturers and host employers. The lack of relevance of programmes taught in relation to the realities of the workplace. Lack of interest shown by both employers and lecturers to the other's environment. A lack of knowledge about what happens in each programme and workplace. The absence of effective communication between the two learning sites. Poor working relationship with the host employer; and the continual clash between the pressures to be productive in the workplace while at the same time learning a trade.

According to Simons and Harris (1997:38), students' reasons for believing their learning at Universities of Technology was useful included: provision of theory to underpin workplace learning; gaining of a broader understanding of their trade and the industry; and complementing on-job learning by providing skills which were classified as "not hands-on skills"; for example, public relations and contacts within the industry.

Lecturers in the Simons and Harris (1997:38) study were more guarded about the assessment of on-site learning. They noted the value of the work site for its ability to provide motivation, and provide the practice necessary to increase skill levels, which could not occur, according to lecturers, without the off-site contribution made by lecturers. Lecturers saw the off-site provision as providing the "why" or theoretical component which may be too difficult to lecture on site for a range of reasons, including lack of time. The lecturers in the Simon and Harris (1997:36) study also listed the limitations of the worksite, including the lack of "industry perspective" gained by apprentices owing to the specialised nature of work provided by individual sub- contractors; the inability of employers to provide quality training and supervision; and the tension between making money and providing training to apprentices.

In relation to work-based education Ediger (1996:58), in a review of research into vocational education at tertiary institutions concluded that: education which includes exposure to real work in real workplaces is highly valued by students. Vocational education can greatly enhance the acquisition of the skills sought in general education. Work-based education which works best from genuine partnerships and networking at local level. Integration of vocational education and institution-based workplace initiatives remains poor. Effective vocational education is extremely resource-intensive and requires fundamental changes to tertiary education culture and organisation. The incompatibility between traditional lecturing cultures and those supportive of work-related learning needs

should be addressed by appropriate professional and organisational development strategies.

According to Busse (1992:29-30), traditionally companies were perfectly content with employees who showed up for work on time, knew their place and did what they were told. Now, as South Africa finds itself losing its edge in the world market place, employers are rethinking the assembly line approach to management. In the '90s, employees still need the old "basic skills" of reading, writing and arithmetic - but these alone will no longer suffice. Employers in current times are starting to require employees who are self-confident, should have new ideas to advance businesses strategies, well-manner and show technical knowledge, which could be beneficial to the business over a period of time. "Employees also need to be team players, effective communicators, good listeners, quick thinkers and willing learners". Although these employers might be willing to provide on-the- job training, they expect that graduates, should be able to apply some of the requirements as mentioned above in the new workplace (Bradshaw, 1985; Transform Education, 2001).

"Educators should make an effort to assist and help students in familiarising them with employability skills. Business executives reason that if they can fill their organisations with bright and able entry-level employees, there won't be much need for layers of middle management. And that translates into the leaner, more efficient and more profitable corporation of the 21st century" (Transform Education, 2001). For the past few years, many companies looked to their more successful foreign competitors for ways to improve operations at home. Automobile manufacturers sent research groups to Japan and Germany to glean insight into production techniques. The groups discovered that unique management styles influenced product quality. For the most part, managers in companies have continued to see their employees in the context of an assembly line. Employees have little involvement in the everyday operation of their companies. In Japan, managers listened to employees' ideas and encouraged them to find new ways to make products more efficiently and less expensively (Bassemir, 2001:1).

Today some factories have changed their tune. Companies using components of the Japanese management model include Beatrice Hunt-Wesson Foods and Xerox. Foreign management styles are not the only factors changing the workplace. Without advances in technology, it is not likely that competitors would have gained so much of a market share. Thanks to computers, fibre optics and satellite communications, businesses can

apply their trade across the ocean just as easily as they do across town. Before the advent of computer networks, the American Express Corporation's customer service office in New York City had to be located near client records so that clerks could access information. Today American Express clerks bring up customer records on computer screens, so the corporation was able to relocate its customer service office to North Carolina, a state with cheaper rents and lower taxes.

What does the new technology mean for employees? It will be expected from employees to stay ahead of technological developments, especially in the information technology era, they are working in. These will include on-going training, in computer work as required by employers. The South African Department of Labour indicates that South Africa will experience a shortage of employees who completed tertiary education in the new millennium. Students we are able to participate in the work context by practical application, will certainly obtain a competitive advantage over those that only completes tertiary education. The employee needs to have self-confidence; employees must be alert, intelligent, well-mannered and co-operative; and they must possess some technical knowledge; be willing to learn new tasks; and maintain a positive attitude (South African Department of Labour, 2001). On the other hand Transform Education, (2001) suggests that “employees should be an effective communicator, with good oral and writing skills and use of correct grammar; should dress appropriately and be well groomed. Employees should have good reading and numerical skills, particularly those employees in technical positions”. “Finally, and most importantly, today's employees should develop and maintain a willingness to become involved in the company's entire operation” (Transform Education, 2001; Busse, 1992:31).

By achieving the desired workplace skills, students will develop a reputation for reliability. Punctuality is a first step toward achieving this goal. Too often, students do not understand why it is so important for them to come to classes punctually and prepared. In the workplace, employers will not accept many excuses. On the other hand, employees who can be counted on to get a job done will quickly place themselves on the promotion track. Many employees have the mistaken belief that their job is insignificant, so their absence will not make much difference to the company. Understanding the importance of individual jobs to the smooth workings of an organisation can help an employee develop self-worth (Busse, 1992:31).

According to Bassemir (2001:1), these are critical non-technical skills that are required from the entry-level employees, entering a new workplace. He summarises these skills under two broad categories, written communication and oral communication and presentation.

### **3.6.1 Written communication**

To adapt to the workplace work, they have to be able to communicate the results of whatever they are doing. Communication skills allow them to be a part of a bigger enterprise. Ultimately, an employee's work will not be successful if they cannot communicate the results of what they are doing to others (management and co-employees). It is clear that writing is part of everybody's job because we write proposals, memorandums and other documentation (Bassemir, 2001:1). Oral communication and presentation.

### **3.6.2 Presentation skills are used in two main settings**

For a formal speech or sharing of information before a large group or for smaller group presentations that are often directed at managers, peers or customers. Each setting requires a different set of communication skills. As with written communication skills, the common ingredient needed to communicate in each of these settings is a keen ability to learn what others are doing and for others to understand what you are doing. Other important speaking skills include remaining poised in public appearances and being able to represent one's organisation to the public; building upon audience responses, moods or ideas and using techniques such as humour to warm up an audience (Bassemir, 2001:1).

According to the study that was conducted in Australia, the business world has many new trends in employment. A trend of especial pertinence is the changing form of work. It is assumed that people will have a number of careers. Graduates are also expected to be "life-long learners", able to participate in constant training and professional development. This model of work combined with the continuing rapid development of information and technology means that it is impossible to predict what sort of jobs graduates might undertake during the next decade. The above factors mean that university courses can no longer be completely content-driven. To succeed in this continuously evolving world of employment, students require broad-based transferable or generic skills. A student well

versed in any course-specific vocational skills, with a high level of generic skills, will have better employment prospects. As generic skills enhancement is now accepted as a specific and explicit goal of higher education in Australia, employers expect graduates to demonstrate substantial skill levels. Development of such skill levels are, therefore, increasingly associated with quality undergraduate education (Dale & Robinson 2001:30-35).

### 3.7 TYPES OF QUALIFICATIONS FOUND WITHIN TERTIARY EDUCATION ESTABLISHMENTS IN SOUTH AFRICA (TOURISM AND HOSPITALITY)

#### 3.7.1 Tourism:

**Table: 3.1 South African National Qualifications**

<b>“Qualification Title”</b>	<b>Qualification Type</b>	<b>NQF Field</b>	<b>SUB- Field</b>	<b>NQF Level</b>	<b>Credits</b>
National Certificate in Tourism: Guiding	National Certificate	Field 1: Services	Hospitality Tourism, Travel, Leisure and Gaming	2	134
National Certificate in Tourism: Reception	National Certificate	Field 2: Services	Hospitality Tourism, Travel, Leisure and Gaming	4	132
National Certificate in Tourism : Event Support	National Certificate	Field 3: Services	Hospitality Tourism, Travel, Leisure and Gaming	4	26
National Certificate in Tourism: Car Rental	National Certificate	Field 4: Services	Hospitality Tourism, Travel, Leisure and Gaming	4	122
National Certificate in General Travel	Higher Education Certificate	Field 5: Services	Hospitality Tourism, Travel, Leisure and Gaming	5	102
National Certificate in Tourism: Cabin Crew	National Certificate	Field 6: Services	Hospitality Tourism, Travel, Leisure and Gaming	5	158
National Certificate in Tourism: Guiding	National Certificate	Field 7: Services	Hospitality Tourism, Travel, Leisure and Gaming	4	144
National Diploma in Wholesale Travel Consultancy	Higher Education Diploma	Field 8: Services	Hospitality Tourism, Travel, Leisure and Gaming	5	139

National Diploma in Retail Travel	Higher Education Diploma	Field 9: Services	Hospitality Tourism, Travel, Leisure and Gaming	5	145"
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**Source: Adapted from South African Qualifications Authority (2000)**

Table 3.1 refers to qualifications from national certificate to diploma level that could be achieved in the broader tourism field of study as guided by the South African Qualifications Authority and tertiary education institutions. It is suggested that training institutions offering tourism as a subject, also be included in the high school curriculum, as to better prepare young individuals for the industry. Tertiary institutions should take note that outcomes is achieved based on practical application of work experience attaining credits in achieving a qualification.

### 3.7.2 Hospitality:

**Table 3.2: National Qualifications**

“Qualification Title	Qualification Type	NQF Field	SUB- Field	NQF Level	Credits
Certificate in Accommodation Services	Further Education Certificate	Field 11: Services	Hospitality Tourism, Travel, Leisure and Gaming	2	56
Certificate in Fast Food Services	Further Education Certificate	Field 11: Services	Hospitality Tourism, Travel, Leisure and Gaming	3	51
Certificate in Food and Beverage Services	Further Education Certificate	Field 11: Services	Hospitality Tourism, Travel, Leisure and Gaming	4	88
Certificate in Professional Cookery	Further Education Certificate	Field 11: Services	Hospitality Tourism, Travel, Leisure and Gaming	4	96
Diploma in Food and Beverage Management	Higher Education Diploma	Field 11: Services	Hospitality Tourism, Travel, Leisure and Gaming	5	139
Diploma in Fast Food Services	Higher Education Diploma	Field 11: Services	Hospitality Tourism, Travel, Leisure and Gaming	5	164

Diploma in Service Management	National Diploma	Field 11: Services	Hospitality Tourism, Travel, Leisure and Gaming	5	241
Diploma in Accommodation Services	Higher Education Diploma	Field 11: Services	Hospitality Tourism, Travel, Leisure and Gaming	5	161"

**Source: Adapted from South African Qualifications Authority (2000)**

In Table 3.2 it could be seen, which type of qualifications could be achieved in the broader hospitality field of study in South Africa. The subjects (SAQA) accredited subjects that the hospitality industry consists of, enable employees or students to acquire a qualification in just one area and that these individuals cannot obtain a formal qualification in hospitality management in this competitive industry. Much work is needed here by SAQA and the government to align one qualification that of hospitality management in achieving the said credits.

### **3.8 CENTRE OF EXCELLENCE IN LEISURE AND TOURISM: BORDER TECHNIKON**

#### **3.8.1 National Diploma and B. Tech: Tourism management**

To be successful in the Tourism Industry it is essential to pay special attention to the following qualities:

Ability to communicate. Critical Reasoning, Strategic and Innovative Thinking , Leadership Ability, Professionalism, Self-Control , Serving Other People, Orientation towards Life-long Learning and the ability to Make Decisions under Pressure.  
Requirements

A senior certificate is a pre-requisite. A minimum higher grade E symbol pass in English is a requirement. Passes in Mathematics, Business Economics, Travel & Tourism Studies, Geography and Accounting are recommended and preferred. Only Tourism courses examined by national bodies such as SAA and SATOUR can be considered for exemption. BTECH Degree applicants must achieve at least 60% average pass mark at



the relevant NQF level 6 or in addition have two years relevant industry experience to be admitted into the degree programme (NQF 7).

### **3.8.2 National Diploma / Degree Credit**

Each subject carries a credit. In order to meet the outcome of each NQF level, 120 credits need to be accumulated at each level. National Diploma (NQF 6 requires 360 credits in total. BTECH Degree (NQF 7) requires an additional 120 credits.

### **3.8.3 National Diploma: Hospitality Management**

To be successful in the Tourism Industry it is essential to pay special attention to the following qualities:

Fluency of Communication, critical reasoning, strategic and innovative thinking, leadership abilities, professionalism, self-control, serving other people orientation towards life-long learning and the ability to make correct decisions under pressure.

### **3.8.4 Requirements**

A senior certificate is a pre-requisite. A minimum higher grade E symbol pass in English is a requirement. Passes in Mathematics, Business Economics, Hotel Keeping & Catering, Geography and Accounting are recommended and preferred. NQF courses examined by national bodies such as SAA, THETA and SATOUR can be considered for exemption.

### **3.8.5 National Diploma / Degree Credits**

Each subject carries a credit. In order to meet the outcome of each NQF level, 120 credits need to be accumulated at each level. The National Diploma in Hospitality Management (NQF 6) requires 360 credits in total.

## **3.9 TOURISM AND HOSPITALITY STUDY OPPORTUNITIES AT TECHNIKON'S IN SOUTH AFRICA**

The following table reflects information on the various certificates, Diplomas and Degrees that are currently presented by Technikon's in the Tourism and Hospitality field. The following Qualifications are currently presented: National Certificates, National Higher

Certificates, National Diplomas, Bachelor's Degree, Master's Degree and Doctoral Degrees.

**Table 3.3: Tourism and Hospitality study opportunities at Technikon's**

<b>"Technikon</b>	<b>Name of Programme</b>	<b>Qualifications Level</b>
Pretoria Technikon (Gauteng)	Adventure Tourism Management	National Diploma B. Tech. Degree
	Ecotourism Management	National Diploma B. Tech. Degree M. Tech. Degree D. Tech. Degree
	Food and Consumer Sciences	M. Tech. Degree D. Tech. Degree
	Food and Beverage Management	National Diploma B. Tech. Degree M. Tech. Degree D. Tech. Degree
	Food Technology	National Diploma B. Tech. Degree M. Tech. Degree D. Tech. Degree
	Hospitality Management	National Diploma B. Tech. Degree
	Tourism Management  Tourism and Hospitality Management	National Diploma B. Tech. Degree  M. Tech. Degree

Durban Institute of Technology (KwaZulu Natal)	Catering Management Ecotourism Management Food and Consumer Sciences	National Diploma National Diploma National Diploma B. Tech. Degree M. Tech. Degree
	Food and Beverage Management	National Diploma B. Tech. Degree M. Tech. Degree
	Food Technology	National Diploma B. Tech. Degree M. Tech. Degree D. Tech. Degree
	Hospitality Management	National Diploma B. Tech. Degree
	Tourism Management  Tourism and Hospitality Management	National Certificate National Diploma B. Tech. Degree  M. Tech. Degree
Border Technikon (Eastern Cape)	Food and Consumer Sciences Hospitality Management Tourism Management	National Diploma  National Diploma National Diploma B. Tech. Degree
Cape Technikon (Western Cape)	Food and Consumer Sciences	National Diploma B. Tech. Degree M. Tech. Degree
	Food and Beverage Management	National Diploma B. Tech. Degree
	Food Technology	National Diploma B. Tech. Degree M. Tech. Degree
	Hospitality Management Tourism Management	National Diploma B. Tech. Degree National Diploma B. Tech. Degree
	Tourism and Hospitality Management	M. Tech. Degree D. Tech. Degree
Technikon Free State (Free State)	Food and Consumer Sciences Hospitality Management	M. Tech. Degree National Diploma B. Tech. Degree
	Tourism Management	National Diploma B. Tech. Degree

Vaal Triangle Technikon (Gauteng)	Food and Consumer Sciences	National Diploma
	Food and Beverage Management	National Diploma B. Tech. Degree M. Tech. Degree D. Tech. Degree
	Tourism Management	National Certificate B. Tech. Degree
Technikon Northern Gauteng (Gauteng)	Food and Beverage Management	National Diploma B. Tech. Degree M. Tech. Degree
	Tourism Management	National Diploma
Technikon Witwatersrand	Food and Beverage Management	National Diploma B. Tech. Degree M. Tech. Degree
	Food Technology	National Diploma B. Tech. Degree M. Tech. Degree D. Tech. Degree
	Hospitality Management	National Diploma
	Tourism Management	National Diploma B. Tech. Degree
Peninsula Technikon (Western Cape)	Food Technology	National Diploma B. Tech. Degree M. Tech. Degree
Port Elizabeth Technikon	Tourism Management	National Certificate National Diploma B. Tech. Degree
Technikon North West (North West Province)	Tourism Management	National Diploma
Technikon South Africa (South Africa)	Tourism Management	National Certificate National Higher Certificate National Diploma B. Tech. Degree
Eastern Cape Technikon (Eastern Cape)	Food and Beverage Management	National Certificate National Higher Certificate National Diploma
	Tourism Management	National Certificate National Higher Certificate National Diploma”

**(Source: Adapted from Committee of Technikon Principals, 2002; University of Szeged, 2000).**

In Table 3.3, it can be seen that enhancement is made between Technikon's in combining tourism management and hospitality management qualifications from certificate level to D.Tech. Degrees. This is giving prospective students a change to obtain a senior level qualification once enrolled at a Technikon for further education. It is interesting to note that only the Cape Technikon is offering a D.Tech. Qualification in tourism and hospitality management. The Cape Technikon thus could serve as an example to other Technikon's in upgrading their senior qualifications. Table 3.3 in this thesis furthermore serves as a guideline for students who wants to add senior qualifications after completing a degree.

### **3.10 NON-TECHNICAL SKILLS IN TOURISM AND HOSPITALITY**

#### **3.10.1 The theming of tourism and hospitality education**

In attempting to ascertain the impact of non-technical skills on the tourism and hospitality industry, researchers have cited the recommendations of the Australian study. Dale and Robinsons (2001:30-35) raises critical questions that tourism stakeholders need to acknowledge if tourism and hospitality, both as an industry and as a field of study, is to sustain itself in the long term. To meet the evolving needs of stakeholders, this article proposes that tourism education should become more specialists. The author proposes a three-domain model of tourism education based on generic, functional and market-based themed degree routes. The article outlines a cost/benefit analysis of theming tourism and hospitality education for the key stakeholders and puts forward an action plan for its implementation. The expansion in tourism and hospitality-related courses has recently mushroomed to such an extent that it has been argued that those graduating in the next decade may have difficulty in finding employment within the tourism industry.

There has been much discussion in the past decade about the provision and content of tourism education. Some have acknowledged, and raised concerns about, the rapid growth of tourism degree courses, while others have advocated a core body of knowledge which should form the basis for all tourism degree education. The intention of this article is to explore the wider significance of these debates for tourism stakeholders and offer a vision on the future development of tourism and hospitality education to meet the industry's evolving needs. The supply of tourism and hospitality courses has grown considerably over the past three decades. Such growth has been fuelled by the rapid expansion of the industry and recognition by governments that tourism contributes significantly to local and national economies (Dale & Robinson 2001:30-35).

An increasing student demand has met the supply of tourism and hospitality courses. There has been a sustained level of applications (in the region of 14 000) to tourism and hospitality-related courses since 1996 and the level of acceptances has steadily risen over this period to a high of 2 350 in 1998. Nevertheless, this global trend will, according to some, inevitably result in an oversupply of graduates entering the industry. Tourism and hospitality employers often recruit non-tourism and hospitality graduates (i.e., business studies students) who are able to demonstrate the non-technical skills required for a position in tourism. Paradoxically, employers' uncertainty about the nature and content of tourism and hospitality degrees can restrict employment opportunities for tourism and hospitality graduates (Dale & Robinson, 2001:30-35).

Indeed, tourism and hospitality degrees come in many different guises and are tourism management and hospitality management studies. Others are prefixed with terms such as "international", while some amalgamate their titles with "leisure and hospitality". Thus a lack of common understanding of what constitutes tourism and hospitality degree and how it differs from other related service sector programmes, can be confusing for both employers and students alike in attempting to evaluate the differences between degree products. A fundamental question, therefore, emerges for stakeholders in the tourism and hospitality industry. Should tourism and hospitality degrees be developed to enable graduates to be perceived as employable outside the tourism and hospitality industry, or, alternatively, should tourism and hospitality courses produce highly skilled graduates for specialist positions in the industry, thus enhancing their employment opportunities?

The main concern is that tourism and hospitality education has not kept pace with the changing nature and diversity of the industry and as a field of study. It is also suggested that as programmes in tourism and hospitality industries seek greater legitimacy as a profession, it is necessary that educators be very specific about what they teach and research and which constituents they serve (Dale & Robinson, 2001:30-35). In addition, there has been a decline in the quality and number of young people seeking to enter the trades (Marshman, 1996:55-60) and a decline in low- skilled jobs which used to absorb a majority of early school-leavers (Smith, 1997:40).

The renewed interest in education in tertiary institutions is taking place within an emerging policy debate about training reform which includes questions about whether competency-based training captures the complexity and dispositional aspects of education. The debate about the location of standards "within industry" which does not acknowledge

sufficiently the needs of businesses, regions and communities. There seems also a perception of limitations to the market approach and training reform (Keating, 1999:54).

For the individual, the choice of a career is becoming more difficult. Indeed, the transition from school to work and the process of becoming an adult is increasingly a negotiated complex reality, and the transitions after high school do not form a predetermined and predictable sequence from one discrete type of reality to another. Dwyer (1997:64-68) views how work will be performed in the future includes the following possibilities: Lecturers should stress to students that attributes such as punctuality and attendance will prepare them for the workplace. Exceptions, such as a flat tyre or a late bus, are understandable. Forgetting to set an alarm clock is not. These are not the only traits of reliability, though.

### **3.10.2 Characteristics entry-level employees need to develop**

Employers emphasise the need for entry-level employees to possess the correct combination of non-technical skills to complement job specific skills. Natriello (1989:1-3), in a summary of fourteen studies on the requirements expressed by employers for entry-level employee job qualifications, found that managers and supervisors placed emphasis on the correct work attitude and non-technical skills (Natriello, 1989:3-5).

### **3.11 CONCLUSION**

In line with tertiary institutions philosophy of providing vocationally oriented training aimed at meeting the needs of the workplace, it is essential that the skills acquired by students address the requirements of employers. It has become necessary for academic staff to examine what they believe to be important continually and to compare it to what employers consider to be important, in order to reduce any misunderstanding with regard to perceptions on training requirements (Wilson, 1987:97-103; Transform Education 2001). "Consultation between faculty members and employers should occur on an on-going basis. Changes in the workplace and the skills gap have direct implications for the training of students at tertiary institutions. Students need to be equipped with additional skills to cope effectively with their transition to the workplace one they completed their tertiary education. Although consultation with employers, through advisory committees and professional bodies, provides input on employer requirements with regard to technical skills and curriculum formats of courses offered, employers also require

students to possess the correct combination of non-technical skills / soft skills / generic skills (Transform Education 2001; Wiggill, 1991:12).

Sweeney (1994:12-17) and Transform Education (2001) believes that an “essential element of a successful experiential learning programme is the preparation of students before placement. The most effective approach is to incorporate the required non-technical skills into the tourism and hospitality curriculum or by means of work preparation programmes before placement, so that students do not view work issues as entirely separate to their academic education”. Harris (1983:3-4) “adds that work preparation programmes should focus on the specific non-technical skills requirements of employers” Transform Education (2001); Harris, Simons and Bone, (2000). Gardner and Koslowski (1993:19) suggest that “work preparation programmes should orientate students before entering their first work placement. Referring to the non-technical skills' / generic skills / soft skill requirements in the changed workplace, they state that the programmes should be specifically aimed at assisting students to anticipate the norms, values and behavioural expectations of the work environment” Transform Education, (2001). Morgan (1982:61) writes that if “students have correctly anticipated the expectations of the organisations they are joining, their transition to the workplace is a positive experience” Transform Education (2001). Schein (1996:68) also found that the degree of anticipatory socialisation affects the adjustment of newcomers to organisations.

“Anticipatory socialisation refers to the degree to which an individual is prepared for work before entry and occupation of a position in an organisation” (Schein, 1996:70); Transform Education (2001). Morgan (1982:61) adds that the “adjustment process of newcomers who have undergone anticipatory socialisation will influence the extent of congruence that exists between the expectations of students and the organisation” Transform Education (2001). The confrontation between these two sets of expectations is one of the critical characteristics of organisational entry and newcomers experience this as a reality shock (Schein 1996:70); Transform Education 2001).

Morgan (1982:61) concludes that the “process of anticipatory socialisation has the effect of sharpening the active features of the organisation and dulling the negative features” Transform Education (2001). Non-technical skills are common to all organisations but the specific requirements with regard to particular non-technical skills will vary from organisation to organisation Morgan (1982:61).



According to Straub (1990:45), “technical skills comprise the productive part of a job, for example, the typing skills of a secretary that are measurable, whereas non-technical skills represent the aspects common to all jobs, such as following instructions, communicating effectively and co-operating with others in teamwork” (Transform Education, 2001). Nel (1983:25-27) states that there are “two broad categories of non-technical employment qualities or skills. The first category consists of behaviours such as arriving for work on time, following instructions, displaying social skills, conduct acceptable behaviours to others and communicating with co-employees. The second category consists of attitude-related characteristics such as adaptability, self-confidence, persistence, ambition and helpfulness” (Transform Education, 2001).

Furthermore, Cooper and McIntyre (1995:75) recognise that curriculum planning of tourism courses will involve the need to demonstrate efficiency, flexibility and responsiveness to stakeholders. Thus, in recent years, there has been the drive towards a more coherent approach towards the content of tourism education, on a domestic, European and global scale. Some critical issues about the future of tourism education have been raised that need to be implemented by the key stakeholders forthwith if tourism is to sustain itself both as an industry and as a field of study. If concerns about the oversupply of tourism graduates are to be stimulated, then there needs to be a convergence of initiatives between stakeholders within the industry.

Chapter 4 presents the methodology of the study of intervention research (focus group interviews) and empirical data. Quantitative and qualitative research methods are also included. The chapter ends with a description of the area and study population as well as the limitations of the study.

# **CHAPTER 4: A RESEARCH DESIGN TO ASSESS THE IMPORTANCE OF NON-TECHNICAL SKILLS REQUIREMENTS BY THE TOURISM AND HOSPITALITY SECTOR IN SOUTH AFRICA**

## **4.1 INTRODUCTION**

The approach to studying non-technical skills assumes that skill needs must be examined in the context of work from the perspective of individuals engaged in that working community. The conceptual underpinnings of this approach stem from socio-cultural theories. These theories argue that the social setting in which cognitive activity takes place is an integral part of that activity, not just its surrounding context (Lave, 1988:1, Lave & Wenger, 1991:2-8; Resnick, 1991:12-14; Rogoff & Charajay, 1995:20-22; Scribner, 1988:12; Scribner, Sachs, DiBello & Kindred, 1993:10; Vygotsky, 1978:17).

The knowledge, attitudes, and abilities needed for a particular job can be understood only within a specific working context, from the perspective of individuals in the social setting. The context of the social environment can include other actors, the task at hand, the organisation of the work, and the physical or symbolic systems that comprise the job (Martin & Beach, 1992:15).

Within a social setting, work is often situated in communities of practice that share preferred ways of doing a task, establish standards for performance, and shape a newcomer's introduction to the working group (Lave & Wenger, 1991:22-25). The kind of information that a community of practice shares may lie outside the scope of officially designed jobs and include information about the group itself, such as natural status hierarchies and hidden communication networks (Levine & Moreland, 1991:33-36). Individuals and communities reside in workplaces defined by technology, organisation, and activities that can constrain or support use and development of skills (Darrah, 1992:29-32). This conceptual approach suggests a multilevel analysis of skills that takes at least three perspectives into account- individuals performing the work, the communities of practice, and the broader organisational setting.

## **4.2 NON-TECHNICAL SKILLS AND DISPOSITIONS**

The discussion of workforce skills emphasises the need to improve non-technical skills and work-related dispositions over technical, job-specific skills. Employers and many

policymakers seem comfortable with the notion of non-technical skills and competencies and are able to describe what they desire of employees- the ability to solve problems, communicate effectively, work with others, take responsibility, and work without supervision.

At present, there is no standard definition of non-technical skills and the role of general and context-specific knowledge in thinking is still a puzzling issue in the social sciences. Studies of expertise from a cognitive science perspective support findings from sociocultural studies and suggest that non-technical skills do not take the place of domain-specific knowledge, nor do they operate exactly the same way from domain to domain. Rather, specific applications of the general need to configure to with context (Perkins & Solomon, 1989:37- 40).

In this chapter, the author began with a conception of non-technical skills developed in previous research. Two broad categories of non-technical skills were defined: basic or enabling skills, such as reading and simple mathematics; and complex reasoning skills, used to solve both formal and everyday problems encountered at tertiary level or at work. Work-related attitudes or dispositions, such as co-operative skills or personal qualities (e.g., responsibility, sociability) that can affect learning and performance on the job, were included. This conceptualisation is similar to the widely accepted, three- part foundation skills identified by SCANS (1992:20). The focus of the analysis reported here is on problem solving, communication, teamwork, and a work-related disposition. The researcher emphasises these areas over others because of the general consensus that these capabilities are lacking in tourism and hospitality entry-level employees, and that improving them requires action. Several new studies indicate that these non-technical skills are valuable to employers and entry-level employees (students). The National Centre on the Educational Quality of the Workforce (1995), notes that companies place high value on non-technical skills: employers rate applicant attitude and communication skills as the two most important factors in hiring new non-supervisory employees. Cappelli and Rogowsky (1995:20) surveyed employees and supervisors about the importance of skills (as defined by SCANS, 1992:1), their contribution to job performance, and the relationship between new systems of work organisation and skill requirements. Employees ranked thinking skills (problem solving) first, followed by "ability to work with others", communication skills (speaking, listening, writing), and "ability to work in teams". Supervisor ratings largely overlapped those of employees.

#### **4.2.1 Problem solving at work**

Discussions of skill needs in the changing workplace predict a shift in decision making and problem solving from the supervisory level to the floor, where employees must cope on the spot with a growing number of unpredictable problems (Berryman and Bailey, 1992:18). Knowledge and skills are useful to the extent that employees can apply them to real challenges and situations that they face at work.

Studies of cognition from a symbolic processing approach examine how problems are typically represented and manipulated; they often yield detailed analysis of problem characteristics, such as start states, goal states, constraints, and operators (Anderson, 1983:12-15; Newell & Simon, 1972:18- 20). These studies have limited value for the purpose of the current research, because they typically consider well-defined problems in laboratory or artificial settings rather than in real work contexts. Problems at work tend to be ill- defined, often unrecognised as problems, and have many possible solutions and solution methods (Lave, 1988:30). The research also typically focuses on individuals, and ignores social aspects of problem solving.

For the purposes of this study, the researcher is interested in characterising problem solving as it broadly defines work practice in each job, rather than providing a detailed breakdown of knowledge or procedures used to address particular problems encountered. These broad themes should reflect the collaborative or interactive aspects of the work and the situated nature of problem-solving activities.

#### **4.2.2 Teamwork**

Many discussions of new skill requirements in the workplace mention teamwork as a necessary skill. The SCANS (1992:12;15-18) reports, for example, list "participates as a member of a team" as an interpersonal competency. Others argue that the changing workplace puts a premium on teamwork and the ability of team members to cope with unpredictable problems (Berryman & Bailey, 1992:22-28).

As Darrah (1992:17) points out, teamwork is not a "skill" but a description of how work is organised. What constitutes a team is subject to local definition and thus must be defined in relation to the working context. Thus, the "skill" or "interpersonal competency" needed to participate in a team will depend on the work organisation. The organisational behaviour literature provides some relevant definitions. Hackman and Oldham 's

(1980:30-35) classical work, for example, distinguishes between self-managing and co-acting work groups. A self-managing work group is an intact and definable social system, with a defined piece of work and authority to manage the task on its own. Self-managing work teams are also called autonomous work groups, semi-autonomous work groups, self-regulating work teams, or only work teams (Levine & Moreland, 1991:32). In co-acting groups, individuals may report to the same supervisor and work in close proximity to one another, but they have individually defined tasks (Hackman & Oldham, 1980:20-28).

Sociocultural literature has looked at the culture of work groups and the reasons why work is often socially distributed, rather than individual. An important question concerns the optimal distribution of knowledge in work groups and how the conditions in which the team works and the nature of the actions it must take shape knowledge distribution (Levine & Moreland, 1991:12-15; Hutchins, 1991:42-46). Other studies examine the processes by which newcomers become members of work groups or communities of practice (Levine & Moreland, 1991:52-55).

#### **4.2.3 Communication**

Communication skills are widely cited as among the most essential skills needed by today's employees. As mentioned above, a recent national survey of employers identified communication as an important factor in making hiring decisions (NCVER, 1995:52-55). A similar emphasis on communication skills appears in the SCANS framework. Four of the five foundation "basic skills" identified by SCANS are communication skills -the linguistic communication skills of reading, writing, speaking and listening. Moreover, other components of the SCANS framework, including "personal qualities" such as interpersonal skills and information utilisation, also imply the need for strong communication skills (SCANS, 2000; NCVER, 1995).

Communication is a broad term that can be ambiguous. Unfortunately, this ambiguity is seldom taken into account when discussing communication skills on the job. Few would disagree, for example, that individuals who deal with the public (e.g., waiters, travel consultants) may need different communication skills to those of more individual employees, yet few discussions about communication skills make specific distinctions about how communication needs might vary from job to job. Here the researcher adopts a traditional analysis of communication that focuses on four axes: audience, or whom is communicated with; purpose, why they are communicated with; style, the way in which

the communicator presents himself or herself; and mode, the means by which the communication is accomplished. In addition to being familiar to lecturers and trainers who may want to draw on the researcher's findings, this framework has the advantage of focusing on the situated nature of skills.

#### **4.2.4 Dispositions and attitudes**

In the skills debate, much attention has been paid to the dispositions and attitudes needed to succeed on the job. Some studies suggest that the skill gap identified by tourism and hospitality employers may be more about attitudes than academic or technical skills (Cappelli, 1992:32-35). While survey data indicate that employers value "attitudes" (Natriello, 1989:22), it is not clear what they mean by this. Some businesses may seek employees who have initiative, whereas others might want employees who follow orders.

Other studies of employers' perceptions of non-cognitive skills attempt to distinguish different characteristics, such as "personal traits" and "social skills" (Bikson & Law, 1994:44-48) or "motivation" and "prosaically behaviour" (Cappelli, 1992:20). Similarly, surveys of employees indicate that employees perceive non-cognitive factors (e.g., dedication, resourcefulness) as essential for skilled work (Billet, 1993:52-54). Although surveys about skills - cognitive or non-cognitive - provide evidence of general trends, the answers do not reveal what characteristics employees really have or how they perform in actual work situations (Darrah, 1992:48).

Theoretical work on the interplay of cognitive and other factors in learning and performance is still in a developmental phase. Relevant psychological theories examine such factors as volition (Como, 1993:15), motivation (Dweck & Legget, 1988:12), and disposition (Prawat, 1989:18) as individual characteristics, yet recognise that situational context plays a role in shaping them. If context plays a role and traits are not static, then understanding non-cognitive factors is important for public policy. Actions to develop a positive disposition towards work through education make sense only if they can be shaped (Cappelli, 1992:45).

Volition - paying attention to and working toward appropriate goals - is described by adjectives such as conscientiousness, disciplined, self-directed, resourceful, and striving. Desire directs intellectual and emotional energy to achieving goals, especially when the situation calls for it (e.g., if the task is difficult and there are distractions), (Como, 1993:30).

Motivation accounts for the discrepancy between what individuals can do and what they actually do. Research distinguishes between "mastery" or "performance" orientations toward learning (Dweck & Legget, 1988:42-48). A mastery approach seeks challenging tasks and persists under failure; it correlates with constructive views of ability, feelings of efficiency and confidence, and effectiveness in complex learning situations. Individuals with a performance orientation are more concerned with how they might look to others than with what they might learn; this can influence how they value a task and the effort they put into it.

Disposition or "habits of mind" is the individual's tendency to put his capabilities into action and is thought to influence how individuals deal with various situations (Prawat, 1989:15). Disposition is essential for performance, because "unless one has the inclination to use it, ability will lie fallow" (Prawat, 1989:16).

Theoretical constructs like volition, motivation and disposition are primarily psychological, have focused on learning in academic or laboratory settings, and have barely explored sociocultural influences. Thus they provide only an initial starting point for examining the meaning of disposition in work settings. Because the concept of disposition appears to subsume both motivation and volition, the researcher uses this term in the analysis.

### **4.3 METHODOLOGY**

As a point of departure, it should be mentioned that the format of the current chapter is unique, as the researcher has made use of intervention research and scientific research methods.

Studies in the social sciences are currently in need of methodology that links knowledge and practical application (Phaswana-Nuntsu, 2002). More research is required to inform leisure and tourism practice, to fill the gap between, on the one hand, research methods and findings, and on the other hand, social science practice. With respect to these considerations the current methodology, is important and most timely for leisure and tourism industry professionals in sourcing a link between research and practical application in this fast growing tourism and hospitality industry in the South African context.

### 4.3.1 Intervention Research Design

According to DeVos and Fouche (1998:124) and Phaswana-Nuntsu, (2002) refer to a research design as a detailed plan for conducting research by social scientists. Research findings therefore could be beneficial to tourism and hospitality employers in using these findings and implications thereof in their recruitment strategies.

Currently, researchers advocate the use of applied research methodology in the social science professions more than ever before (Phaswana-Nuntsu, 2002). Social scientists are from a point of view that it is very important to conduct applied research (such as in the context of this study) as it goes beyond just finding facts (De Vos, 1998:9; Rothman & Thomas, 1994:13; Bless & Higson-Smith, 2000:22, 39; Benchcofer, 1992:15-17; Bickman & Rog, 1998:1; Phaswana-Nuntsu, 2002). Firstly, the researcher conducted a focus group study directed towards developing a proposed outcomes-based tertiary bridging programme aimed at providing tourism and hospitality students/graduates with the general non-technical skills required for coping with the demands of the workplaces while on experiential learning. In the same vein, Rothman and Thomas (1994:13); views that applied research could be inter-linked between methodology and in the practical context (Phaswana-Nuntsu, 2002). The author is from the point of view that applied research in the social sciences, are necessary to conduct this research in the leisure and tourism field.

According to Bless and Higson-Smith (2000:16; Phaswana-Nuntsu, 2002), selecting the problem area (statement) to be studied are crucial for developing an intervention programme. Mantell, DiVittis and Auerbach (1997:27) state that the problem statement are very important in finding and implementation of the fit between the intervention programme and the study population (questionnaire) to provide a knowledge base for the researcher and proper implementation thereof.

Phaswana-Nuntsu, (2002) argues that these phases could consist and the decision made by the researcher in determining some of the following stages:

- The extent of the problem, such as its incidence or prevalence;
- The component aspects of the problem
- The possible causal factors and



- Intervention shortcomings in how the problematic condition is confronted.

The focus group discussions took place during the midweek of September 2000 (Appendix B). In the focus group discussions, all fieldworkers were part of the change system, including the focus group moderators and some human resources managers representing the tourism and hospitality industry, which were also responsible for training at their businesses. The client system included 10 students who completed their co-operative education programme and were in their final year of studies (B.Tech), The remaining (40) included tourism and hospitality lecturers at the Border Technikon and tourism and hospitality managers from the broader East London area which also formed part of the Advisory Board Committee of the Centre for Excellence in Leisure and Tourism. These managers represented industry, such as hotels, guesthouses, lodges, game farms and travel agencies. The lecturers and tourism and hospitality employers (managers) were also included as the target system as a proposed outcomes-based tertiary bridging programme aimed at providing students/graduates with the general non-technical skills required to by tourism and hospitality professionals.

According to Phaswana-Nuntsu, (2002), some steps were important to be included in this in this intervention research and are supported by Rothman and Thomas (1994:27). Some are listed below:

- Identifying and involving participants in the study;
- Gaining entry and participation from settings;
- Identifying concerns of the population;
- Analysing identified concerns and
- Setting goals and objectives, (Rothman and Thomas (1994:27)).

### **Activity Step 1:** Involving the participants and study population

Several authors are from a point of view that the study population includes those individuals that participate in the study under investigation, (Hall & Hall, 1996:106-107; Grinnell & Williams, 1990:118; Grinnell, Rohtery & Thomlison, 1993:132-135; Bless & Higson-Smith, 2000:85; Phaswana-Nuntsu, 2002; Rubin & Babbie, 1997:248). It is

important then to select the study population under investigation to identify the goals of the intervention to be conducted.

In the focus group meeting, the author welcomed the students, lecturers and tourism and hospitality employers, managers and supervisors as participants of the study and that all in concern could provide detail information which will be relevant for the study under investigation. The researcher explained the role of the participants and what the central theme under investigation was and that confidentiality would be preserved.

**Activity Step 2:** Gaining entry and co-operation from settings (Source: Adapted from Phaswana-Nuntsu, 2002; Rothman and Thomas (1994:27).

DeVos (1998:368) furthermore argues that an intervention programme furthermore is important to include the key role-players in identifying the problem under investigation. Van Rooyen and Bennett (1995:18; Rothman and Thomas (1994:27; Phaswana-Nuntsu, 2002) confirms that the engagement of the researcher should include the participants as the study community to adopt a systems perspective, for the quantitative study that will follow.

In the current study, entry into the geographic, functional community of the study, was relatively easy for the researcher, as he was already part of the community, owing to co-operative education (experiential learning) placements. The researcher was the lecturer-in-charge of co-operative education at the Centre for Excellence in Leisure and Tourism, and therefore was cognizant of the relevant structures to contact for the said research. The researcher sought permission to conduct the focus group research from the Dean of the Faculty of Management Sciences at the Border Technikon.

**Activity Step 3:** Identifying possible concerns of the study population

It should be noted that in the current study, Activity Steps 2 and three were done simultaneously, as it has been indicated earlier (Rothman & Thomas, 1994: 9; Phaswana-Nuntsu, 2002) that the research intervention phases or the steps to be followed can be involved interchangeably.

**Activity Step 4:** The analyses of identified problems

Activity step 4 includes the problems defined by all participants and to provide feedback to them that were received (Rothman & Thomas, 1994: 30-31; Phaswana-Nuntsu, 2002).

For the purposes of the current study the key questions outlined below were included (Appendix B).

- What are the critical, essential non-technical skills required by students/graduates entering the workplace?
- What materials should be included in the method of lecturing delivery?
- What portfolio of evidence should be included in the bridging programme?
- What should the duration be of the tertiary bridging programme?
- What should be the outcomes and performance criteria for the proposed bridging programme?

#### **Activity Step 5: Setting goals and objectives for the prevention programme**

A final operation in this phase is setting goals and objectives (Rothman & Thomas, 1994:312). Goals refer to the full conditions or outcomes that are desired by the community of interest. Objectives refer to those more specific changes in programs, policies, or practices that are believed to contribute to the broader goals. In this phase, a careful problem analysis yields potential targets for change and possible elements of the intervention.

A review of the literature on the subject (as reflected in the previous two chapters), pointed towards the need for the development of an outcomes-based tertiary bridging programme aimed at providing students/graduates with the general non-technical skills required to cope with the demands of the workplace, with the following goals and objectives:

#### **4.3.2 Goals**

- To increase tourism and hospitality students' knowledge of non-technical skills.
- For students to become more competitive in the leisure and tourism field.
- To know which non-technical skills are required by tourism and hospitality employers, managers, supervisors, dealing with experiential learning?
- To increase awareness of the most important non-technical skills required by key role-players.

### **4.3.3 Objective**

To prepare and report on descriptive statistics for bridging the gap between tertiary education and the world of work by providing the necessary non-technical skills to tourism and hospitality students and graduates.

## **4.4 PHASE II: INFORMATION GATHERING PHASE**

Rothman and Thomas (1994:31-32) furthermore argues that the outcome of this phase of the intervention could furthermore include:

- Using existing information and sources on databases.;
- Studying previous research conducted in the international context.

### **Activity Step 1: Using existing information sources**

For the purposes of this study a variety of sources were used for literature review and information sources. These sources included: Academic journals, books, internet articles from databases such as Google Scholar, Google eBooks, EBSCO Host and SAePublications and the library of the Border and Cape Technikon.

### **Activity Step 2: Studying natural examples**

For this study a mixed method approach were used that of qualitative and quantitative. A quantitative approach consists of various numerical values for each respondent distributed across a variety of values (Creswell, 2002). This method was used to be completed by employers providing students with co-operative education (practical application) programme.

### **4.4.1 Focus group interviews**

For the purposes of this study six questions, were used to identify participant's perspectives of an outcomes-based bridging programme, were formulated, and sequenced in an understandably and logically way as follows (Appendix B):

- Do we need to have an outcomes-based tertiary bridging programme to provide students/graduates with the general non-technical skills required in coping with the demands of the workplace?

- What content should be included in the programme?
- At which level should the programme be delivered?
- Who should deliver a programme designed to educate tourism and hospitality students about non-technical skills?
- When should such a programme be delivered?
- What methods should be used to deliver the programme?

#### **4.4.2 Conducting focus group interviews**

According to Osborne and Collins (2001), from the point of view that focus group interviews are becoming more and more popular in the social sciences. Krueger (1994:10-11) confirms that focus group interviews by researchers can involve human behaviour, such as “attitudes, perceptions in interacting with individuals”. Osborne and Collins furthermore in the same vein, confirm that focus group interviews, is to obtain information from individuals, compare to a face to face interviews.

Moderator selection and preparation: Two fieldworkers were selected as \ facilitators or moderators of focus group discussions. They also possessed amongst others, communication skills such as listening, probing, reflecting, paraphrasing, attending, observing and responding, which researchers maintain are necessary when conducting focus group interviews (Feldman, 1995:31; Lindlof, 1995:33; Schurink *et al.*, 1998:319). However, further training was provided to the moderators to ensure that they were well prepared to deal with anticipated problems such as the disruptive behaviour of an outgoing leader among participants and also to help them to:

- Develop a genuine interest in hearing other people's thoughts and feelings;
- Become spontaneous;
- Have a sense of humour;
- Become empathic;
- Be able to admit own biases;
- Express thoughts clearly and

- Be flexible.
- Number of focus groups: The 50 participants who constituted the sample of the intervention research study were divided into ten focus groups and randomly assigned to the two trained moderators. The researcher and one moderator facilitated each focus group. Care was taken that the moderators of each group were neutral and that the members did not readily associate with one other, as Martins *et al.*, (1999:138) argue that the familiarity of focus group members may present particular challenges during interviews. It is believed that people who regularly interact (either socially or at work, such as close friends, family members, colleagues and relatives) may respond more on past experiences, events or discussions than on the immediate topic of concern.
- Size of focus groups: The average number of participants in each group was five.
 

The group size was small enough for all the participants to have the opportunity to share insights, to identify themselves as members, to engage in face-to-face interaction and to exchange thoughts and feelings among themselves.
- However, they were free to express certain phrases in their home language. The moderators observed and recorded non-verbal cues in each group, e.g., the emotional tone of the discussion, important hand gestures and unusual behaviour. Each focus group discussion lasted for about an hour. All the questions from the focus group questionnaire (Appendix B) had been given to each participating respondent at the focus group interview. A question was asked, e.g. How important is it that students should have good communication skills, when going out for experiential learning. Respondents could rate the importance between 1 important and seven not important at all. First a discussion involved that what was understood by communication skills and after that the respondents could rate their answer on the questionnaire provided (Appendix B). The completed questionnaires were retained for interpretation. All who formed part of the focus group interview had been thanked for their participation.
- Focus group results: The data from the focus group were analysed as reflected in the next chapter (Chapter 5) and had been manually entered into a Microsoft Word document. Data gathered from focus group discussions are presented according

to the guiding questions. The recurrent themes, which emerged in relation to each guiding question, are presented in the results, with selected direct quotations from participants offered as an illustration. Information on the factors that were considered in the design of the current study's proposed tertiary bridging programme aimed at providing students/graduates with the general skills required to cope with the demands of the workplace, was also drawn from focus group discussions.

#### **4.4.3 Rationale for using self-administered questionnaires (Appendix A)**

The researcher deemed it necessary to use self-administered questionnaires to complement focus group results in the current study. Some researchers (Cummings, 1997:56; Hall & Hall, 1996:97; Veal, 1997:72; Rubin & Babbie, 1993:348) confirm the following about self-administered questionnaires, namely that they:

- Have demonstrated validity and reliability of measurement over the years.
- Provide factual information on the subject under investigation.
- Provide the respondents with an opportunity to give own accounts of behaviour, attitudes and intentions.
- Guarantee anonymity of respondents.
- Reduce and eliminate differences in the way in which questions are asked and presented.

#### **4.4.4 Questionnaire design (Appendix A)**

The questionnaire that has been posted to managers and supervisors of businesses providing experiential learning to students of the Centre for Excellence in Leisure and Tourism at the Border Technikon consisted of two Sections:

Section A, introduced prospective respondents to biographical information such as: Job title; Years of experience working in industry; Core activity of the organisation (tourism / hospitality); Type of tourism and hospitality students the organisation provides

experiential learning and number of employees in the organisation. Section A mainly consisted of open and closed ended statements and questions.

Section B contained eleven sub-sections with statements about the importance of non-technical skills requirements as viewed by employers (managers / supervisors) providing experiential learning. Importance of communications skills, creative thinking and problem solving, information management, self-management and personal style, work related dispositions and attitudes, group effectiveness and teamwork, organisational effectiveness and leadership had been rated on a four point Likert type scale (1 = extremely important – 4 not important). Section A further contained questions such as: Importance of non-technical skills of entry-level tasks, importance of each skills cluster, importance of skills cluster to the organisation or business and indication of other non-technical skills not mentioned in the questionnaire.

The data from the questionnaires were analysed, in order to report the descriptive (frequencies) results which will be reported in the next chapter (Chapter 5).

### **Activity Step 3:** Identifying functional elements of successful descriptive statistics

In the current study, the primary data collected from the focus group study and questionnaire survey as well as from the secondary data gathered from the literature, raised several issues that are pertinent to programme design and implementation. They include, amongst others, that the proposed outcomes-based bridging tertiary programme aimed at providing students/graduates with the general non-technical skills required to cope with the demands of the workplace, designed in the current study should:

- Be introduced at first year level;
- Be comprehensive;
- Reflect real life situations;
- Be linked to a theory;
- Be periodically evaluated;
- Be contextually relevant and
- Be developed, implemented and assessed by the target group.



## **4.5 PHASE III: DESIGN**

South Africa faces the unfortunate scenario that the formal schooling system, as well as the tertiary education sector, is not producing school-leavers and graduates that are ready to enter the job market and perform efficiently. The Tertiary Bridging Programme proposed in this paper is aimed at addressing the generic / non-technical skills that all students need when exiting tertiary institutions or when undertaking experiential learning. If one considers the research done by the researcher, it becomes evident that the skills required of students / graduates in the changing workplace are not in place.

This is reinforced by the fact that large organisations have graduate-training programmes in place whereby new recruits are put through programmes ranging from six months to two years before being assigned to a particular job or department. It must be added that very few of the organisations included in the research work according to specified, measurable outcomes; this creates difficulties when attempting to measure the effectiveness of these programmes.

The content of the proposed Tertiary Bridging Programme will be based on the researcher's findings and will be discussed in Chapter 7. The skills required of entry-level employees in the workplace as identified in the study are almost identical.

## **4.6 LIMITATIONS OF THE STUDY**

Several limitations were observed in the current study.

- 4.6.1** The study's proposed outcomes-based bridging programme was not replicated at other tertiary educational institutions.
- 4.6.2** The results of the study should be considered in context for the reason that Technikon's differ in many ways, for example, in geographic location, size and composition of the student body, and institutional policy.
- 4.6.3** Limited comparisons of the current study's results with those of previous studies were made because of the relative dearth of rigorous intervention studies, since intervention research is relatively new.

## **4.7 TOURISM AND HOSPITALITY EMPLOYER NON-TECHNICAL SKILLS QUESTIONNAIRE**

In order to solve the main problem of this study, namely:

The identification of the most important non-technical skills required by tourism and hospitality employers of the Centre for Excellence in Leisure and Tourism at Border Technikon students. The purpose of this chapter is also to describe the research methodology that was used in designing this questionnaire (Appendix A). According to Leedy (1985:168), there are two basic principles of research:

- The purpose of research is to seek the answers to a problem in the light of the facts that relate to that problem; and
- Although facts relative to the problem must be assembled for study and inspection, the extraction of meaning from the accumulated data is all-important.

Kerlinger (1984:10) adds that scientific research is the "systematic, controlled, empirical and critical investigation of natural phenomena guided by theory and hypotheses about the presumed relations among such phenomena". Mouton and Marais (1990:16) describe the methodological dimension of research as the logical application of scientific methods to the investigation of phenomena.

The descriptive or normative survey, utilising a self-administered questionnaire, was selected as the method most relevant to this study. Leedy (1985:90) describes this approach as being appropriate for data that is derived from observational situations and which may lie deep in the minds or within the attitudes or reactions of subjects. The results will be further discussed in Chapter 5.

## **4.8 DEFINING THE RESEARCH STUDY POPULATION**

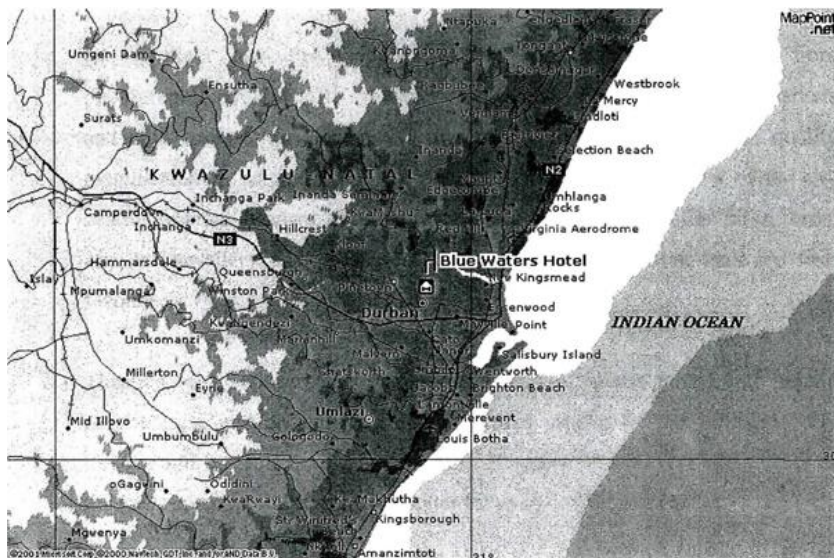
In this section, the managers of tourism and hospitality businesses providing experiential training to tourism and hospitality students at the Centre of Excellence in Leisure and Tourism at Border Technikon were included in the empirical study.

The geographical area of the study population mainly consisted of tourism and hospitality businesses (managers) who provided experiential learning (work stations) to tourism and hospitality students in the Eastern Cape, Kwazulu-Natal and the Western Cape. The

significant portion of the administration of the questionnaire was carried out in the Eastern Cape, as the researcher was based in the Eastern Cape. The following description of the geographical area, serves as a reference to those previously disadvantaged students, who has never travelled out of the Eastern Cape (or their communities) and to other provinces of South Africa in finding jobs. It is intended if this thesis is referenced by those students, it would provide a guide as how vast the tourism and hospitality industry is covered in South Africa.

#### **4.9 DESCRIPTION OF THE GEOGRAPHICAL AREA WERE STUDENTS UNDERWENT THEIR EXPERIENTIAL LEARNING**

##### **4.9.1 Kwazulu-Natal**



**Source: Adapted from NavTech (2000) and Microsoft Corporation (2001)**

Kwazulu-Natal's leisure options provide a multitude of choices to keep the visitor endlessly entertained. From Durban, one can catch a shuttle to Margate, at the hub of the South Coast Golf Circuit. When you're not playing golf, fishing or lying on the beach, you can visit a crocodile farm, a nature reserve or follow an arts and crafts trail. Another short flight takes you to the historic city of Pietermaritzburg, gateway to the Natal Midlands and the charming Drakensberg resorts. No holiday in the province would be complete without a visit to at least one of the game reserves, renowned throughout the world.

Appropriately enough, the Zulu name for Durban is Thekwini, meaning "The Place Where the Earth and the Ocean Meet". In addition to an effervescent ocean lined with golden

beaches, Durban offers a subtropical carnival atmosphere and summer sunshine all year round. From around the globe, day in, day out, pleasure-seekers converge on the city to play on the golden, palm-fringed sands. In addition to the attractions of sea, surf and sport, leisure options encompass an eclectic range. At excellent one-stop shopping centres, one can buy anything from photographic equipment to couturier clothes and rare antiques. Flea markets and craft trails attract leisurely browsers, and discount stores offer quality merchandise at bargain basement prices. Within a stone's throw of the city centre, oriental bazaars, fragrant with spice and incense, offer silks, saris, unusual jewellery and ornaments. Pubs, discos and action bars are firm favourites.

Theatres and concert halls present classical, avant-garde and ethnic programmes, and art galleries display works created by the internationally famous and up-and-coming local talent. Restaurants represent every facet of the city's cosmopolitan nature and cater for every palate and pocket. At the end of the day, what could be better than strolling on the beach to the rhythm of the waves?

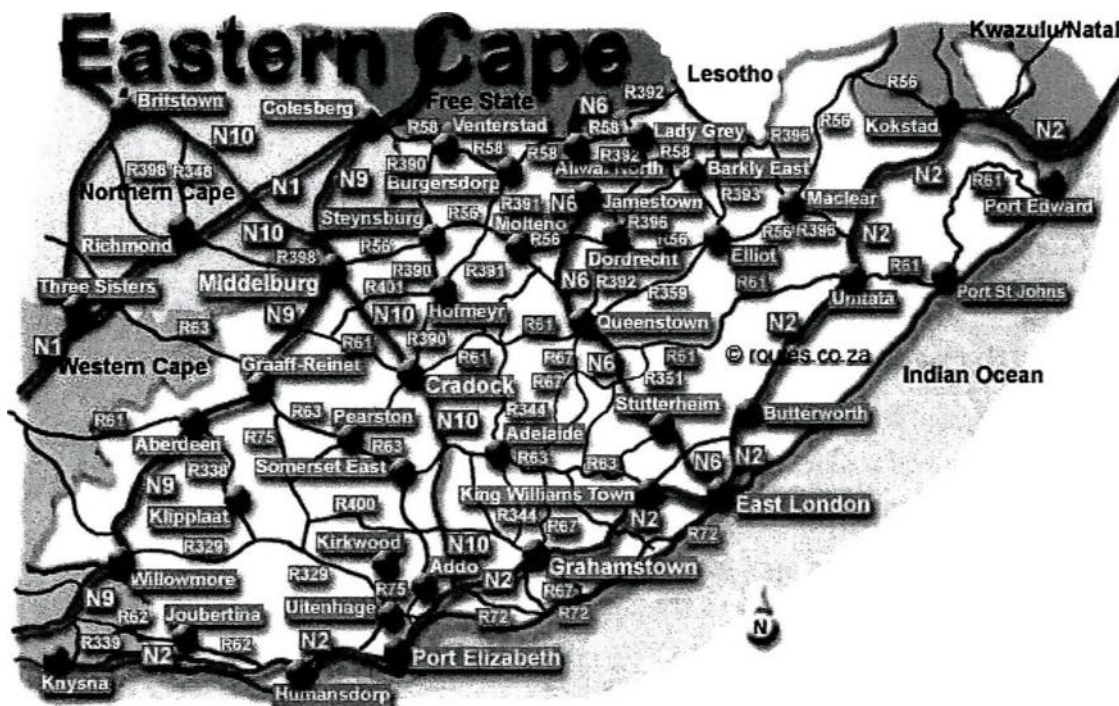
Throughout the year, holidaymakers flock to their favourite coastal haunts to cultivate a tan, ride the waves, eat, drink and have fun. Besides the sweeping beaches and calm lagoons where surfing, snorkelling, fishing and swimming are enjoyed, you can play golf, bowls and tennis or just soak up the sun. From Durban to the rugged Wild Coast, the highway links popular seaside resorts in rapid succession. The road snakes through subtropical bush, cane fields and hills garlanded with hibiscus blooms. North of Durban, the coastline stretching from the mouth of the Tugela River to the Umhloti River is aptly known as the Dolphin Coast. Close inshore, shoals of bottlenose dolphins gambol in the waves, providing endless entertainment with their engaging antics. Further north, Kwazulu-Natal's game sanctuaries epitomise the best of the African wilderness. This is one of the few places where good game viewing can be enjoyed in close proximity to the pleasures of scuba diving and deep-sea fishing. Habitats from coastal dune forests to open bushveld support a wide diversity of game, from the elephant to the tiny suni. Bird life is equally prolific. Most parks offer peaceful surroundings, comfortable accommodation, game drives and conducted walking trails.

Between the coastal playgrounds and the majestic Drakensberg, there is an area of gentle pastoral beauty known as the Midlands. The highway meanders through rolling wooded hills and grassy plains scattered with towns, villages and hospitable country inns. On lush farmlands, plump cattle and thoroughbred horses graze. Although the great herds

of Highveld game, which once wintered here, are gone forever, sanctuaries throughout the region support large numbers and varieties of wildlife. Snow-capped in winter, the Drakensberg is the country's grandest mountain range and an ever-popular holiday destination. Known to the Zulu people as Quathlamba ("the barrier of spears"), the mountains provide a magnificent backdrop to the Thukela region.

Nestling in the valleys, fine hotels and leisure resorts offer comfortable accommodation and recreational options second to none. Fast-flowing rivers are frequented by anglers hoping to catch a record-breaking rainbow trout. Climbers scale the jagged peaks where eagles and bearded vultures fly; hikers and horse-riders follow nature trails. The less energetic shrug off city stress by drinking in the birdsong, the crisp clean air and the stunning views. Set in the heart of Zulu country, Pietermaritzburg is a city of charm and dignity, at its loveliest in spring when masses of azaleas burst into bloom. When the first Voortrekkers arrived in 1837, they found a tranquil countryside graced by forests, hills and valleys. They settled on a fertile tract of land beside the Umsindusi River and named it after two of their leaders, Gerrit Maritz and Piet Retief. Six years later, the British upgraded the village to a military garrison town. Today, numerous Victorian and Edwardian buildings, quaint pedestrian lanes and other landmarks reflect the substantial British contribution to the development of the town.

#### 4.9.2 Eastern Cape



**Source: Adapted from NavTech (2000) and Microsoft Corporation (2001).**

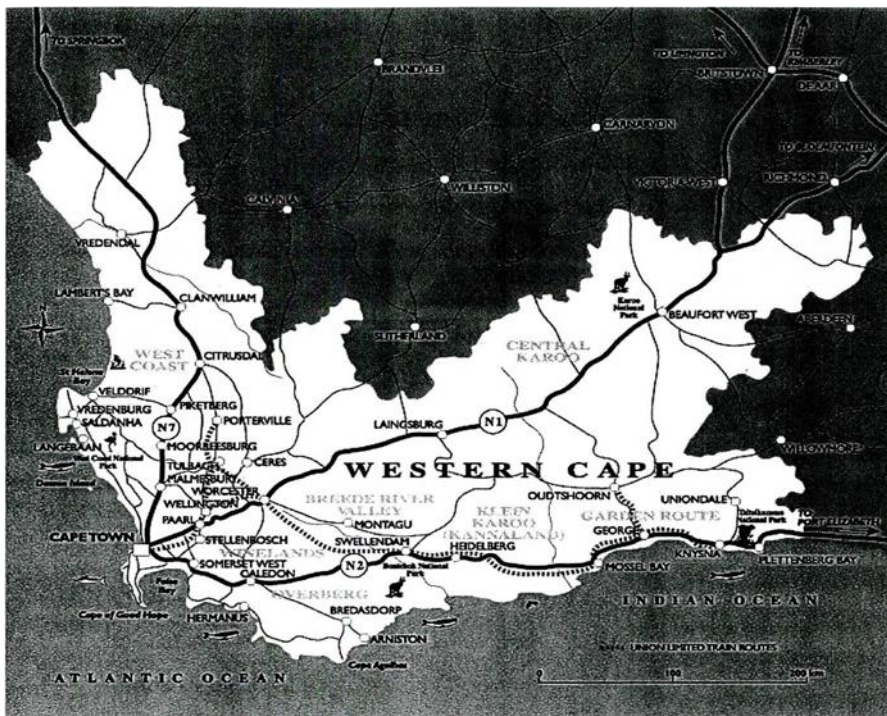
The region, second largest of South Africa's nine provinces and traditional home of the Xhosa peoples, stretches along and inland from South Africa's balmy Indian Ocean seaboard. Its largest conurbation is the city of Port Elizabeth, though Bisho, a modest little town created in the Ciskei "homeland" during the apartheid era, serves as the provincial capital.

Other notable centres include Uitenhage, close to Port Elizabeth and part of its industrial complex; Grahamstown, charmingly historic and focus of the so-called "settler country"; East London, the country's only major river port, and its neighbours King William's Town, Umtata, Cradock and Somerset East. The Eastern Cape is remarkable for both its natural and human diversity. The countryside is a kaleidoscope of contrasts: to the north are the vast, bone-dry plains of the Great Karoo and the high, often misty and sometimes snow-capped mountain ranges of the Sneeuberg, Winterberge, Stormberg and southern Drakensberg; to the south a gentler land that embraces the fertile soils of the Langkloof and Sundays River valley and a coastline stunning in its scenic variety.

Although the Eastern Cape is one of South Africa's poorer provinces, there are hubs of progress and prosperity that promise great hope for the future. Much of the economic activity - notably car manufacture and its dependent industries - takes place in and around Port Elizabeth and its fine harbour, which is the country's third largest. Work will soon begin on a second harbour (a deep-water one) at Coega, north of the city, which will give a powerful impetus to employment and wealth creation. Commercial farming (fruit, Lucerne, chicory, cattle, and above all, merino sheep reared for their wool) yields a valuable bounty.

The region boasts a splendid range of natural attractions, and tourism is on an encouraging growth path. Among leading draw cards are the Addo Elephant National Park, the Mountain Zebra National Park and the Tsitsikama National Park.

### 4.9.3 Western Cape



**Source: Adapted from NavTech (2000) and Microsoft Corporation (2001).**

The area known as the Western Cape has been settled since the 17th century and the land which once teemed with game such as elephant, lion, rhino, hippo and vast herds of antelope, has been subdued and put to the farmer 's plough.

Although leopards are said to still roam the most inaccessible mountain peaks, the wild game has long since been hunted to extinction. The Western Cape is synonymous with wine and the areas bounded by the eastern mountains are the Cape Wine lands. The early French Huguenot settlers brought their passion for wine-making with them and many of the wine estates carry their legacy with names such as L'Ormarins, L'Avenir, La Provence and Mont Rochelle.

The towns of Franschoek and Stellenbosch are at the centre of this wine- growing area. Some world-class wines have emerged from the valleys and hills of the Cape and the annual Nederburg Wine Auction attracts buyers from all over the world.

The Cedarberg mountain range wilderness area is a two-hour scenic drive from Cape Town. There are a number of day walks and short hikes to features such as the Maltese

cross and Wolfsberg Arch; these landmarks can also be taken in as part of longer hikes of two days or more. Other popular hikes take in "Crystal Pool" or Sneeuberg, the highest peak in the Cedarberg range at 2027 metres above sea level. The mountain is frequently snow-covered in winter, but be aware that snow can fall at any time of the year.

Cape Town is famous for its beautiful beaches and spectacular views. The famous flat topped Table Mountain, symbol of Cape Town and welcome sight to seafarers in years gone by, visible from 200 km out to sea on a clear day, is probably the most popular stop for visitors to the Cape. A trip to Simonstown takes you along the False Bay coastline, passing through historic fishing villages such as Kalk Bay. Visit some of the excellent restaurants in the village, watch the fishing boats bringing in the catch or browse through the numerous antique shops.

No visit to this part of the world is complete without visiting the Boulders Beach penguin colony, one of only two mainland breeding colonies of the African or Jackass penguin. Boulders Beach is in the historic naval town of Simonstown, a spectacular train ride or easy and picturesque car trip on well- maintained roads. Simonstown is well served with restaurants, shops and beaches.

Cape Point Nature Reserve is a short drive away; first named "Cape of Storms" by early seafarers, the reserve now boasts excellent tourist facilities. Your preference may be for a hearty meal at the restaurant or a brisk walk to the top of the 678-metre-high peak. For the less energetic, the only funicular in Africa will whisk you to the top in style. Who knows, you may even spot the legendary 17th-century ship "The Flying Dutchman", which disappeared mysteriously while trying to round the Cape, and is reportedly sometimes still seen on a misty night.

There is none of the classical Africa here, no wild animals circling your tented safari camp at night, no dusty veld stretching to the distant horizon and no steaming mangrove swamps. The countryside has been settled for too long for that and the city is too old. This is rather a land of gentle green vines, towering mountains, snow- capped in winter and trout-filled streams and lakes. In the following section the research protocol will be discussed.



#### **4.9.4 Research protocol and defining the study population (Appendix A)**

Permission was obtained from the Dean of the Faculty of Management Sciences at the Border Technikon, East London Campus to carry out the research. Letters of introduction were sent out to study population (managers and supervisors who provide experiential learning to tourism and hospitality students) outlining the purpose of this research, titled / Experiential learning within the tourism and hospitality sector in South Africa with reference to industry requirements for non-technical skills. It was made clear to them that the completed questionnaires would be completed anonymously. The managers communicated via e-mail in agreeing to participate in this research.

#### **4.9.5 Research design and data collection method**

The research design for this study is quantitative and moreover exploratory in the broader social sciences research area. According to Lakshman *et al.*, (2000:369), quantitative research are used as the results could be quantified and reported in a mathematical way. The cross-sectional design includes an administered questionnaire to tourism and hospitality managers (supervisors) who provides experiential learning to students. It was communicated to those managers, that their supervisors should also participate in this research as they are too involved in providing practical work experience in the workplace. The research design was also descriptive as descriptive results (frequencies) will be reported in the statistical analyses.

#### **4.9.6 The sample plan**

The study sample plan mainly consisted of tourism and hospitality managers and supervisors who participated in this study during 01 December 2001 – 30 January 2002. A total of 700 questionnaires were posted to the managers and they have requested also their supervisors to participate. A total of 647 fully completed questionnaires had been received and used in the preparation of reporting the descriptive results. This constituted a 92 % return rate. The fully completed questionnaires had been manually entered in a Microsoft Word document, which the only resource was available in computing the descriptive statistics. On the other hand a convenience and or availability sampling technique were employed in posting the questionnaires via the post office to the study population as they could complete the questionnaires at free will. According to Dudovskiy (2000) a convenience sampling technique, could also be viewed as a non-probability

sampling method, which primary focus is to collect data from a study population who are conveniently available. A limitation of a convenience sampling technique is that the results could be biased. At the time December 2001 – January 2002 it was deemed suitable to make use of the convenience sampling technique, as the author had the contact details of all those managers and supervisors, being responsible for experiential training of tourism and hospitality students at the Centre for Excellence in Leisure and Tourism studies, Border Technikon. Having used a convenience sampling technique, the results of this study cannot be generalised to other study samples and is only unique to this study.

#### **4.10 CONCLUSION**

Modern-day pressures have led to genuine concerns regarding the efficiency and effectiveness of all professions in addressing contemporary challenges. Accountability in South Africa has become an issue of high visibility, high priority, and considerable controversy in the social science professions. As professionals, leisure and tourism employees are expected to be accountable for their interventions and to be able to determine whether the interventions they are using are making any difference. It is hoped that the results of this study will strengthen the current delivery of services in the field of leisure and tourism.

Chapter 5 provides information on presenting, analyse and interpretation of data collected during the administration of the research questionnaire and the focus group interviews.

# **CHAPTER 5: ASSESSING THE CRITICAL ESSENTIAL NON-TECHNICAL SKILLS REQUIRED BY GRADUATES ENTERING THE WORKPLACE**

## **5.1 INTRODUCTION**

Since the mid-1990s, dramatic changes have occurred in the workplace, which has affected the manner in which people work and the way in which they manage their careers. In short, many of the old rules no longer apply. In today's competitive job market, technical competence alone is not sufficient for career success. Employers / managers / supervisors are not just looking for a mastery of technology but increasingly are demanding that new employees have a number of non-technical skills that will help them perform effectively in the workplace.

While some Tourism and Hospitality professionals already may be proficient in some of these skills - ranging from writing and speaking abilities to teamwork -most could benefit from improvement in these skills, especially those associated with communication. Traditionally, Tourism and Hospitality professional's primary work functions required proficiency in those interpersonal skills associated with the industry. While these skill sets remain important in today's market, changes in the way Tourism and Hospitality professionals perform some aspects of their jobs have occurred and graduates now demand a high level of competence in a number of non-technical skill areas. In this study, for the purpose of meaningful statistical analysis and interpretation, the response data was grouped into two categories, namely, Tourism and Hospitality businesses. The rationale behind these groupings was that the two categories from two academic programmes had been offered at one faculty of the Border Technikon. This chapter focuses on data analysis and interpretation of data. The data has been presented in sections that represent the various clusters.

## **5.2 QUESTIONNAIRE SURVEYS**

Questionnaire surveys usually involve only a proportion, or sample, of the population in which the researcher is interested. Questionnaire surveys rely on information from respondents. What respondents say depends on their own powers of recall, on their honesty, and, fundamentally, on the format of the questions included in the questionnaire. There has been very little research on the validity or accuracy of questionnaire data in

leisure and tourism studies. However, some research has suggested that respondents exaggerate levels of participation, at least in some activities (Chase & Godbey, 1990:231-6; Chase & Harada, 1995:322-9).

### **5.3 MERITS OF QUESTIONNAIRE SURVEYS**

Compared with the intervention research techniques discussed in Chapter 5, questionnaire surveys usually involve quantification - the presentation of results in numerical terms. This has implications for the way the data is collected, analysed and interpreted. The merits of questionnaire surveys can be similarly examined as intervention research methods. Some of the qualities of questionnaire surveys, which make them useful in leisure and tourism research, are set out below.

- Contemporary leisure and tourism are often mass phenomena, requiring major involvement from governmental, non-profit and commercial organisations, which rely on quantified information for significant aspects of their decision-making. Questionnaire surveys are an ideal means of providing some of this information.
- While objectivity is impossible, questionnaire methods provide a "transparent" set of research procedures. Just how information was collected and how it was analysed or interpreted is clear for all to see. Indeed, data from questionnaire surveys can often be re-analysed by others if they wish to extend the research or provide an alternative interpretation.
- Quantification can provide relatively complex information in a succinct, easily understood form.
- Methods such as longitudinal surveys and annually repeated surveys provide the opportunity to study change over time, using comparable methodology.
- Leisure (hospitality) and tourism encompass a wide range of activities, with a range of characteristics, such as frequency, duration and type of participation, expenditure, location, and level of enjoyment. Questionnaires are a good means of ensuring that a complete picture of a person's patterns of participation is obtained.
- While qualitative methods are ideal for exploring attitudes and perceptions on an individual basis, questionnaire methods provide the means to gather and record

simple information on the incidence of attitudes, meanings and perceptions among the population as a whole.

## 5.4 RESULTS OF THE QUESTIONNAIRE SURVEY (APPENDIX A)

### 5.4.1 Demographics characteristics

#### SECTION A: Demographics

The frequency distributions of each question have been presented in the form of tables. Questions 1-10 focus on demographic characteristics, which involve job title, years of experience, core industry the organisation is involved in, size of the organisation and types of Tourism and Hospitality students for which the organisation provides experiential learning.

**Table 5.1: Job titles/current positions held at sampled Tourism and Hospitality Industry**

<b>Job Title</b>	<b>Number</b>	<b>%</b>
Manager	162	25
Supervisor	378	58
Other	107	17
<b>TOTAL RESPONDENTS</b>	<b>647</b>	<b>100</b>

Table 5.1 indicates that the largest number of respondents (58%) comprised supervisors who dealt with students undertaking experiential training. About 58% of the respondents held supervisory positions in their companies, while a few were managers (25%). Those who held other positions could be that this employee is in line for promotion to supervisory level, or an acting manager in a specific job were in the minority (17%).

**Table 5.2: Years of working experience of respondents**

<b>Years' experience</b>	<b>Number</b>	<b>%</b>
< 1 year	71	11
1-2 years	117	18
2-3 years	239	37
3-4 years	78	12
4-5 years	61	9
> 5 years	81	13
<b>TOTAL RESPONDENTS</b>	<b>647</b>	<b>100</b>

Table 5.2 indicates that the largest number of respondents (37%) had two to three years of experience working with students undertaking experiential learning. It is, therefore, an interesting result, as one would expect tourism and hospitality industry professionals should have much more work experience in guiding students on experiential learning. Table 5.2 could indicate that the tourism and hospitality industry (experiential learning providers) might have employed a younger generation of employees, which might not have attained a set of non-technical skills in guiding students during experiential learning. This could be attributed to the observation that most Tourism and Hospitality students prefer to do experiential learning outside the Eastern Cape, where more job opportunities are available. For instance, in 2003, 200 students were placed in the following geographical areas: Eastern Cape (26%), Gauteng (16%), Western Cape (80%) and Kwa-Zulu Natal (26%).

**Table 5.3: The core industry your organisation is involved in**

<b>Tourism/Hospitality Students</b>	<b>Number</b>	<b>%</b>
Tourism	250	39
Hospitality	397	61
<b>TOTAL RESPONDENTS</b>	<b>647</b>	<b>100</b>

Table 5.3 indicates the largest number of respondents were from employers of the hospitality industry (61%) as there were more hospitality businesses offering co-operative education (experiential learning) placements than tourism businesses based on the experience of the author. This may be attributed to the fact that tourism is a relatively young and upcoming profession in South Africa. Hospitality businesses also have more departments which provides more experiential learning opportunities than tourism businesses.

**Table 5.4: Size of respondent organisations**

<b>Number of employees</b>	<b>Number</b>	<b>%</b>
< than 5 employees	89	14
5-19	114	18
20-49	155	24
50-149	196	30
150-249	93	14
<b>TOTAL RESPONDENTS</b>	<b>647</b>	<b>100</b>

In Table 5.4, the respondents might have worked at small businesses as the majority of those businesses had between 50 and 149 employees employed. When referring to experiential learning providers, such as guesthouses, lodges and game farms, it is expected that these businesses does not compliment a large amount of employees.

**Table 5.5: Type of Tourism and Hospitality students your organisation provides experiential learning opportunities for.**

<b>Job Opportunity</b>	<b>Number</b>	<b>%</b>
Tourism	236	36
Hospitality	411	64
<b>TOTAL RESPONDENTS</b>	<b>647</b>	<b>100</b>

Table 5.5 indicates the number of respondents according to the type of Tourism & Hospitality students employed. The largest number of respondents was from employers, who provides experiential learning to hospitality students (64%). The number of responses from the Tourism industry was 36%. This is probably linked to the fact that more hospitality companies compared with tourism ones participated in the study as reflected in Table 5.5. The tourism industry is also a relatively new and upcoming industry in the Eastern Cape.

**5.5 NON-TECHNICAL SKILLS**

**SECTION B: RANKING OF NON-TECHNICAL SKILLS (APPENDIX A)**

In questions 1 to 7, employers rated the importance of the non-technical skills components of the functional and adaptive skills clusters. Employer responses to each cluster were analysed and interpreted to determine:



- Which non-technical skills components within each cluster were the most important to Tourism and Hospitality employers?
- Whether the Tourism and Hospitality employers differed in their ratings of the importance of the skill components with each skill cluster.
- The level of importance (ranking) of the skills cluster to Tourism and Hospitality employers.
- Whether the Tourism and Hospitality employers differed in their rankings of the importance of the overall skill clusters.

## **5.6 SKILLS COMPONENTS**

### **5.6.1 Communication**

Table 5.6 introduces the major communication skills components. It stresses that effective communication is vital if an organisation is to survive. Communication enables organisations to co-ordinate their activities. Communication is defined as a transaction. People work together to create meaning by exchanging symbols.

The communication skills cluster stresses that people have to take one another into account. They also have to work together according to a set of rules. People have to ensure they share the same mean messages.

Communication in organisations occurs in one-to-one groups, small groups and large groups. All of these vary in the demands they place on people. Organisations also have to communicate with customers, suppliers and the general public.

People from different cultures may not see things in the same way. Effective communication therefore demands understanding and tolerance. People should guard against stereotyping and seeing things only from their cultural viewpoint. This is called ethnocentrism.

**Table 5.6: Employer rating of communication skills components**

Rank Order	Skill Components	Can't do without		Extremely Important		Important		Total	
		N	%	N	%	N	%	N	%
1	Explanation	97	15	292	45	232	36	621	96
2	Listening	386	60	209	32	25	4	620	96
3	Conflict management	300	46	196	30	128	20	624	96
4	Verbal communication	372	57	94	14	143	22	609	94
5	Grievance handling	105	16	210	32	294	45	609	94
6	Report writing	191	29	209	32	198	31	598	92
7	Reading	263	41	231	36	99	15	593	92
8	Demonstration	131	20	249	38	211	33	591	91
9	Interviewing	91	14	335	52	164	25	590	91
10	Negotiation	295	46	147	23	136	21	578	89
11	Graphic presentation	84	13	207	32	277	43	568	88
12	Meeting procedures	107	16	341	53	116	18	564	87
13	Teaching	129	20	234	36	176	27	539	83

**The most important non-technical skills components**

The level of importance of the cluster components was determined by adding together the number of "can't do without", "extremely important" and "important" responses for

each component. The sum of these responses was then expressed as a percentage of the total number of responses for each component. This percentage represents the composite (combined) rating of all Tourism and Hospitality employers of the various skills cluster components. Table 5.6 indicates that verbal communication had extremely important responses of "can't do without", resulting in a combined total of responses. Expressed as a percentage of the total number of responses, a percentage of the respondents indicated that this component was important. Lee, (2002) confirms that interactive exchange enhancing communication skills in the classroom is important for students when English is their second or third language. This interactive exchange way could equip students with practical command in communication skills, which is also rated as important by managers / supervisors providing experiential learning.

The components were ranked in order of importance from 1 to 13. The most important component was Explanation (96%) and the least important component was teaching (83%).

Entry-level employees will be better prepared to progress in the world of work when they can:

Read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams);

Write and speak so others pay attention and understand;

Listen and ask questions to understand and appreciate the points of view of others;

Share information using a range of information and communication technologies;

Use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas.

## **5.7 CREATIVE THINKING AND PROBLEM-SOLVING**

Creative thinking and problem-solving skills are essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Creative thinking and problem-solving skills are non-technical in that they apply to work generally, rather than being specific to work, in particular in the tourism and hospitality industry. According to

Bradshaw, (1985) that these two key skills (c.f. 5.7) are not only “essential for effective participation at work, but are also essential for effective participation in further education and in adult life in general”.

Bradshaw (1985) further argues that the “complementary nature and inter-relatedness of the various non-technical skills are reflected in creative thinking, as it involves a number of other skills such as problem-solving, reasoning, analytical, integrative and synthesising skills (Clanchy & Ballard, 1995a:160). The changed workplace involves solving a range of complex problems dealing with a variety of tasks. De La Harpe, Radloff and Wyber (1999:20-30) state that the workplace requires thinking skills and strategies of entry-level employees that will ensure that they have the ability to identify what has to be done and to select and implement the most suitable approach” (Bradshaw, 1985).

**Table 5.7: Employer rating of creative thinking and problem-solving skills components**

Rank Order	Skill Components	Can't do without		Extremely Important		Important		Total	
		N	%	N	%	N	%	N	%
1	Observing	197	30	347	54	89	14	633	98
2	Questioning	277	43	258	40	96	15	632	98
3	Innovative	153	24	237	37	204	31	594	92
4	Problem analysis	345	53	178	27	65	10	588	91
5	Creative thinking	267	41	214	33	105	16	586	91
6	Forecasting	258	40	73	11	252	39	583	90
7	Interpreting	136	21	317	49	127	20	580	90
8	Investigating	137	21	326	50	108	17	571	88
9	Formulating	98	15	341	53	86	13	525	81

## **The most important non-technical skills components**

Table 5.7 indicates that the most important component in this skill cluster was "Observing" (98%). The least important component in the cluster was "Formulating" (81%). This refers to students' general non-ability to apply problem-solving processes, identify problems and opportunities, analyse the main features of given problems and implement strategies for their resolution through observation. Creative thinking and problem-solving skills reflect careful consideration of the implications of all known aspects of a problem. What does this mean? It means using the human mind to evaluate a problem, rather than simply responding in a perspective, predetermined way. Entry-level employees are being challenged to use the above skills to perform their jobs better. Creative thinking and problem-solving skills are among the most difficult to develop because they involve the way a person thinks. To use conceptual skills well requires thinking in terms of:

Relative chances and probabilities rather than ironclad goals and criteria;

Relative chances and probabilities rather than certainties; and

Rough correlations and overall patterns rather than clear-cut, cause-and-effect relationships.

All skills components overall in this cluster as depicted in Table 5.7 were highly rated by managers / supervisors in this instance, therefore it is deemed suitable to include this in the logbook of students while on experiential learning, as the tourism and hospitality industry is a creative industry, which these skills should be practiced in a practical way to obtain practical command thereof. Kolb *et al.*, (2001) argues that creative thinking and problem-solving skills stems from a cognitive function and once students mastered this, by gaining experience during lecturing contact time as well as in industry (experiential learning), they will pose a strong set of skills, which in turn will make them highly employable.

## **5.8 INFORMATION MANAGEMENT SKILLS COMPONENTS**

In today's workplace, it is absolutely essential for Tourism and Hospitality professionals to be able to work efficiently at a desktop computer. The more they can do with a computer to support their productivity, the more successful they will be. Computers are a powerful source used by Tourism and Hospitality professionals for both the acquisition and

dissemination of knowledge and information. The components of this skills cluster include the ability to collect, analyse, organise, evaluate, maintain, interpret and communicate information from a variety of sources (SCANS, 1992:1). Candy and Crebert (1991:3) confirms that entry-level employees need to possess the necessary skills to use information and up-to-date technology for retrieving information.

**Table 5.8: Employer rating of information management skills components**

Rank Order	Skill Components	Can't do without		Extremely important		Important		Total	
		N	%	N	%	N	%	N	%
1	Logical thinking	382	59	172	27	72	11	626	97
2	Reporting	311	48	76	12	233	36	620	96
3	Recording	212	33	334	52	66	10	612	95
4	Organisation	323	50	200	31	86	13	609	94
5	Computer application	179	28	264	41	162	25	605	94
6	Sorting	143	22	361	56	71	11	575	89
7	Analysis	240	37	171	26	118	18	529	82
8	Collection	93	14	300	46	129	20	522	81
9	Retrieval	78	12	307	47	121	19	506	78
10	Research	299	46	119	18	88	14	506	78

**The most important non-technical skill components**

Table 5.8 represents the responses of Tourism and Hospitality employers to the components comprising the information management cluster. The highest ranked component was "logical thinking" (97%). This refers to students' general ability to identify, analyse, evaluate, interpret and present information. It also includes students' ability to identify, use and critically evaluate information technology.

Examples of this include: choosing appropriate technology for a task; retrieving information; using technology; manipulating data using technology; using technology to present information; and adapting to technological changes as appropriate. Students should be subjected to practical command of computer skills, from 1st year level, as the tourism and hospitality are becoming vary computerised. Especially "ticketing" in the tourism industry is expanding at a rapid rate.

## **5.9 SELF-MANAGEMENT AND PERSONAL STYLE**

Candy and Crebert (1991:570-592) found that an entry-level employee's effectiveness in the workplace is directly linked to positive self-esteem and successful personal management. Curtin Business School (1999:17) writes that a healthy self-image means the employee will take pride in his work.

Whereas in the past, employers viewed entry-level employees with solid job specific skills as having the qualifications for success on the job, the changed workplace now requires of employees to make decisions and display excellent interpersonal skills. They also need the necessary self-confidence to work in teams (Crump, Connel, Seddon, Currey & Anderson, 1997:16).

**Table 5.9: Employer rating of self-management and personal style skills components**

Rank Order	Skill Components	Can't do without		Extremely important		Important		Total	
		N	%	N	%	N	%	N	%
1	Honesty	412	64	107	16	101	16	620	96
2	Motivated	452	70	113	17	54	8	619	96
3	Ethical	359	55	229	35	30	5	618	96
4	Integrity	247	38	347	54	26	4	620	96
5	Enthusiastic	308	48	194	30	115	18	617	95
6	Disciplined	451	70	52	8	106	16	609	94
7	Self-confidence	467	72	116	18	26	4	609	94
8	Positive self-esteem	245	38	273	42	90	14	608	94
9	Flexible	194	30	338	52	67	10	599	92
10	Mature	210	32	296	46	66	10	572	88

### **The most important non-technical skills components**

The components receiving the highest ranking were Honesty, Motivated, Ethical, Integrity and Enthusiastic, Ninety-six per cent of all responses indicated that these components were important. The component obtaining the lowest ranking indicating the least importance was "Mature" (88%). Honesty, should be an important skill, when students are dealing with large amounts of cash. Examples would be, cash floats working in the food and beverage as well as front office departments.

### **5.10 WORK-RELATED DISPOSITIONS AND ATTITUDES SKILLS COMPONENTS**

With regard to the importance of adaptive skills, Hattie, Biggs & Purdie (1996:99-120) write that much attention has been paid to the dispositions needed to succeed on the job and that certain studies suggest that the skills gap identified by employers may be more



about having the correct work dispositions or attitudes rather than the lack of academic or technical skills. They refer to work dispositions as "habits of the mind" and state that they influence an individual's tendencies to put his/her capabilities into action. Lankard (1990:3) refers to an individual's disposition or attitude towards work, as work maturity skills, and writes that they are reflected in an employee.

**Table 5.10: Employer rating of work-related dispositions and attitude skills components**

Rank	Skill Component	Can't do without		Extremely important		Important		Total	
		N	%	N	%	N	%	N	%
1	Understand teamwork	371	57	173	27	103	16	647	100
2	Task-orientated	309	48	196	30	142	22	647	100
3	Take initiative	287	44	149	23	211	33	647	100
4	Respectful	285	44	219	34	143	22	647	100
5	Willing to learn & to be trained	452	70	119	18	65	10	636	98
6	Working habit	376	58	182	28	78	12	636	98
7	Extra effort	439	68	143	22	51	8	633	98
8	Give credit	160	25	372	57	101	16	633	98
9	Self-control	361	56	196	30	75	12	632	98
10	Open-minded	206	32	298	46	128	20	632	98
11	Take risks	114	18	232	36	274	42	620	96
12	Punctual	425	66	116	18	75	12	616	95
13	Interest & pride in work work job	414	64	140	22	62	10	616	95
14	Committed to the job	376	58	194	30	38	6	608	94

## **The most important non-technical skills component**

The components of this cluster were also highly rated by employers. The only component that obtained a low rating in relation to the other components was "Committed to the job" (94%). The most important components in this cluster, which obtained an importance rating of 100%, were "Understand teamwork", "Task-orientated ", "Take initiative" and "Respectful".

Teamwork is a skill that students should acquire, as the various departments in the hospitality industry are working together as a team in meeting the strategic goals of the whole business. Departments also does not function in isolation e.g. a hotel. They all work together to achieve the goals of this type of business.

### **5.11 GROUP EFFECTIVENESS AND TEAMWORK**

This skills cluster includes a number of related skills required to function effectively in the workplace such as interpersonal skills, human relations skills, negotiation and other teamwork skills.

Owing to increased use of teams in the workplace, employers value entry-level employees who possess these skills. Hattie et al. (1996:121-136) note that the team approach has been linked conclusively to higher productivity, product quality as well as increased quality of work life.

O'Neill (1993:29-36) finds that traditional team skills are highly valued by employers. Teamwork requires entry-level employees to have a combination of human relation skills such as co-operation, understanding, tactfulness, helpfulness, adaptability, tolerance and an understanding of cultural diversity.

**Table 5.11: Employer rating of group effectiveness and teamwork skills components**

Rank Order	Skills Components	Can't do without		Extremely important		Important		Total	
		N	%	N	%	N	%	N	%
1	Accept criticism	323	50	194	30	116	18	633	98
2	Good working habit	375	58	155	24	103	16	633	98
3	Task-oriented	207	32	284	44	142	22	633	98
4	Willingness to learn	322	50	232	36	65	10	619	96
5	Tactful	322	50	181	28	116	18	619	96
6	Co-operative	465	72	115	18	38	6	618	96
7	Understand teamwork	232	36	284	44	90	14	606	94
8	Punctuality	427	66	38	6	141	22	606	94
9	Open-minded	284	44	128	20	194	30	606	94
10	Summarise	116	18	194	30	245	38	555	86

### **The most important non-technical skills components**

Table 5.11 indicates that the most important components in this cluster are "Accept criticism", "Good working habit" and "Task-oriented" (98%). It was also indicated that punctuality (94%) is one of the important skills components to be able to work within a team. Kriegl (2000:86), suggests that punctuality is an important skill to acquire, while working in the tourism and hospitality industry, as these industries are very time sensitive in its day to day operations. Punctuality should be introduced at first year level of tourism and hospitality student's practical lectures, as they will need this skill when going out for experiential learning in the workplace.

## 5.12 ORGANISATIONAL EFFECTIVENESS AND LEADERSHIP SKILLS COMPONENTS

To be effective within an organisation, entry-level employees as well as students who underwent experiential learning needs an understanding of the workings of tourism and hospitality businesses, the organisational environment these businesses operate and how they fit in. Cotton (1995:17) writes that organisations are a tapestry of implicit and explicit power structures. In the explicit structure, leadership is conferred and represented by title and authority.

In the implicit structure, leadership is a developed by an image and are built up by cultivating the respect of peers, projecting a sense of reliability, goal orientation, vision and related self-management skills such as self-confidence and self-esteem. Both organisational effectiveness and leadership skills are the basics for success in the tourism and hospitality workplace.

**Table 5.12: Employer rating of organisational effectiveness and leadership skills components**

Rank Order	Skill Components	Can't do without		Extremely important		Important		Total	
		N	%	N	%	N	%	N	%
1	Handle stress	155	24	362	56	130	20	647	100
2	Assume responsibility	310	48	272	42	65	10	647	100
3	Motivate	271	42	207	32	169	26	647	100
4	Apply policies	297	46	65	10	271	42	633	98
5	Put theory into practice	233	36	323	50	64	10	620	96
6	Time management	349	54	142	22	116	18	607	94
7	Prioritise	375	58	129	20	90	14	594	92
8	Co-ordinate	271	42	90	14	233	36	594	92
9	Work under pressure	297	46	194	30	103	16	594	92

10	Set objectives	116	18	362	56	116	18	594	92
11	Goal-directed	388	60	116	18	90	14	594	92
12	Meet deadlines	414	64	90	14	90	14	594	92
13	Have vision	142	22	323	50	116	18	581	90
14	Delegate	129	20	310	84	128	20	567	88
15	Follow procedures	297	46	128	20	141	22	566	87
16	Lead	128	20	309	48	116	18	553	85

### The most important non-technical skills components

Table 5.12 indicates that all the managers of tourism and hospitality businesses rated "Handle stress", "Assume responsibility" and "Motivate" skills (100%), the most important. It is interesting to note that the leadership components in the cluster were rated of lesser importance. Technikon, which provides tourism and hospitality management as part of their outcomes, should make sure that leadership as a management function be practically simulated during contact time, as these students when completing their studies, would not with immediate effect being employed as a manager, however the attainment of leadership skills, could put them in a favourable position in being promoted to a senior position in a shorter period of time.

**Table 5.13: Importance of each skills cluster to your organisation**

Rank Order	Skill Components	Can't do without		Extremely important		Important		Total	
		N	%	N	%	N	%	N	%
1	Self-management & personal style	401	62	129	20	117	18	647	100
2	Communication	466	72	90	14	76	12	632	98
3	Creative thinking	155	24	115	18	362	56	632	98

4	Work-related dispositions and attitude	180	28	323	50	103	16	606	94
5	Organisational effectiveness and	284	44	194	30	128	20	606	94
6	Group effectiveness and teamwork	349	54	142	22	89	14	580	90
7	Information management	219	34	181	28	180	28	580	90

Table 5.13 indicates that 100% of hospitality and tourism managers /supervisors rate "Self-management & personal style" as the most important skill component in amongst all the other skills of all the clusters. If self-management & personal style is introduced as a tool during practical class content, would benefit students who embark on experiential learning, as they would be able to show command once introduced at the workstation of this important skill. Cho and Schmelzer (2000) argues that self-management is an important management skill that tourism and hospitality students should obtain in the future, which will make them more employable.

### 5.13 IMPORTANCE OF NON-TECHNICAL SKILLS

**Table 5.14: Importance of non-technical skills for students doing their experiential training.**

<b>RATING IMPORTANCE</b>	<b>Number</b>	<b>%</b>
Extremely important	298	46
Important	167	26
Less important	84	13
Not important	0	0
<b>TOTAL RESPONSE</b>	<b>549</b>	<b>85</b>

Table 5.14 indicates that 46% of respondents rated non-technical skills as extremely important. None of the respondents felt that non-technical skills were not important. It is suggested that those components with high scores should be included in Tourism and Hospitality curricula or work preparation programmes for Tourism and Hospitality students, which in turn will equip them with a set of non-technical skills that will enhance their employability in the tourism and hospitality industry.

#### **5.14 A SUMMARY OF NON-TECHNICAL SKILLS REQUIRED BY STUDENTS ENTERING THE WORKPLACE**

**Table 5.15: Non-technical skills required by students/graduates entering the workplace**

<p>Communication</p> <p>Take part in discussions, produce, read and respond to written material and able to use images.</p>
<p>Information Technology</p> <p>Prepare, process and present information and the ability to evaluate the use of information technology.</p>
<p>Working with others in teams</p> <p>Identify collective goals and responsibilities and work towards achieving them.</p>
<p>Organisational and Personal Effectiveness</p> <p>Improving performance by identifying personal goals / targets and plan and implement strategies to achieve them.</p> <p>Problem solving</p> <p>Critically and creatively solve problems by selecting procedures to clarify problems.</p> <p>Application of numbers</p> <p>Collect, record, interpret and present data and the ability to use correct methods to solve problems.</p>

## 5.15 IMPORTANCE OF SKILLS CLUSTER

**Table 5.16: Importance of skills cluster**

Rank Order	Skills components	1	2	3	4	5	6	7	Total	%
1	Communication	465	65	26	39	13	13	26	647	82
2	Creative thinking	220	168	65	90	26	39	39	647	60
3	Information management	116	194	65	129	14	77	52	647	48
4	Self-management	142	142	181	116	26	14	26	647	44
5	Work-related dispositions and attitudes	103	116	194	129	65	14	26	647	34
6	Group effectiveness	207	103	142	103	39	14	39	647	48
7	Organisational effectiveness and leadership	142	52	156	103	90	52	52	647	30

Table 5.16 of the questionnaire was designed to establish the most important skill cluster. Most employers (82%) rated the importance of the non-technical skills components of the functional and adaptive skills clusters. As a result, the highest scores were considered relatively more important than the low scores. Table 5.16 indicates that the Communication Skills Cluster obtained the highest ranking. In the following section (5.15) the results of the focus group questionnaire (Appendix B) will be discussed and interpreted.



## 5.16 FOCUS GROUP QUESTIONNAIRE RESULTS

**Table 5.17: Focus group rating of critical, essential non-technical skills required by students/graduates entering the workplace**

Rank Order	Skills components	1	2	3	4	5	6	7	Total	%
1	Communication	36	5	2	3	1	1	2	50	82
2	Creative thinking	17	13	5	7	2	3	3	50	60
3	Information management	9	15	5	10	1	6	4	50	48
4	Self-management	16	8	11	8	3	1	3	50	48
5	Work-related dispositions and attitudes	11	11	14	9	2	1	2	50	44
6	Group effectiveness	8	9	15	10	5	1	2	50	34
7	Organisational effectiveness and leadership	11	4	12	8	7	4	4	50	30

Table 5.17 indicates that the focus group respondents felt that Communication (82%) was the most important non-technical skill for tourism and hospitality students when placed for experiential learning. The level of importance of the above components was determined by adding together the number of "extremely important" and "important" responses on each component. The sum of these responses was then expressed as a percentage of the total number of responses on each component.

**5.17 MATERIALS TO BE INCLUDED IN THE PROPOSED BRIDGING PROGRAMME, AS PART OF THE METHOD OF DELIVERY (APPENDIX B)**

**Table 5.18: Materials included in the bridging programme**

Programme material	Yes	No	Total	%
Case studies	47	3	50	94
Practical simulation	45	5	50	90
Videos	43	7	50	86
OHP slides	35	15	50	70
Power point presentation	32	18	50	64

The programme material may consist of examples and Case Studies, as the focus group respondents indicated that 94% of scenarios that students would face in real work situations. It would allow students to acquire the knowledge and understanding through self-study if preferable and should have adequate guidelines and follow a systematic approach. The evidence requirements to prove competence against the assessment criteria would be explained in detail and comprehensive guidelines would have to be included.

It is proposed that one person or organisation should be selected according to expertise, skills and experience to do the material development. The advantage of this strategy would be that the material could be totally integrated and specific themes carried through the entire programme. It would be essential that the material developers have extensive industry experience to enable the programme to achieve its goals.

## 5.18 PORTFOLIO OF EVIDENCE INCLUDED IN THE BRIDGING PROGRAMME (APPENDIX B)

**Table 5.19: Portfolio of evidence**

Portfolio of evidence	Yes	No	Total	%
Logbook	49	1	50	98
Portfolio	45	5	50	90
Other	36	14	50	72

The students who participate in such a programme will be required to compile a Portfolio (90%) and a Logbook (98%) of all the procedures and exercises that they complete while involved in the programme. This must be done in an organised and professional manner. It will then be used as a form of "post-test" in order to show levels of improvement.

## 5.19 DURATION OF THE TERTIARY BRIDGING PROGRAMME (APPENDIX B)

**Table 5.20: Duration of the programme**

Duration of programme	No	Total	%
3 months	27	50	54
6 months	45	50	90
1 year	36	50	72

It is envisaged that the programme will consist of six modules comprising of 20 notional hours per module. According to the guidelines of the SAQA Act 1995, one credit is earned for every 10 notional hours completed. Students who complete the programme could therefore earn 12 credits or more.

## 5.20 OUTCOMES AND PERFORMANCE CRITERIA OF THE BRIDGING PROGRAMME (APPENDIX B)

**Table 5.21: Outcomes and performance criteria**

Outcomes and performance criteria	Yes	No	Total	%
Outcome for each workplace skill	48	2	50	96
Complete all outcomes before accreditation	44	6	50	88
Recognition of prior learning	39	11	50	78
Modules to include all skills clusters	35	15	50	70

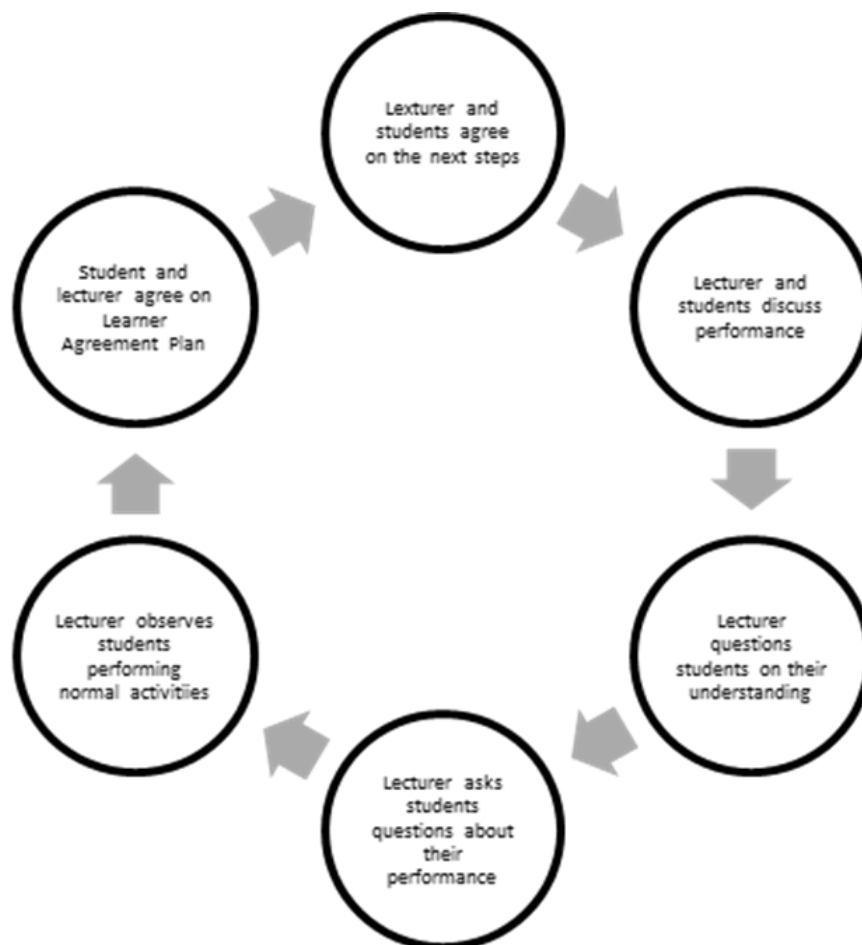
The outcomes, assessment criteria and assessment method of the programme will be registered with the South African Qualifications Authority for accreditation. This will mean that a person who completed the programme will receive credits on the National Qualifications Framework, which will contribute to their progress to higher levels on this Framework. If the course is nationally accredited, it will enhance the credibility of the programme as well as increase the replication possibilities.

The programme would be positioned and promoted as a Workplace Skills Programme for first-year tertiary students and graduate recruits, rather than as a bridging programme. Extensive consultation with employers is required, as they should be included in the planning phase of this programme; this would further increase the acceptability of the programme

The Programme will be based on pre-determined outcomes for each of the workplace skill modules. Students will have to complete all the outcomes before accreditation can take place. If, however, the student has met specific outcomes previously, either through a particular subject completed at tertiary level or through other methods, the student will be required to provide evidence that will prove his/her competence in that particular outcome. The proposed modules will be based on the skills clusters identified by the researcher.

### 5.21 A PROPOSED THEORETICAL GUIDANCE: IMPLEMENTING NON-TECHNICAL SKILLS AT TERTIARY INSTITUTIONS AS PART OF CURRICULUM OUTCOMES

Contemporary business people face stiff competition from both domestic and international sources. This is particularly true of the South African tourism and hospitality industry. Figure 5.1 depicts the information on competitive factors and other constantly changing environments that is essential for the development of a theoretical guidance based on the findings, assessing non-technical skills.



**Figure 5.1 Source: Theoretical guidance. Adapted from Engelbrecht (2003)**

**5.21.1 How to conduct the assessment**

- Choose students based on the Workplace Skills Plan
- Find exit level module
- Discuss benefits, framework, modules and what an assessment is
- Prepare learner agreements sheet with students
- Set finishing date and first time of assessment (plan broadly)
- Go through tertiary institution requirements
- Register student for Workplace Skills Plan
- Prepare two files:

**Table: 5.22: The outcomes process**

<b>LECTURERS FILE</b>	<b>STUDENTS</b>
Work Place Skills Modules	Work Place Skills Modules
Activity sheet	Resource list
Declaration of competence	Competence achieved

- Start assessment by using assessment methods as described below.
- Record the assessment.
- As soon as students achieve the specified outcome of a module, sign it off on declaration of competence form. This will be the way to measure progress.

**5.21.2 Methods of assessment**

**Observation**

- Know what to look for;

- Only look for the performance that relates to the qualification;
- Be unobtrusive;
- Observation should never make the student nervous
- Observe naturally occurring daily work activities as far as possible;
- Observation should be conducted under normal pressures.

### **Questioning**

- Know what to ask and what the required response should be;
- Questions should be relevant to the module being assessed;
- Questions should be aimed at the appropriate level for the student;
- Questions should try to elicit detailed answer from the student - not just yes / no answers;
- Questions should be clear and easy for the student to understand;
- Listen carefully to the answer and evaluate objectively;
- Maintain interest in the answers;
- Maintain eye contact;
- Consider the effects of body language;
- Avoid words and phrases such as "you are joking" and "really!"

### **Simulation**

- Simulation should only be used for situations that: are difficult to Observe; Occur infrequently; Are potentially dangerous;
- Know what evidence the simulation must produce before designing it;
- Instructions to the student must be clear and easy to understand ;
- The situation should be simulated as realistically as possible.

### **Testimony**

- Only to be used where specified in the assessment instructions ;
- Should be supported by other assessment methods as far as possible;
- Subjectively of the third party should be taken into account;
- Know what evidence the testimony must produce before questioning the party.

### **Underpinning knowledge**

- Demonstrated through answering questions;
- It is the knowledge and understanding that the student needs to be able to do the job;
- Underpinning knowledge cannot be observed, nor can it be assumed;
- Use open ended questions;
- Make sure you know the correct answer.

### **Feedback**

Feedback should be given on a frequent basis, preferably immediately after an assessment. In this way, students still recall their performance and can relate to their feedback. Before giving feedback, make sure that you are in a quiet environment without being disturbed. Students should feel at ease in order for them to absorb what is being discussed. When giving feedback, the following steps should be followed:

- Always start by giving the students the opportunity to comment on their own performance ;
- Ask questions to clarify the points that students are bringing up;
- Give students the opportunity to come up with their own solutions for performance problems ;
- When giving feedback to students, start with something positive and do not be too negative in the words you use;
- Always ask open questions when recapping your feedback ;
- Be positive when you finish in order to motivate students;
- Look for mutual agreement when determining the next steps. Do not impose things on students as this will be counterproductive (Further Education and Training Act, 1998).

## **5.22 CONCLUSION**

The primary aim of this chapter was to present, analyse and interpret data collected during the focus group interviews and the administration of the research questionnaire. The data analysed in Chapter 5 revealed that the Tourism and Hospitality employers rated



the majority of the skill cluster components either as extremely important or as important. As a result, the highest scores were considered relatively more important than the low scores. It is suggested that those components with high scores should be included in Tourism and Hospitality curricula or experiential learning logbooks for Tourism and Hospitality students. Based on the survey (questionnaire) being administered to hospitality managers and supervisors results suggests the following:

c.f. 5.1 The majority of participants were from a supervisory background in the tourism and hospitality industry, providing experiential learning to students.

c.f. 5.2 Most of the managers / supervisors had 2-3 years working experience.

c.f. 5.3 The hospitality industry provided most of the experiential learning based on participants partaking in this research. This indicative that more students are enrolled in the hospitality programme at the Border Technikon.

c.f. 5.4 The size of the tourism and hospitality businesses had employed between 50-149 employees.

c.f. 5.5 More hospitality than tourism students underwent experiential learning during the questionnaire survey period. The following non-technical skills had been rated as importance when students are on experiential learning.

c.f. 5.6 Verbal communication as a non-technical skill attained the highest frequency, which tourism and hospitality students should master. It is also evident that the official language of the tourism and hospitality industry is English.

c.f. 5.7 In relation to creative thinking and problem-solving skills components, observing, and questioning was found to be very important as rated by respondents.

c.f. 5.8 Considering information management skills, logical thinking attained the highest frequency percentage.

c.f. 5.9 With reference to self-management and personal style skills, honesty, motivated, ethical and enthusiastic achieved the highest overall percentage.

c.f. 5.10 In terms of work-related dispositions and attitude skills, all skills in this cluster had been highly rated by the respondents. These skills should serve as an important indicator to be incorporated in tourism and hospitality curriculums as well as part of

experiential learning programs at Technikon's. In achieving these skills, would assist those students in finding jobs within the tourism and hospitality industry more readily.

c.f. 5.11 In the group effectiveness and teamwork skills cluster, accepting criticism achieved the highest score

c.f. 5.12 The organisational effectiveness and leadership skills components respondents rated handle stress, assume responsibility and motivate as the most important non-technical skills.

c.f. 5.13 As part of the importance of each skills cluster, respondents rated self-management cluster as the most important one.

c.f. 5.14 In asking the respondents if non-technical skills are important to students undergoing experiential learning they indicated that is extremely important.

c.f. 5.15 Respondents rated non-technical skills from the functional and adaptive skills clusters as the most important.

c.f. 5.16 Communication skills served to be the most important for tourism and hospitality entry-level employees in relation to the workplace.

### **5.23 Conclusion in terms of the focus group questionnaire**

c.f. 5.17 Results from the focus group interviews in terms of critical skills, non-technical skills required by students/graduates entering the workplace suggests that communication skills are the most important skill to master.

c.f. 5.18 The focus group results indicate that case studies and practical simulation should be introduced in the bridging programme.

c.f. 5.19 In terms of the portfolio of evidence, the Logbook should provide evidence that the student achieved the levels introduced.

c.f. 5.20 Respondents indicated that the duration of the programme should be at least one year

c.f. 5.21 The outcomes and performance criteria should include outcomes of each workplace skill (non-technical skills).

As Hill (2000:2) has commented: "The design of assessment tasks which enable fair and authentic assessment of a range of valued outcomes and which embed the non-technical skills as assessment criteria for evaluating performance on these tasks should be a goal of teaching and learning programmes generally." It is the researcher's contention that this goal would require a substantial change of pedagogy in the Technikon-lecturing arena. The shift would need to be from a content-driven approach to, the researcher suggests, an outcome driven approach where outcomes take account of non-technical skills in assessment terms, including the professional and academic needs of students, and are directly and explicitly linked to the teaching and learning programme" (Transform Education 2001).

In Chapter 6: The focus is on a strategic process to align a workplace skills programme for Technikon's within the new Democratic South Africa. An analysis of the Skills Development Act (1998) and the Skills Development Levies Act (1999) follows.

# **CHAPTER 6: A STRATEGIC PROCESS TO ALIGN A WORKPLACE SKILLS PROGRAMME FOR TECHNIKON'S WITHIN THE NEW DEMOCRATIC SOUTH AFRICA**

## **6.1 INTRODUCTION**

This chapter serves as a guideline to the advisory board of the Centre for Excellence in Leisure and Tourism at the Border Technikon. It was also suggested, that this guideline should be tabled on the agenda of the Committee of Technikon Principals for understanding and possible implementation at all Technikon's of South Africa which provides tourism and hospitality programmes as well as experiential learning (cooperative education). All Tables and guidelines are based on the discussion of the author, with other experiential learning lecturers as well as the attendance and guidance by the South African Society for Cooperative Education members.

In analysing the Skills Development Act (1998) and the Skills Development Levies Act (1999), the following principal issues emerged:

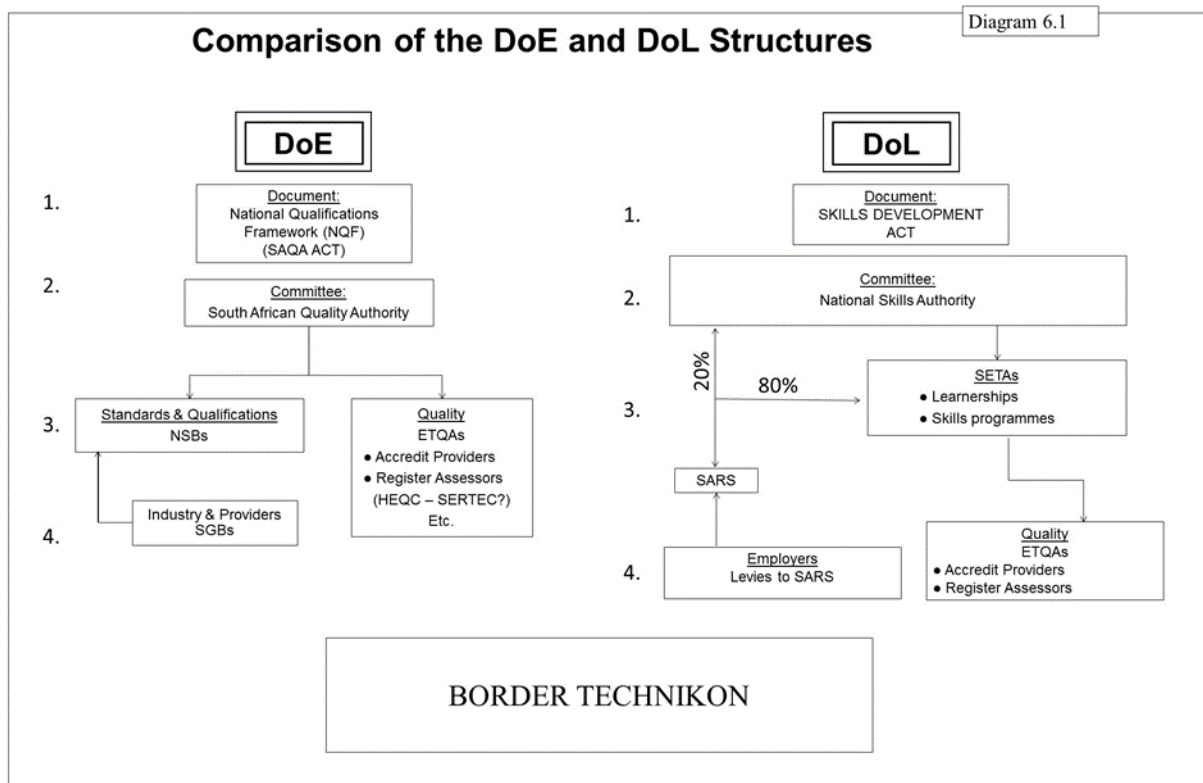
SETAs will use the grants from the Skills Development Fund to motivate firms to invest in quality, strategically aligned learning Firms, especially the smaller ones, seldom have the resources (money, expertise and time) to develop quality training and education for their employees.

The Border Technikon should be pro-active and take maximum advantage of the opportunities that are imminent. The implementation of the above mentioned two Acts provides many opportunities and challenges for Higher Education (in this case, Border Technikon). It is general knowledge that the levy/grant scheme which commenced on 1 April 2000 ensures that while everybody pays a training levy, only those organisations participating in specifically designed, assessed and monitored training and development will be entitled to claim back a grant. Informal sources anticipate that the Skills Development Fund will be more than 1,4 billion in the first year and the income set to at least double from the year 2001.

Just as the SAQA (2000) is the statutory body that is responsible to the Minister of Education (2000) for overseeing the development and implementation of the National Qualifications Framework in South Africa, so too is the National Skills Authority (NSA)

responsible for advising the Minister of Labour on the implementation of a National Skills Development Policy and Strategy and the allocation of subsidies from the National Skills Fund (Skills Development Act, 1998). All procedures have to ultimately comply with SAQA requirements as stipulated in the SAQA Act (1998). The two therefore (SAQA and the NSA) work hand in hand.

Technikon's are providers of education that is occupation specific. Therefore, to take maximum advantage of the opportunities that the Skills Development Act of 1998 and the Skills Development Levies Act of 1999 offer, Technikon's need to view the two processes (SAQA issues and Skills Development issues) simultaneously and holistically. By implication - Border Technikon need to schedule education and training that incorporates both structures, that of the DoE and DoL as depicted in Diagram 6.1.



### 6.1.1 Process to align Experiential Learning with the new dispensation

*Experience, Empowerment, Intellectual growth, Personal fulfilment, a career path.* These are not just words. They are part of what education should be all about. As the new Acts transforms accreditation criteria to standards based on outcomes assessment, Co-

operative Education at Border Technikon becomes an even more attractive program for our staff and students, as it provides a means for students not only to absorb new technical knowledge, but to demonstrate the application of theories learned in the lecture room. The opportunities for a more diversified, liberal education where students can make positive impacts on their communities and society as a whole, are significantly enhanced by participation in co-operative education at Border Technikon. Technikon's face a very formidable challenge in the future in the attempt to keep pace with changing legislation, technology and the increased globalisation of post-secondary education, but Technikon's are committed to offering, students the highest quality of experiences possible to enhance their learning and ultimately, their careers. Border Technikon strives to prepare leaders, not just graduates.

Experiential learning places specific emphasis on occupationally directed career development and prepares students to be immediately useful when they enter the job market. This training model is based on the interaction between the Technikon, the employer and the student, and makes provision for experiential learning - to take place in the real world workplace in such a manner, that it integrates with the theoretical training (leanerships).

Co-operative Education (experiential learning) is one of our premier partnerships between business and industry and is a critical dimension of the mission of the Border Technikon. Co-operative Education supports the mission by integrating the lecture room with real world work experiences to prepare students for productive and rewarding jobs (leanerships by definition). Our challenges at the Border Technikon include adjusting to the ever-changing needs of our global community and remaining flexible with the technological advances that are happening at such an incredible rate. Technikon's should also involve business and industry to increase their responsibility in solidifying partnerships, which educate and train the work force (Higher Education Act, 1997).

### **6.1.2 Get to know systems i.e. SAQA; NQF; SETA's; SGB, etc.**

Management will need to motivate co-ordinators to design the syllabi and do planning from the outset of leanerships and may need to be informed of the essential differences between leanerships and experiential learning.

#### **6.1.2.1 Identify their SETA(s) and responsible contact persons;**

**6.1.2.2** Identify the Skills Development Facilitators in each of your participating companies;

**6.1.2.3 Develop Unit Standards in Collaboration with SGB's, SETA's and DOL**

Only those organisations participating individually designed, assessed and monitored training and development will be entitled to claim back a portion of their skills levy.

- (a) Align experiential learning with learnerships and register-again in consultation with SETA(s), SGB, and professional boards. The experiential learning will have to be aligned with a registered learnership (i.e. written as unit standards with credits assigned to the learning). If learnerships are going to be implemented, effective staff development for the administration, management and delivery and assessment of outcomes of learnerships needs to be planned well in advance. How are learnerships established and designed?
- (b) How do the skills programmes relate to learnerships?
- (c) What does providing a learnership entail?

Learnerships are:

Primarily workplace learning programmes supported by structured institutional learning which could result in a qualification. May be less than 12 months but may not normally exceed 12 months. Business arrangements (formal contracts) between the learner, the present or future employer and the provider. Consist of structured workplace learning which means that the theory and the practice have to be carefully integrated.

- (d) How are learnership functions managed and co-ordinated?
- (e) Rights of parties to a Learnership agreement. Rights of the learner in relation to both the registered Service Provider and the Employer. Rights of the Registered Training Provider. Rights of the Employer.

**6.1.2.4 Rights of the SETA.**

- (f) Obligations of the learner, Registered Training Provider, Employer and SETA.
- (g) General provisions and scope of agreement.

## Finalise the Placement Contracts vs. Employment Issue

Technikon's will have to formally negotiate a placement contract for each candidate's work placement/experiential learning. This implies that Technikon's will have to take a greater responsibility for ensuring that placements for each student are available.

Design formal assessment of experiential learning as outcomes/linked to Border Technikon. Formal recognition of prior learning is now essential. Assessment is a process that measures whether or not a learner has achieved the intended outcome(s) when comparing their capabilities to the assessment criteria set out in the relevant unit standard(s) or qualifications.

- (a) Experiential learning will need to be formally assessed in the workplace (realistic work environment) as outcomes linked to the "theoretical components" of each outcome/unit standard and credit value.

Recognition of prior learning for each sub-field of learning (occupational areas) needs to receive urgent attention if credits for RPL are to be granted.

"Integrated assessment "in the case of learnerships refers not only to assessing the learners' abilities to integrate experiential learning with other learning. The validity and reliability of assessment will require specific attention under these circumstances, as will the RPL. For learnerships in which learning and experiential learning each take place in multiple sites, integrated assessment will prove complex.

Develop Quality Assurance Systems and Procedures with professional boards PLUS (maybe) other ETQA

- (a) The departments may be responsible to more than one quality assurance Body and will thus need to register assessors at each relevant sector in addition to the present accreditation body. Be trained as Assessors
- (a) Co-ordinators will have to be prepared to make correct use of formative assessments.
- (b) They will also need to be trained and registered as assessors.
- (c) To be registered, the applicants need to be qualified in the standards and qualifications they are assessing, i.e. technically competent.



### **6.1.2.5 Evaluation/Assessment of Process**

Summative evaluation to assist in the Total Quality Assurance Process.

## **6.2 A PROCESS FOR EXPERIENTIAL LEARNING PLANNING**

### **6.2.1 Developing a Skills Developing Plan**

#### **6.2.1.1 Study information re Sectoral Skills Development trends and strategies**

- Actively liaise with the relevant SETA(s), DoL, NSA, SDPU, SAQA and SGB(s).
- Study Sectoral Skills Development Strategies, eg: Employment Equity, NQF Qualifications, and Learnerships.
- Promote stakeholder participation at all companies, eg: HR / Line Management and Employee Representatives.

#### **6.2.1.2 Gather information on business plan objectives.**

- Obtain specific objectives for all key success factors within the business relating to your students.

#### **6.2.1.3 Link Skills Development Priorities of your students to the business plan objectives.**

#### **6.2.1.4 Develop a Skills Audit System to determine the Skills Development needs of your students.**

- Outline the training history of the companies (learning programmes implemented)
- Determine the current competency profiles by specific: placement positions, race and gender.
- Prepare a draft Employment Equity career pathing profile.

#### **6.2.1.5 Compile a Skills Development Plan for businesses.**

- This "Plan" must reflect Skills Development priorities linked to the Business Plan Objectives.
- Address Sectoral Skills Development strategies such as NQF, Learnership and

RPL.

- Outline learning interventions to address skills development needs.

### **6.3 IMPLEMENTING THE SKILLS DEVELOPMENT PLAN**

**6.3.1** Develop learning resources programmes to meet the requirements of the Work Skills Plan (Skills Development Act, 1998).

- Develop a Syllabus.
- Develop a competency based modular learning programme for functional and behavioural skills training.
- Develop mentorship, coaching and performance management systems for active, action learning.
- Develop accelerated learning programmes for career pathing and fast trackers development.
- Develop outcomes assessments (functional and behavioural) to measure competencies.
- Assessment procedures must comply with ETQA requirements and be aligned to Unit Standards of Sector(s).

**6.3.2 Implement a Quality Assurance System to moderate learning and assessment procedures.**

- Develop accredited programmes for Assessor training and assist in registration of Assessors.
- Develop accredited programmes for the training of Verifiers and assist in the registration of Verifiers.

### **6.4 MONITOR, EVALUATE AND REPORT ON THE SKILLS DEVELOPMENT PLAN**

**6.4.1** Develop a MIS to monitor the Skills Development process.

- Monitor the skills development process of individual students: Occupational competencies mastered, Sector Unit Standards/Qualifications (credits) obtained.
- Monitor the progress of Development Strategies eg: Career pathing, Fast Tracker Development, Learnerships and RPL and verify workplace assessment.

#### **6.4.2 Compile an Annual Training Report**

- The Annual Training Report must report back on the outcomes of the approved Workplace Skills Plan.

### **6.5 RECRUITMENT AND CREDITS**

Legend Transfer of knowledge-best achieved at Technikon. Outcome is to demonstrate the acquisition of knowledge. Experiential Learning - application of knowledge to master a skill. Outcome is the demonstration of a skill mastered - Skills can be handling. (Psychomotor), affective, knowledge, etc. Transfer of knowledge during experiential learning. Outcome is to demonstrate the acquisition of knowledge. Application of knowledge - mostly in simulated situations such as in laboratories, studios, projects/assignments.

### **6.6 LEARNERSHIPS**

#### **6.6.1 Definition / Explanation**

Learnerships are primarily learning programmes offered at the "workplace" (normally within a company or other registered service provider). These learning programmes are supported by structured institutional learning, which results in a registered qualification. The Skills Development Act, 1998 (Act 97 of 1998), stipulates that when learnerships are offered, there must be an agreement between the learner, the employer (or a group of employers) and the training provider (or group of training providers). This means that all three parties shall be signatories to a single agreement.

#### **6.6.2 How are learnerships established and designed?**

As a point of departure a well-founded knowledge of what a learnership is and is not; what the difference between learnerships and apprenticeships are; and what the labour markets are (regional, provincial and national)

- Leainerships are closely associated with occupations. The need and/or demand for each leanership must be first established.
- The requirements for providing the leanership must be demonstrated (eg: accredited providers- development of unit standards, etc.).
- Relationships with other existing leanerships.
- Duration, economic and educational value.

### **6.6.3 How do the Skills Programmes relate to leanerships?**

A skills programme overlap with leanerships in that they both aim to develop skills and competencies; they are both required to be credited on the NQF and they access funding from the same source. To advance to a skills programme one has to group several of these unit standards which collectively will then render the learner employable. Skills programmes then are clusters of unit standards that together make sense for income generation. They are the smallest exit units (level descriptors are here very important) which signals either accomplishment of an economically useful skill or a complete unit of knowledge. They should always lead to a leanership or qualification.

There are two options, which outline skills programmes within a qualification context these are:

As part of a Learnership when it comprises a selection of skills programme which, while they are "complete" entities in themselves, lead to a leanership, and consequently a qualification (artisan).

As part of a qualification. This is a combination of unit standards and/or skill programmes that, with other general education unit standards will form a full qualification.

It should be noted that skills programmes are *always* a subset of a leanership.

As with leanerships, skills programmes should adhere to the principle of integrating work experience (experiential learning) and structured learning, of combining the theory with practise.

For Technikon's to register a skills programme, evidence of the following is essential:

- Demonstration of a need for the proposed skill.
- Evidence of the Learnership (and/or qualification) to which the skills programme will ultimately contribute.
- Links with further education requirements as well as formal education.
- Skills programmes must be certificated through the NQF-based accreditation.

#### **6.6.4 What does providing a Learnership entail?**

The two components of Learnership-structured workplace learning and structured learning - should be integrally connected as well as contextualised within a work environment. The ideal structure then, is when what is learned through structured learning is supported by structured work experience in the same field

As many companies, such as SMMEs and unlikely to be able to provide for all workplace-related outcomes, SETAs must arrange for a number of companies who can effectively co-ordinate group training. All providers of learnerships will be expected to meet the requirements for accreditation, as outlined by SAQA Regulations, as well as those of the appropriate ETQA function.

#### **6.6.5 How is learnership's functions managed and co-ordinated?**

Bridging the gap between theoretical education (acquiring knowledge as an outcome) and skills training, requires close co-operation between education and training providers. A credit-based qualification system requires administrative and other arrangements for recording the achievement of competencies. Learnership agreements which purpose is to provide a legally binding description of rights and responsibilities of each party in relation to other parties. These agreements address rights and obligations of learnership parties, entry requirements, registration and termination. Learnership contracts as required by the Skills Development Act (1998) will formalise the terms and conditions of the learnership employment contract.

#### **6.6.6 Rights of Parties to a Learnership Agreement**

Rights of the student in relation to both the registered Service Provider and the Employer who provides experiential learning, the Registered Training Provider's rights and the rights of SETA.

### **6.6.7 Starting a Learnership**

When starting a learnership the following serves as guidelines:

- (a) Identify the need for a learnership;
- (b) Bring together the stakeholders, who must be involved in offering it,
- (c) And estimate the cost of the learnership.

Once completed, begin a process of interacting with the relevant SETAs. They will be able to give advice on whether there is a need for the learnership(s). The SETA can also give advice on whether or not others are planning to offer learnerships in the same area. Finally, the SETA will also give advice on any specific requirements they may have for registering and funding the learnership. The co-ordinator or a skills development facilitator (SDF) could initiate this process. This could be someone within the organisation, somebody appointed from outside the organisation or someone who serves as a facilitator for a number of organisations. The SDF will have the responsibilities of leasing with the SETA; facilitating the process of developing a skills plan; advising on the implementation and quality assurance of the skills development which is provided; and reporting to the SETA. The relevant SETA will issue Border Technikon with a registration form to use in appointing the facilitator, and the employer will be eligible to receive 15% of their levy back for this appointment. The Skills Development Act (No. 98 of 1998) outlines the purposes of "occupation-directed" education and training. ("Occupation-directed" refers to education and training which prepares students for specific occupational roles).

### **6.6.8 Action Steps**

Action steps that should be taken are to appoint a skills development facilitator; convene a forum of stakeholders who will be responsible for developing the skills plan, and collect information needed for skills planning. SETAs may issue sector-specific forms, which will be required to be completed when submitting a skills plan, or they may use the generic form published by the Department of Labour. The generic form asks for the following categories of information: Administrative details; past education and training provision; the strategic priorities of the organisation; vacancies and recruitment intentions; education and training needs; quality assurance measures; and authorization. Service providers should furthermore identify skills development priorities and the submission of a workplace skills plan.

## **6.6.9 Establish partnerships and identify roles and responsibilities**

Learnerships consist of structured work experience (provided in the workplace) and structured institutional learning (usually provided by training departments within organisations, technical colleges, and industry training colleges, regional training centres, private training providers or other provider organisations).

### **6.6.10 Action Steps**

Identify what work needs to be done, as the co-ordinator at the Technikon may already have aspects in place, which are listed as requirements for planning, developing or implementing learnerships. The co-ordinator's first task is therefore to draw up a list of all the work, which needs to be done to offer the Learnership, by reviewing the Learnership guideline documents. Furthermore the co-ordinator which is responsible for experiential learning, could identify other possible levels of involvement. These may include unions, employers, practitioners and learners as they should all be involved in some way in the planning, development and implementation of activities. However, this does not mean that everyone should all be involved in doing everything. In most cases, it will be useful to distinguish between:

- A governance role (developing policies and ensuring that the work done is consistent with the policies);
  - A management role (setting objectives and timeframes, allocating resources, monitoring and supporting the achievement of objectives);
  - An operational role (doing the detailed work of planning, developing and implementing the activities).
- (c) Develop the structures to undertake these roles and responsibilities
- (d) Develop a plan to build capacity; and
- (e) Write an outline.

This outline should describe the role players in terms of their suitability for the task, and indicate the responsibilities of all role-players. The outline should in the same vein include organisation CV' s and letters of intent from the organisations to serve as a useful way in helping the SETA to evaluate the proposals.

### **6.6.11 Estimating the costs involved in offering a Learnership**

One factor in deciding the viability of a learnership is how much it will cost, and whether adequate resources are likely to be available for offering it.

### **6.6.12 Action Steps**

The following actions steps should be taken with a focus on costs involved pertaining to a learnership: Identify the cost factors; estimate the costs involved in each set of activities; identify the possible or likely sources of funding; and write an outline.

## **6.7 PLANNING A LEARNERSHIP**

This section outlines the planning work needed to establish overall objectives, timeframes, responsibilities and resources required. After planning these details, the Border Technikon's lecturer involved in experiential learning should be in a position to evaluate their plans against the criteria for accreditation as a provider. Begin by asking the relevant SETAs for the criteria they will expect Border Technikon, Centre for Excellence in Leisure and Tourism to meet before for possible accreditation on a learnership that should address the set of non-technical skills.

### **6.7.1 Plan to select or develop standards and qualifications**

By definition, learnerships "result in a qualification", and it is therefore not possible to have learnerships without standards and qualifications. Unit standards, qualifications and qualification pathways also form the basis of curriculum design and learning programme development and are therefore necessary in order to undertake these activities. The unit standards describe the knowledge, skills and values that learners must be able to demonstrate by the end of one or more modules within the learnership. The qualifications describe how these unit standards should be combined for a learner to be deemed competent within a defined occupation. The qualification pathways describe the relationship between one qualification and other related qualification pathways - the possibilities for the learner to move into other related fields while carrying credits for her/his current qualification, or to progress within their career.



## **6.7.2 Action Steps**

If there are no unit standards, qualifications or qualification pathways, the co-ordinator must plan to liaise with the relevant SETAs to notify them and request them to approach the relevant NSB to initiate a standard generating body. Participate in the standard generating processes and wherever possible assist the relevant SETAs in initiating and sustaining the processes. Standards needed for many occupational fields are not yet in place, based on 2001. Also, the standards have not yet been tested, and the first time they are used will really be piloting them. At the same time, however, learnerships must result in nationally recognised qualifications. It would be unfair to learners (students) and to those offering the learnership to begin before standards are in place. The relationship between standards and implementation, therefore, needs to be handled with great sensitivity by both the SETA(s) and those providing the learnerships. If there are unit standards, qualifications and qualification pathways, the co-ordinator must plan to:

- Identify the problems. Each substantive category heading in the unit standards and qualifications should provide a useful point of feedback. For example, the credit value is a rough estimate of how long the average learner would take to acquire the competence described in the standard.
- Use the standards, qualifications and qualification pathways, but interact with the SGB, NSB and the relevant SETA(s) in providing detailed feedback.
- Participate in the processes to revise these over the next two years.

If there are good unit standards, but no qualifications or qualification pathways, the co-ordinator must plan to: liaise with the SETA around establishing an SGB process to undertake the development of the qualifications and qualification pathways. Seek out others who are offering qualifications in related occupational fields. Identify what is common and what is not common in the qualifications you are planning to offer as a basis for working out what is core and what is elective.

## **6.7.3 Plan to develop and implement an integrated curriculum**

A properly designed curriculum is the blueprint for successfully integrating the workplace- and institutional learning with each other. It is also the key to ensuring that theory and practice form the basis of all learning, regardless of where it takes place. The co-ordinator

are not required to develop the curriculum during the planning phase, only to identify what work will be required, who will undertake the work and what resources it will require.

#### **6.7.4 Action Steps**

The responsible person for experiential learning should determine what is involved in developing the curriculum together with Directors and Deans of the Faculty. Therefore developing the integrated curriculum will involve at least reviews from the national and sectorial curriculum for learnerships. The interpretation of the curriculum at a local level should further serve as a guidance. The responsible person for experiential learning should also be developing the curriculum, including how learning will be organised and integrated across sites; workplace requirements; the approach to learning; the mode of learning (e.g.: block release, mentoring, logbooks etc.) and how assessment will take place. On the other hand, the responsible person for experiential learning should prepare a curriculum outline which should be accessible for use by practitioners and learners (students), and can be used by the SETA(s) to accredit the Technikon, which provides the Learnership. The responsible person for experiential learning should also plan who will be involved in each step and how they will undertake the step. Finally, write a summary of the plan to develop and integrate this plan into the curriculum.

#### **6.7.5 Plan to develop and implement a learning programme**

Unit standards and qualifications detail the outcomes of an education and training program, but they do not say anything about how learners should achieve the outcomes. This is the task of the learning program. The learning program should indicate how the standards would be combined and sequenced across different modules and across experiential learning programmes and institutional learning.

#### **6.7.6 Action Steps**

It is possible that the Department of Labour and SETA(s) may issue criteria and guidelines which learning programmes should meet. The lecturer involved with experiential learning should contact the relevant SETA(s) to find out if specific criteria or guidelines exist. If the co-ordinator has developed such criteria, offer them to the SETA(s) as a possible basis for future guidelines or criteria. An identification of the unit standards and qualifications the co-ordinator will be helping learners to achieve is of importance. Additionally find out who else is planning to offer the learnership, or component programs toward the

Learnership, and co-ordinate efforts where possible. The co-ordinator could do this by liaising with the SETA, or by contacting other service provider organisations and employers. Likewise calculate how much time should be allocated to the experiential learning component or structure. Plan how to develop the details of the structured experiential learning component which will be necessary to help learners (students achieve the outcomes. The planning should cover:

- What kinds of experiential learning are needed? This may in some cases require more than one workplace to be involved, since some employers cannot offer learners the full range of experiential learning which is needed.
- Who would mentor the learner and what kinds of mentoring will be provided.
- How experiential learning will be offered so as to support rather than disrupt the normal flow of work within the workplace. How to schedule experiential learning and institutional learning so as to avoid troublesome disruptions to either the workplace or the provider organisation.

A Learnership involves a pedagogic relationship, in which the employer (experiential learning provider undertakes to teach the learner something. Planning how to support the learner in reflecting on and learning from their work experience. Also planning the "pedagogy of work" which lies at the heart of the concept of learnerships. This will transform the workplace into a site of learning, and has potentially much wider beneficial spin-offs for the employer.

Plan the work involved in developing the modules for institutional learning, as well as in sequencing the modules. The planning could cover:

- How to divide, combine or sequence unit standards in providing the learnership. This needs to be approached creatively, since unit standards most commonly reflect the logic of work rather than the logic of provision. It may, for example, be possible to identify areas of essential embedded knowledge, which are common across unit standards and to offer these as modules rather than offering one module per unit standard. Establish the relationships and scheduling between providers who are offering different modules toward the same learnership. Plan the scheduling of the work experience and provider organisations, to ensure minimal disruption to the work schedules of both. In addition plan who will undertake each

area of work as outlined above, as well as how they will do it. As a final point write a summary of your plans, detailing what is involved, who will do it, and the time frames and resources required.

### **6.7.7 Plan Learnership Assessment Procedures**

Learnerships are located within broader education and training bands (eg., ABET, FET and HET).

### **6.7.8 Action Steps**

- (a) Familiarise yourself with the applicable assessment policies
- (b) Decide what and when assessments will be used for in the Learnership, and
- (c) Decide on who should be involved in each assessment, and on the processes to educate these role players as assessors.

The responsible person for experiential learning should establish a spread of role players to be assessors during the course of the Learnership: the learners themselves (who will need to be taught to become responsible judges of their own performances, and those of their peers); the ETD practitioners (who will mostly also need to learn more about assessment as opposed to testing); peers and managers / supervisors in the workplace, mentors and assessors who are external to the learning/teaching process? External assessors could be from the unions, from a pool of employers, or could be a professional who is recognised in her/his field. Again outline the processes for assessor education and training for each of the role players. Also develop guidelines on assessment.

### **6.7.9 Plan to develop and implement a quality assurance system**

Quality Assurance is the process of ensuring that the quality (level, scope, nature) of the standards is achieved in practice, and that steps are taken to improve quality where problems are identified. It, therefore, serves both to regulate and to enhance the quality of education and training provision. SAQA has the legal authority to govern the quality assurance of education and training. It will accredit any number of Education and Training Quality Assurer's (ETQA's), which will in turn accredit providers to provide toward specified qualifications. SETAs carry ETQA functions, but need to be accredited by SAQA to do so. Most SETAs have applied to SAQA for this accreditation. If accredited, they will begin to fulfil the role of an ETQA by 01 October 2000. They will be formally accredited

as ETQAs only after September 2001, and only after meeting a set of criteria required by SAQA (SAQA, 2000).

#### **6.7.10 Action Steps that should be taken in line with quality assurance.**

- (a) Review available regulations and guidelines on quality assurance.
- (b) Identify your objectives in relation to quality assurance.
- (c) Allocate the responsibility for achieving these objectives.
- (d) Agree on timeframes.
- (e) Develop proposals on how quality assurance systems should be developed and implemented.
- (f) Identify the resources, which will be required to undertake the work.
- (g) Integrate the planning for quality assurance into the broader project plan. Plan to adapt management and administration systems.

One of the most underestimated parts of any learnership is the management and administration system. Large numbers of learners will present logistical challenges, as will co-ordinating the relationships between providers and workplaces. Attention to adapting the management and administration systems is important in ensuring that learnerships are not simply "tagged on" to institutions, but that the institutional environment itself is conducive to achieving the objectives of learnerships.

#### **6.7.11 Action Steps headed for the implementation of learnerships**

- (a) Review plans for implementing the Learnership.
- (b) Review the systems to identify changes that will be needed to ensure an institutional environment conducive to implementing the Learnership effectively.
- (c) Plan the time frames, processes and resources required to make the changes.
- (d) Plan to co-ordinate activities and report back where necessary.

### **6.7.12 Plan an Evaluation and Impact Assessment**

In order to reclaim the funds for implementation of the learnership (Grant C), a report is needed. Details of what will be required to report on are not yet available, and SETA(s) should be contacted to find these out. However, the SETA requirements are the minimal requirements of an evaluation. The real purpose of an evaluation should be to determine where the strengths and weaknesses of the Learnership lie, and how it can be improved on in the future. Finally, evaluation is a key means of achieving a collective "learning through doing".

### **6.7.13 Action Steps**

- (a) Decide on the evaluation model the co-ordinator will be using.
- (b) Determine what aspects of the learnership need to be evaluated, as well as the criteria against which the evaluation should be conducted.
- (c) Identify the kinds of evidence needed to decide on the efficiency and effectiveness of the program.
- (d) Identify the most appropriate processes through which this evidence can be collected.
- (e) Plan the timeframes for collection, analysis and reporting on evidence. .
- (f) Allocate responsibility for each task.
- (g) Analyse the resources needed to undertake the work.

## **6.8 DEVELOPING A LEARNERSHIP**

The outcome of the work in developing a learnership should obviously be to apply for - and earn - SETA accreditation to provide the learnership. Use whatever guidelines SETAs adopts as the starting point for identifying what development activities are necessary.

### **6.8.1 Developing the Learnership: further SETA responsibilities**

While SETA functions have been defined in the Skills Development Act, a number of activities will need to be performed by SETAs in order to carry out their functions in terms of learnerships.

### **6.8.2 Action Steps to be taken in developing policies and procedures in the implementation of learnerships**

Develop policies and procedures to support the implementation of learnerships.

- (a) Advise stakeholders.
- (b) Advise on record keeping systems.
- (c) Ensure that certification is efficient.
- (d) Establish representative forums to undertake specified responsibilities.
- (e) Agree on administrative procedures.
- (f) Develop a strategy for promoting learnerships .
- (g) Develop a strategy for providing an emerging provider sector.

### **6.8.3 Developing the Learnership: further ETD practitioner responsibilities**

At least three of the sets of activities require the involvement of ETD practitioners. These are Curriculum; Learning program; and Assessment.

### **6.8.4 Action Steps**

- (a) Equip role players to undertake the activities below. Schedule time to develop a "Common language" - there are often deep divides between education and training, between employers and workers, and between the workplace and providers.
- (b) Identify learner needs. This may include the personal needs of learners, needs deriving from the organisational environment in which they will be working and needs relating specifically to the job. Develop learning outcomes. The outcomes contained in unit standards may not all be needed if learners have already acquired some. Alternatively, the outcomes may be stated very generally and the co-ordinator may need to work out what they would mean in the particular context.
- (c) Sequence the learning outcomes. Some outcomes may presuppose others, or work may be organised in ways, which influence how the experiential learning is

structured. It may not be possible to have identical sequencing of education and training outcomes with experiential learning, but the relationships between the two must be considered.

- (d) Map the delivery system. Intensive blocks of ("mid-service") experiential learning may be appropriate to some programs, while in-service programs may be appropriate to others. Agree on the approach to education, training and learning. Other than principles of adult education, this may include working out what implications the Critical Crossfield outcomes hold for how learning is organised. (Group work, problem-posing and problem-solving, etc.).
- (e) Select and/or develop the modules. Review available modules to see what may be used. Develop or adapt modules as a series of lessons or experiences through which learners can acquire the competence needed.
- (f) Select and/or develop materials. Print, audio-visual and/or electronic materials may be suitable depending on the delivery system, the scale of provision or the competence to be developed.
- (g) Develop the assessment instruments. The activities through which learners will generate evidence of competence should be detailed, along with the tools for recording and evaluating the evidence. Integrate assessment must be planned; experiential learning must be assessed in relation to knowledge acquired through education and training, and vice-versa.
- (j) Develop training and assessment guides where necessary. Some practitioners may be capable of using materials or assessment instruments without guidance, but very many are likely to need guidance in the form of accompanying notes.

#### **6.8.5 Developing the Learnership: further management and administration responsibilities**

At least four sets of activities are the specific responsibilities of managers and administrators. These are:

- Quality Assurance;
- Organisational Systems;



- Budgeting; and
- Funding

#### **6.8.6 Action steps**

Adapt human resource systems where necessary: Develop a detailed picture of the learner group, if it does not already exist.

In the light of this profile, develop specific policies in support of these learners, in accordance with the determination by the Employment Conditions Commissioner, in terms of:

- Conditions of "employment";
- Paid time off "work";
- Grading issues before, during and after the Learnership;
- An allowance for unemployed learners;
- Tools, equipment and uniforms;
- Medical cover, etc.;
- Develop or adjust criteria, procedures and strategy for recruitment and selection;
- Develop or adjust agreements around grading if necessary and appropriate in terms of bargaining council agreements;
- Develop or adjust grievance and disciplinary procedures, if necessary;
- Develop agreements and contracts;
- Develop an assessment for permanent employment (for unemployed learners- or link this back to selection);
- Create a learner-satisfaction index; and
- Prepare for the guidance, support and aftercare of learners

(a) Adapt internal communication systems:

- Map inter and intra organisational responsibilities/lines of accountability;
  - Identify information needed to undertake responsibilities and design the flow of communication to meet these needs; and
  - Build a shared understanding of the above amongst those involved.
- (b) Develop external communication systems:
- Identify those external agencies you must/should relate to: including SETA(s), relevant quality assurance bodies, possible funding sources, target learner; audiences, possible future employers;
  - Develop agreements and strategies for undertaking the communication;
  - Allocate responsibilities within the organisation/programme, including setting up communication structure if need be;
  - Build understandings and capacity to achieve the above.
- (c) Adopt financial systems:
- Identify the unique requirements in terms of grant agreements for learnerships. These may range from system integrity issues (such as transparency and confidentiality) through to program issues (such as allowances).
  - Review existing systems and adapt them to meet these requirements where necessary. It may also be necessary to develop new systems, at least to deal with the involvement of multiple organisations.
  - Allocate responsibilities in terms of the new or adapted systems, and build the capacity to undertake these responsibilities.

## **6.9 ASSESSOR**

### **6.9.1 Role and Responsibilities**

- Familiarity with the standards being assessed;
- Knowledge of current practices associated with the role against which performance is being assessed;

- Communication with relevant parties;
- Assessment details are worked out, including competencies to be assessed, methods of assessment, time frames and technical details and understanding of the process;
- Assessment is carried out in accordance with agreed procedures;
- Feedback and guidance are given;
- Evidence is evaluated;
- How the assessment decision is made;
- Achievements are recorded;
- Appropriate people are informed of results;
- Candidates are counselled; and
- Competence is maintained, both technically and in the assessment process.

### **6.9.2 Qualities**

Assessors must be: - able to make unbiased professional judgements in order to maintain the credibility and authority of the role; fair in their dealings; good communicators; and open and accessible.

- The Assessor must provide the candidate with the following information:
- The candidate's right to: an impartial observer; appeal the decision of the assessor if the candidate thinks the assessment was not performed correctly; and an interpreter, where appropriate.
- The working of the appeal system;
- The procedure to follow if the candidate is found to be not yet competent;
- The qualification that the particular credits will lead to; and
- How to get information to further the candidate's learning pathway.

### **6.9.3 Registration of Assessors**

- (a) One of the functions of accredited ETQAs is to register assessors for specified standards or qualifications.
- (b) Criteria will only be available after 30 June 2000.
- (c) Qualifications or standards are recommended for registration on the NQF.
  - Wide consultation process includes publication of the draft standards and qualifications in the Government Gazette and on the SAQA website.
  - Practitioners in the field would be able to review the proposed criteria for the registration of assessors.
- (d) As soon as the standards and qualifications are registered on the NQF, the criteria for the registration of assessors will be available.
- (e) The relevant ETQA will need to make the criteria for the registration of assessors in their specific qualifications known to the providers and then make appropriate arrangements for the registration of assessors.
- (f) Border Technikon should register their assessors with THETA?

### **6.10 RECOGNITION OF PRIOR LEARNING (RPL)**

SAQA (1997) defines RPL as it refers to a process through which qualifications may be achieved in whole or a part thereof, through the recognition of prior learning, which concept includes learning outcomes achieved through formal, informal and non-formal learning. The RPL process involves the matching of a learner's skills and knowledge against registered learning outcomes in the course of a study undertaken at a registered service provider (educational institution or competency standards at a company (workplace) training facility).

#### **6.10.1 Generic steps in gaining RPL**

- (a) The learner should complete a RPL application form. This application form will be assessed initially by a designated person, e.g.: programme co-ordinator.

To assess the application:

- Assure that evidence of prior learning is sufficient (scope and level) and valid.
  - Find evidence to justify your decision to highest academic authority (Senate/Academic Board) as well as ETQA and other external stakeholders.
- (b) During an initial interview that follows, the "successful" candidates will receive learning general information about RPL and they will receive a set of registered outcomes and/or competency standards for the programme for which they are seeking RPL.

Special care should be taken to assure that if transferable skills do exist, they should be identified. The NQF refer to these as Critical Cross-field Outcomes.

- (c) Each candidate will develop and submit a comprehensive portfolio to demonstrate competencies obtained in the predetermined outcomes.

The portfolio should at least consist of a CV or resume of the applicant; Evidence of his/her competence. This evidence should be situations/experiences from the learner's work, training (multi-skilling and further training) and the validation thereof. This portfolio must be compiled by the learner and the originality thereof verified. The evidences should be clearly linked to the required, registered outcomes for recognition.

- (d) A registered assessor will assess these portfolios. This registered assessor may require further evidence of competencies.
- (e) The final decision lies with the Academic Board/Senate who will act on the recommendation submitted by the programme co-ordinator and the assessor.

## **6.11 CONCLUSION**

The Minister of Education (2000) stated that Higher Education must change. The relevant Acts set the scene for dramatic changes. These changes must be accepted and managed to Border Technikon's advantage if Border Technikon is pro-active and innovative. The following conclusions hold innovative opportunities for Border Technikon. The SAQA and related acts render the opportunity to re-affirm career-oriented education, co-operative education, work-integrated learning and experiential learning as the national approach for human resource development. In-depth recirculation of experiential learning is required. This requires urgent attention. All stakeholders must be involved. Closer collaboration

between co-ordinators / academics and the SETAs are essential. Structured outcomes-based learning must be planned and implemented. Students are also responsible for the specific competencies to be mastered. The necessity of quality assurance/control is reaffirmed and is structured as such, to involve all stakeholders. Experiential learning is now credit bearing. This enforces the notions of: Funding and other resources. Formal structure in the planning, implementation, administration and control thereof. The Skills Development and related acts are an improved version of the previous tax benefits to companies who embarked on training (which was phased out in 1981). Border Technikon should position them to "cash in" on these opportunities. Funds are now available to companies who place students. This is an additional advantage. Students (have been) are productive during experiential learning AND the companies can now reclaim up to 80% of the levy paid into SARS. Students can now be placed at companies which were previously not in a position to do so due to financial constraints. Similarly, students should now all receive some remuneration for their experiential learning (Learnership contract). All experiential learning should be registered as unit standards and as part of learnerships with the relevant SETAs. Skills programmes should be developed for companies as part of their in-service (in-house) training and our "Continuous Education". The Border Technikon should train sufficient Assessors and Verifiers for their own needs, but also to generate income through services rendered to SETAs. Similarly, the Border Technikon can utilise staff with specific expertise to act as Skills Development Facilitators for companies within THETA. Since Border Technikon is part of an economic region, they should establish a Regional Commission for Co-operative Education to co-ordinate experiential learning (leanerships and skills programmes). Border Technikon (and some private providers) renders a service to the same markets - students and companies.

Chapter 7, being the final one, reviews the study by providing a synopsis of the major aspects of the study. Finally, a short discussion will follow including the contribution of the study, recommendations are made and suggestions for future research are included.

## CHAPTER 7: CONCLUSIONS, CONTRIBUTIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

### 7.1 INTRODUCTION

Experiential learning, the partnership between industry and tertiary institutions, has a long and proud history in South Africa. Many of the stalwarts of the Tourism and Hospitality industry were educated under this system and are leaders in the industry today. In recent years, however, there have been signs of a parting of the ways, a drifting apart, as if the two parties involved in this form of education and training within the industry are no longer walking the same path.

The traditional, graphical representation of the relationship between the three participants in experiential learning education is a triangle. Thus, student, Technikon and industry are linked in an equilateral triangle with the student at the top, supported by the tertiary institution and the industry. This is a reasonable representation if one is considering experiential learning in isolation - divorced from the "real world". However, looking at the environment within which experiential learning education functions, a very different scenario is found.

Let us first consider the relationship between the student and the educational institution. A large proportion of a student's life is bound up in the Technikon environment. The student's working day and many outside activities revolve around the campus. The life of a student in a residence will be even more influenced by the tertiary institution. Of course the tertiary institution owes its existence to the student. Yet there are major activities, having to do with the establishment itself and the running of a large organisation, which often have little to do with the student himself, though the modern trend is for more active participation by the student body in all spheres of the Technikon. There will be a fair proportion of the staff members, for example, that will only seldom encounter the students. Their range of activities occurs in departments not related to the academic side of the Technikon. In brief, the Technikon impacts on the student in a major way during his academic career, whereas the student influences the Technikon in a more restricted way, even though the student is its whole *raison d'être*.

A similar pattern is seen in the relationship between the Technikon and industry; since the Technikon is involved in experiential learning education, it must, of necessity, be

influenced by industry. The industry, on the other hand, is little influenced by the Technikon. A large part of the real life of industry is outside the area of education and training and, in reality, the impact of this area can simply become an irritation.

Industry is caught up in the spiral of economic activity. When the spiral is moving upwards and an economic boom exists, the industry grasps at Technikon students and throws them into the front line as members of the team, earners of money, and supervisors of workmen. Once the spiral has peaked and the downturn begins, students are quite often seen as consumers of money, an encumbrance, something to be offloaded at the first opportunity. This may seem a harsh viewpoint, and perhaps it is a cynical one, but it is, only too often, not far from the truth. Experiential learning, as practised by the Technikon's and some universities, is one of the ways by which such men and women enter the industry. It should also be stressed that the formal structures within the industry, the Masters of Business Administration, Bachelor's degree in Technology Tourism and Hospitality Management and National Diploma: Tourism and Hospitality Management, are fully aware of the vital role played by education and training.

Looking at the overall scenario, this clearly indicates the confluence between the three players in experiential learning. There is an area where the technician, as an institution, impinges on the industry. There is an area where the student interacts with the industry, when, for example, a member of the industry employs the student. There is also an area where the student, in his/her capacity as a Technikon student, has an effect on the industry. This may well seem very obvious, but the researcher believes it is a fact that is often overlooked by tertiary institutions. It can easily become an "area of irritation", unless the stress in this form of education is laid upon the word "co-operative". The rector of one of the Technikon's sounded a warning, not so long ago, that with in the new dispensation, with regard to industry and education (i.e., with more and more of the responsibility for education and training being laid at the door of industry), the institutions would have to give industry what it wanted or face becoming irrelevant. He pointed out that the existence of Industry Training Boards could well indicate that, unless industry got what it wanted, they might well devise and run training programmes for themselves that would be suited to their needs.

Is this a far-fetched idea? Perhaps it is in some ways. Industry would not easily face the expenditure of vast sums of money to replicate facilities now available at many of the teaching institutions. But what if this would guarantee that industry could get exactly what



it wanted? What if direct control could be exercised over the education and training of the future young men and women entering the industry? Are there not attractions there that could be seen to be worthwhile in the long run?

It is a possibility that cannot be ruled out. It is interesting to note that at least two major hotel chains (Holiday Inn and the Carnation Group) in the United Kingdom have chosen this route, in co-operation with the tertiary institution of their choice. This scenario could be avoided by greater co-operation between the parties concerned (United Kingdom, National Advisory Body for Public Sector, 1985).

Where does all this lead? There is obviously a pressing need for the three role players to co-operate and discuss the whole question of experiential learning. The Technikon's and other institutions need to look carefully at what they are producing as well as how they are producing it. For example, is the new structure of the National Diploma: Hospitality and Tourism Management, really suitable for an industry such as the Tourism and Leisure Industry? Is there a way by which employing a student and giving him meaningful experience can be made as painless to the employer as possible? Is there still a place for a "logbook" which an employer is expected to sign, one that delineates a whole range of work experience to which the student should be exposed? The answers to these and many other questions need to be found and there may well be different answers forthcoming from the major Tourism and Leisure companies as opposed to the smaller ones. Who is to find these answers? The researcher believes the initiative should rest with tertiary institutions. Surely that is where the expertise and the interest lie. But very clear signals need to come from the industry concerning what is appropriate and needed in the face of the major changes clearly on the horizon that will affect us all.

Employers in a globalised world are from a point of view that skilled labour in this context could make a definite difference in competing with each other in this international context. Employers often are very outspoken about "technical skills" and "non-technical skills" / "generic skills" / "transferable skills" "employability skills" that are important both for new employees starting a career and for current employees moving up the ladder to senior positions (ACER, 2002; Curtis & McKenzie, 2002).

## **7.1.1 Important non-technical skills in the Australian context**

The research conducted by ACER (2002) focus on “employability skills for the Australian Industry”, which includes information on the viewpoint of employers about important skills needed for employees and especially students who completed their studies, and applying for jobs (ACER, 2002). Three important skills were identified by employers and according to ACER (2002), are listed as follows”.

### **7.1.1.1 “Basic skills”**

Foundation skills in literacy and numeracy, and in using information and communications technology” (ACER, 2002; Curtis & McKenzie, 2002).

### **7.1.1.2 “Intellectual abilities**

Critical and creative thinking, planning and organisation” (ACER, 2002; Curtis & McKenzie, 2002).

### **7.1.1.3 “Personal attributes”**

Attitudes and abilities of self-management, on-going learning, and collaboration” (ACER, 2002; Curtis & McKenzie, 2002). ACER (2002:x) argues the Mayer’s Committee “key competencies” mainly focussed on more “intellectual abilities” than the identified ones by” (ACER, 2002). The “personal attributes of the new framework as identified by ACER (2002) adds value to the “Key Competencies of the Mayer Committee’s framework” (Mayer Committee, 1992) which includes “willingness to learn”, ability to work under constant changing “environments”, “business” acumen and to be “achievers” in this new century that employees and employers are (ACER, 2002; Curtis & McKenzie, 2002).

## **7.2 “EMPLOYABILITY SKILLS” IN THE BROADER CONTEXT**

ACER (2002) based on their research conducted that the construct “employability skills” also known as non-technical skills should be defined in a much broader context, with the input of employers and employees. Once this has been achieved, can tertiary institutions be approached to implement course work in relation to “employability skills”.

Tertiary institutions and academics will be more prepared to focus on the “employability skills” if it can be well measured in terms of outcome based education (ACER, 2002; Curtis & McKenzie, 2002). Phrase differently, when employers acknowledge that students

(first-time employees) could prove that they have achieved a set of outcomes of the skills under discussion, a further investigation then warrants that these individuals should have a curriculum vitae, that shows which important skills have been attained and should be signed off as a lecturer would do with a logbook (ACER, 2002; Curtis & McKenzie, 2002).

### **7.2.1 Prioritising an agenda for skill demand by key-role-players**

Countries in a globalised society, increasingly emphasising the “development of human capital - knowledge, skills and motivations embodied in people” (ACER, 2002; Curtis & McKenzie, 2002). Therefore it is important that individuals should focus on an on-going process to develop themselves by staying ahead of and attaining these new set of skills as they emerge. This is one of the main goals to establish a society that practice on-going “lifelong learning” (ACER, 2002; Curtis & McKenzie, 2002). According to ACER (2002); Curtis & McKenzie, (2002), The concept “Lifelong learning has become one of the most frequently used terms in education and training circles since the late 1990s. Government policy documents at all levels are increasingly focusing on lifelong learning in Training and Education”.

ACER (2002); Curtis and McKenzie (2002) found that “lifelong learning” is a key concept that has been adopted by the “(European Union 1997:50-52; OECD, 1996:72-75; UNESCO, 1996; Delors, 1996:25-30; ACER, 2002; Curtis & McKenzie, 2002). In the Australian context, “lifelong learning is known as a focus in their higher education portfolio as confirmed by (West, 1998:60-63; ACER, 2002; Curtis & McKenzie, 2002), the national strategy for vocational education and training (Australian National Training Authority, 1998:10-109), the National Goals for Schooling (Australia, Ministerial Council on Education Employment Training and Youth Affairs, 1999:101-107), and the National Innovations Summit (Business Council of Australia, 2000:50-53)” (ACER, 2002; Curtis & McKenzie, 2002). The concepts of key, non-technical skills / generic skills / employability skills and competencies, based on the Meyers Committee, it was found that these skills matter in the “employment world”, however that these important skills are subject to change on a continuous basis (ACER, 2002; Curtis & McKenzie, 2002). The importance of this discussion indicates that individuals will have to adapt accordingly to remain employable in the future. ACER (2002); Curtis and McKenzie (2002) confirms that OECD’s broader literature reviewed (2001:12-22) confirms that there will be a demand for new goods, services, globalisation and on-going changes in the information technology era, therefore the need and demand by employers that potential new recruits should be

focussing on additional non-technical skills, that will meet on-going changes and requirements of (ACER, 2002; Curtis & McKenzie, 2002) employers and will continue in the future. It was confirmed and suggested by ACER (2002) to be competent in the workplace in terms of these skills under discussion, are complimentary to what is offered in tertiary institutions. In the same vein ACER (2002) identified the following competencies in relation to the broader work environment: “teamwork”, “cooperation”, “problem solving”, “non-routine processes”, “decisions” “responsibilities” and “communication” skills (ACER, 2002; Curtis & McKenzie, 2002).

### **7.2.2 Key concepts in relation to important skills**

This section will include the discussion of key concepts in relation to all the identified skills pertaining to this study. ACER (2002); Curtis and McKenzie (2002) are from a point of view that many concepts are used to describe which skills are needed for specific jobs (work), which tertiary institutions could assist with. This discussion on the various skills as described previously, could be used in many different contexts. These are in a multi-conceptual framework referred to as “skills, competencies, qualities or attributes” (ACER, 2002). According to ACER (2002); Curtis and McKenzie (2002) “lack of a shared understanding can make it difficult to build the broad coalition of government, employers and educators needed to drive substantial reform (ACER, 2002; Curtis & McKenzie, 2002).

These terms are listed in Table 7.3., which includes, qualifiers and the descriptors thereof. It is clear by following the concepts in Table 7.3, that misunderstanding or misinterpretation could be a matter of concern here (ACER, 2002; Curtis & McKenzie, 2002).

## **7.3 CONCEPTS STUDENTS EXPECTED TO MASTER**

**Table 7.1 “Common concepts used with a focus on qualifier and descriptors” (ACER, 2002).**

<b>“Qualifier</b>	<b>Descriptor</b>
Core	Skills
Key	Competencies
Necessary	Competences
Essential	Attributes
Non-technical	Characteristics
Transferable	Qualities”
Graduate	
Employment related	
Employability	
Lifelong learning	

**Source: Adapted from (ACER, 2002; Curtis & McKenzie, 2002)**

### **7.3.1 “Constructs and keywords describing the importance of these skills”**

The following keywords according to ACER (2002); Curtis and McKenzie (2002), which are depicted in Table 7.1, are interchangeably used to describe how important these skills are that graduates / students require when starting a job in the newly challenged workplace: these are in no ranking order –“core”, “key”, “necessary” and “essential”. In the same vein the author has also identified terminology such as important, required, and outcome-based that is often used to describe the skills. When focussing on students, ACER (2002) use the term graduate. However entry-level employees, newly job seekers, students are also used to describe students in the context of the study. Once again NCVET (2001); ACER (2002); Curtis and McKenzie (2002) argues that the term students

as referred to by tertiary institutions should need attention, as this is not sufficient enough describing them. A possible addition to this terminology used for students, could be scholars, learners as an example. One of the important concepts used in literature and confirmed by (ACER, 2002) is that close attention should be paid to “employment-related”. It can further be argued that this term reflects work (job environment; workplace). It is important to take note that these skills are not only applicable in the work context but in the daily lives of individuals as well. Therefore a challenge exists in identifying new terminology as research continuous in the future of these skills under discussion.

#### **7.4 IMPLICATIONS DIRECTED TOWARDS KEY ROLEPLAYERS**

This research project demonstrates that work context matters in the consideration of non-technical skills. Tourism and Hospitality workplaces are complex, dynamic social systems that defy simplistic categorisation of skills and straightforward matching of skill requirements to jobs. The research provides a rich picture of non-technical skills and dispositions in the workplace (experiential learning), and offers the following general findings.

Non-Technical Skills problem solving, working in teams, communication and dispositions are important in work and for entry-level employees.

Non-Technical Skills vary within various contexts e.g. work contexts; personal life contexts and should be broadly viewed.

Employers in the work context do not often understand which important skills are required of their employees.

Employers might not know how to conduct on-the-job training with a focus on employees to attain non-technical skills.

Experiential learning is a meaningful, cost effective and practical feasible plan or programme of career focused education and training on a post- secondary school level where not only optimal co-operation but also minimal dictation takes place between the formal, non-formal and informal sectors of the educational provision system. Optimal integration of as many aspects as possible regarding theoretical education and practical training must therefore take place with consideration given to the constant and ever-changing technology and needs of all the participants involved.

The aspects of experiential learning as classified and described by Engelbrecht (1993:65-81) include, inter alia, the following (not necessarily in order of importance):

- Experiential learning;
- Advisory committees;
- Short courses;
- Removed contact education;
- Technology information sessions;
- Preparation of students for placement within industry;
- Development of experiential training programmes;
- Co-ordination between employers;
- Joint uses of laboratories;
- Maximum utilisation of training centres/facilities etc;
- Co-ordinating the formal, non-formal and informal sectors of the educational provision system.

From the above it is therefore clear that experiential learning is but one of the aspects of experiential learning and that the two terms are not synonymous. For the purpose of this research, I shall concentrate on:

- Experiential training and learning as one of the aspects of an effective co-operative education programme;
- Generic critical outcomes as applicable to outcomes-based education;
- Critical outcomes for the personal development of the lifelong learner;
- Skills programmes; and
- Learnerships.

Each of the above mentioned terms/concepts will be described and clarified.

## **7.5 DESCRIPTION OF TERMS/CONCEPTS**

### **7.5.1 Experiential training and learning**

"Experiential training and learning", as one of the aspects of experiential learning, is defined as a teaching and learning programme/model where the current and future needs, deficiencies, shortcomings, gaps or flaws as experienced by either the learner, the employer, commerce and industry, communities or the country at large are effectively and pro-actively addressed and solved (Engelbrecht, 1993:65-81).

### **7.5.2 Generic critical outcomes for outcomes-based education**

The seven critical outcomes for personal development of a learner as identified by the South African Qualifications Authority (SAQA) are stated in Table 7.2 (Assessment College of South Africa, 2001:34).

### **7.5.3 Critical outcomes for personal development of the lifelong learner**

The five critical outcomes for personal development of a learner as identified by SAQA are stated in Table 7.2 of this research project (Assessment College of South Africa, 2001:34).

## **7.6 CRITICAL OUTCOMES FOR PERSONAL DEVELOPMENT OF THE LIFELONG LEARNER**



**Table 7.2: Critical outcomes for personal development**

<b>NUMBER</b>	<b>CRITICAL OUTCOMES</b>
1	Reflect on and explore a variety of strategies to learn more effectively
2	Participate as a responsible citizen in the life of local, national and global communities
3	Be culturally and aesthetically sensitive across a range of social contexts
4	Explore education and career opportunities
5	Develop entrepreneurial opportunities

### **7.6.1 Skills programmes**

The term "skills programme" (and outcomes, see Table 7.2) is described as a short module of learning provided by accredited providers, for example Technikon's (therefore skills programmes do not necessarily take place within the working environment/work place), in order to accomplish a specific skill as part of a larger qualification (Committee of Technikon Principals (2002) & South African Society for Experiential learning SASCE, (2002: 125). It must be clearly understood that a "skills programme" could lead to a qualification. In other words, we are talking about a short course with credits attached to it and it might lead to the conferring of a qualification on levels 5 - 8 as stipulated by SAQA and the NQF.

## 7.6.2 Learnerships

The term "Learnership" focuses primarily on learning programmes within the workplace that are supported and/or enhanced by structured learning at an accredited provider such as a Technikon, resulting in a qualification (CTP, 2002 & SASCE, 2002:126). It must be clearly understood that a "Learnership" MUST lead to or terminate in the conferring of a qualification within bands 5 - 8 of SAQA and the NQF.

## 7.7 REMARKS REGARDING "SKILLS DEVELOPMENT PROGRAMMES" AND "LEARNERSHIPS"

The most important remarks and/or recommendations made regarding "skills development programmes" and "leanerships" are, inter alia, that:

- the Skills Development Act of 1998, as well as the Skills Development Levies Act of 1999, have created opportunities for specifically technikon education to provide "skills development programmes" and "leanerships "to learners ;
- although there is a synergy between experiential training and learning and "leanerships", the subtle differences need to be carefully considered before a definite decision is made, by a technikon to align experiential training with definite decision is made, by a Technikon, to align experiential training with "leanerships"; in other words, the other is of the opinion that Technikon's MUST align their experiential programmes with "leanerships" in order to get the maximum benefit and to deliver an essential service to, among others, commerce and industry;
- the compulsory training levy and grant system for all businesses in South Africa have created opportunities for not only Technikon's, but also other structures within the educational provision system of South Africa, to become involved in training and learning opportunities whether these be "skills development" programmes and/or "Learnership" programmes;
- all forms of professional and vocational training and learning can be accommodated by means of "skills development " and/or "leanerships" (CTP, 2002; & SASCE, 2002:125-127). By clarifying the above-mentioned, discussion of the integration/incorporation of "non-technical skills" into the curriculum can commence.

## **7.8 INTEGRATION/INCORPORATION OF "NON-TECHNICAL SKILLS" INTO THE CURRICULUM**

Questions that come to mind in respect of the integration/incorporation or not of "non-technical skills" into the curriculum which are important include inter alia:

- What are non-technical skills?
- Can the appropriate non-technical skills be identified for integration/incorporation into the curriculum?
- Is it possible to integrate/non-technical skills into the curriculum offered by tertiary institutions?

### **7.8.1 What are non-technical skills?**

According to the "New Academic Policy for Policy Programmes and Qualifications in Higher Education" (NAP) the term non-technical skills is synonymous with the terms "general transferable skills", "key skills", "competence" and "critical cross-field outcomes" (South Africa, Department of Education, 2002:07). The researcher already indicated in this research project that, according to SAQA, the generic critical outcomes for outcomes-based education and critical outcomes for personal development are.

From experience, literature reviews and by examining the number of in-house training programmes supplied by employers to employee, it is clear that employers do not necessarily agree or are satisfied with, inter alia:

- methods used in which non-technical skills for outcomes-based education and personal development; specific non-technical skills that are included in the curricula of the educational offerings at institutions of higher learning because they believe that technocrats are the products delivered to the world of work instead of effective, productive and pro-active employees.

Many authors (Busse is but one) already indicated in 1992 that a new breed of employees is needed owing to, inter alia, the fact that the "other" skills are those aspects that give an employer the cutting edge over his competitors, and not the technological level of development (Busse, 1992).

## 7.8.2 Integration of non-technical skills into the curricula

The National Plan for Higher Education (2002:30) clearly indicates that the higher education institutions need to seriously change, among other things, their way of thinking, curriculum and operating because they must produce graduates for the world of work with "enhanced cognitive skills" by incorporating the critical outcomes in the educational offerings to:

- enhance the economic productivity of employees;
- create/develop responsible citizens;
- increase knowledge and expertise with reference to management and organisational skills;
- address the needs of the modern "globalised" world of work.

According to the New Academic Policy for Higher Education in South Africa (NAP, 2001:107), there are serious problems when trying to identify and classify these non-technical skills with a common core as needed by the diverse and constantly changing needs of the world of work. Three problems with reference to non-technical skills are listed and described by the NAP (2001:107-109) document, which are summarised as: there are a plethora of lists regarding non-technical skills with common core as needed by employers. Bridges as quoted in the NAP (2002: 108) suggests that the development of "transferring skills" such as meta-cognition, reflexivity, flexibility and adaptability, which enable people to adjust and cope with novel situations, is much more important to the development of "transferable skills";

- the transferability of non-technical skills is questioned because research indicates that cognitive development is "domain-dependent" in other words that the higher the level of skill that needs to be transferred, the more it becomes domain-dependent;
- there are definite limitations when trying to incorporate the transfer of non-technical skills with an outcomes-based educational system because higher educational institutions need to prepare graduates for a so-called "unknown world of work", where the only known factor is constant change. The future "world of work" is totally

unpredictable and depends on how it is seen and/or perceived by the employers and higher educational institutions.

The NAP document (2002:109-111) also states some conclusions with reference to non-technical skills, which will be briefly discussed:

- the transfer of non-technical skills in isolation from a disciplinary or professional context should be avoided because it is obvious that the transfer of non-technical skills is very unlikely to happen if the transfer takes place in isolation;
- the transfer of non-technical skills must be integrated to form part of not only the knowledge, but also the skills needed to be successful within a specific field and/or discipline because conceptualisation can take place more effortlessly;
- it must be made clear to learners that the application and therefore meaning of non-technical skills will have different meanings and applications within different contexts;
- non-technical skills need to be in line with the specific social practices and identities of a job, career and/or group of careers;
- the development of non-technical skills will be enhanced if and only when it offers a wide range of learning environments within which the learner can service not only a cognitive but also a social apprenticeship within authentic domain activities (Community Service for Africa by Africa);
- learners should be taught to realise that he/she needs to be able to develop the capacity to be versatile in transferring and/or adapting their acquired non-technical skills in new situations with new demands.

### **7.8.3 Incorporation of non-technical skills into the curriculum**

Research and personal experience therefore reveal that co-operative education, and specifically experiential training, places Technikon's in a perfect position to capitalise on the transferring of non-technical skills to the future labour force of South Africa, Africa and the international market.

However, greater effort by the Technikon's is needed to determine the non-technical skills required to produce an effective, productive and pro-active citizen and/or employee for

the country and labour market, where they address the "so-called" gaps and/or deficiencies with reference to tertiary and technikon education.

Technikon's can incorporate all the existing in-service programmes into experiential training programmes and/or skills development courses and/or learnerships by creatively curriculaing these programmes into the existing educational offerings.

It is important to note that such a experiential learning programme , where experiential training is but one aspect, has three primary partners (the educational institution , employer and student) and several secondary partners (advisory councils, professional bodies, institutes, parents, labour unions, etc.) (Engelbrecht, 1993:65-93).

All the primary and secondary partners need to be involved in the planning, curriculaion, execution and assessment of a relevant, effective, productive and pro-active experiential training and learning programme. Although opportunities have been created for Technikon's regarding the transfer of non-technical skills, the fact that experiential training programmes are not necessarily:

- correctly credit rated according to SAQA and NQF requirements;
- assessed correctly;
- monitored correctly;
- curriculaated according to outcomes-based education; and
- adhering to the norms and criteria for quality assurance; does create unique problems for their successful implementation.

All experiential learning programmes, as offered by the employers, can be incorporated easily not only into experiential learning programmes, but also into forming part of a "workplace skills programme" and/or "learnership", where the employers can reclaim the funding through the Skills and Levy Act. It may be claimed that the in-service-training programmes of employers have already identified the non-technical skills needed within a specific job/career vocation, and these can be incorporated and/or curriculaated into the formal education programmes with minimal creativity and effort.

Furthermore it is important to mention that there are three paths by which a learner may earn credits that might or might not contribute towards the conferring of a qualification,

namely: informal studies; assessment of on-the-job training and development; recognition of prior learning (SASCE, 2002:125). Based on the research conducted and analysed, the following are recommended for students' and employees' acquisition of non-technical skills. These are itemised below, listed by the groups to whom the recommendations are addressed.

#### **7.8.4 Recommendations towards government policy makers**

- Establish as a top-priority national goal that every student should complete tertiary education possessing sufficient non-technical skills to earn a decent living.
- Require that all funded tertiary programmes include components for lecturing non-technical skills.
- Encourage and support continued experimentation with and learning from diverse programmes linking tertiary institutions, employers, and young people.
- Direct resources towards:
  - (a) Increasing lecturers' capacity to lecture non-technical skills, and
  - (b) Engaging participation of the private sector in providing learning opportunities for students at workstations.
- Establish a national assessment system that will permit educational institutions to certify the levels of non-technical competencies their students have achieved.

#### **7.8.5 Recommendations towards tertiary institution administrators**

- Establish programmes which are long-term and in-depth, beginning with career awareness activities at tertiary level.
- Include the development of non-technical skills among the explicitly stated tertiary institution's goals.
- Structure programmes in keeping with local needs, e.g., programmes should reflect the kinds of employers in the community and local preferences for kinds of employer-tertiary institution interaction.

- Extend considerable latitude to lecturers for structuring their curriculum, classroom design, and instructional approaches.
- Provide lecturer support, including setting up internships, offering common preparation periods to plan interdisciplinary projects, and hiring lecturers for planning/professional development over the summer.
- Encourage the use of performance assessments and the information they provide to develop student "non-technical profiles" that students can share with prospective employers.

### **7.8.6 Recommendations towards Lecturers**

- Arrange the classroom in such a way that it replicates key features of actual work settings and assign students tasks similar to those performed by employees in those settings.
- Reinforce to students that employers value basic, high-order, and affective non-technical skills highly, even more than job-specific technical skills.
- Communicate to students that they have the ability to perform tasks successfully and that they are expected to do so; provide monitoring and encouragement to help them achieve success.
- Demand good deportment in the classroom. This conveys high expectations and familiarises students with workplace norms.
- Express work values through classroom instruction. Model attention to quality, thoroughness, and a positive attitude.
- Utilise democratic instructional strategies such as role-playing/simulation; problem-solving exercises, and group discussion with students; keep the use of lectures and reward structures to a minimum.
- Monitor and support students' work as a consultant or master craftsman would, relating to them as intelligent, promising employees and providing them with guidance and feedback.



- Adapt instructional strategies to the tasks taught and to the students performing them; do not hold rigidly to texts or syllabi.
- Individualise instruction as much as possible, making use of a range of materials in different media in response to students' differing learning styles.
- Reach agreements with supervisors at Experiential learning sites so that the importance of non-technical skills development will be emphasised at both tertiary and workplace level.
- Help students to build non-technical "profiles" or "portfolios" that provide a more accurate picture of their command of the skills and traits which employer's value.
- Participate in professional development activities and/or enrol in classes that emphasise methods to lecture non-technical skills.

#### **7.8.7 Recommendations towards employers / experiential learning service providers**

- Take steps to establish the standards of quality and high performance that now characterise our most competitive companies.
- Develop internal training programmes to equip present employees with the full range of basic, high-order, and affective non-technical skills.
- Continue to communicate to tertiary institutions the critical importance of instilling non-technical skills in students.
- Collaborate with tertiary institutions to provide experiences that will foster students' development of non-technical skills. In addition to its critical role in the South African economy, preparedness in non-technical skills is also an important contributor to the individual's self-regard and general wellbeing. Giving greater attention to this development area can therefore be expected to contribute to both social betterment and personal fulfilment.

## **7.9 PROPOSED OUTCOME- BASED TERTIARY BRIDGING PROGRAMME AIMED AT PROVIDING STUDENTS/ GRADUATES WITH THE NON-TECHNICAL SKILLS REQUIRED TO COPE WITH THE DEMANDS OF THE WORKPLACE**

The outcome bridging programme, had been guided by Engelbrecht (1993; 2003), De Lange (2000; 2002) and SASCE (2002). The rapid technological, social and economic changes have made Tourism and Hospitality organisations more complex and heightened the need for providing skills other than technical skills to students / graduates entering the workplace for the first time. Very little progress has been made by tertiary institutions in general to "teach" students practical application of knowledge acquired. A project aimed at providing students / graduates with the essential / generic skills to cope with the demands of the workplace will also equip them to make the transition from knowledge to application. The fact that in South Africa we are still attempting to define the critical cross-field outcomes and level descriptors places this programme at the forefront of developments in this regard. The critical skills identified are based on the findings of the survey questionnaire and the focus group interviews.

While students currently receive adequate training in the technical skills of their future jobs, non-technical skills do not receive sufficient attention. In a summary of 36 studies that were conducted to establish the skills employers regard as important to entry-level employees , Natriello (1989:1-5) found that employers placed emphasis on correct work attitudes and non-technical skills. Many employers believe that a skills gap exists between what is required in the workplace and what is being provided by institutions of tertiary education. Bradshaw (1985:55-70) writes that there is a mismatch between employer needs and educational response. He adds that in the changing workplace, employers require employees with positive personal qualities and work attitudes in addition to academic qualifications. Guirdham, (1980), Guirdham (1990:3) concurs and adds "whatever else we need in the way of technical systems, procedures and mechanisms, the process of social interaction, work attitudes and behaviours is the glue that holds organisations together".

South Africa faces the unfortunate scenario that the formal schooling system as well as the tertiary system is not producing school leavers and graduates that are ready to enter the job market and perform effectively in this context. The Tertiary Bridging Programme proposed in this research project is aimed at addressing the non-technical skills that all students need when exiting tertiary institutions or when undertaking experiential learning.

If one considers the present research, it becomes evident that the skills required of students/ graduates in the changed workplace are not in place. This is reinforced by the fact that large organisations have graduate training programmes in place whereby new recruits are put through programmes ranging from six months to two years before being assigned to a specific job or department. It must be added that very few of the organisations included in the research work according to specified, measurable outcomes, which creates difficulties when attempting to measure the effectiveness of these programmes.

### **7.10 THE PROGRAMME CONTENT**

The content of the proposed tertiary-bridging programme will be based on the findings of the researcher. The skills required of entry-level employees in the workplace that were identified in the study are almost identical. A comparison of these findings with the critical cross-field outcomes required of qualifications also reveals a great deal of similarity; this is reflected in Tables 7.3, 7.4 and 7.5.

### **7.11 “FUNCTIONAL AND ADAPTIVE NON- TECHNICAL SKILLS”**

**Table 7.3: “Functional and adaptive non-technical skills required of entry-level employees”**

<b>FUNCTIONAL SKILLS</b>	
<p><b>COMMUNICATION</b></p> <p>Verbal communication            Listening            Explanation            Technical report writing            Reading            Visual and graphic presentation            Demonstration</p>	<p><b>INFORMATION MANAGEMENT</b></p> <p>Logical thinking            Analysis            Prioritising            Reporting            Computer application            Recording            Collection</p>

**Source: Adapted from (Bradshaw, 1985)**

<b>ADAPTIVE SKILLS</b>	
<p><b>SELF-MANAGEMENT AND PERSONAL STYLE</b></p> <p>Motivated Responsible Self-confidence Honesty Integrity Disciplined Enthusiastic Positive self esteem Adaptable Determined Flexible Conscientious Ethical Dependable Stable</p>	<p><b>GROUP EFFECTIVENESS AND TEAMWORK</b></p> <p>Co-operate Responsive Helpful Co-ordination Compatible Group process skills Tactful Even tempered Sensitivity to cultural diversity Lead and manage Recruit ideas Summarise</p>
<p><b>WORK-RELATED DISPOSITIONS AND ATTITUDES</b></p> <p>Thoroughness Willing to learn and be trained Committed to the job Interest and pride in work Respect for property Understand teamwork Precise Make extra effort Task orientated Punctual Good work habits Take initiative Understand work environment Handle pressure and stress</p>	<p><b>ORGANISATIONAL EFFECTIVENESS AND TEAMWORK</b></p> <p>Meet deadlines Work to schedule Goal directed Assume responsibility Put theory into practice Work under pressure Prioritise Make suggestions Set objectives Time management Handle stress Follow procedures Motivate Co-ordinate</p>

**Source: Adapted from Bradshaw, 1985**

The term "non-technical" was used to describe the general skills which are not specific to any particular job position or workplace environment, but rather can be applied to a great number of tasks and jobs Bradshaw, 1985. The study focused on two categories of non-technical skills (see Table 7.3), each of which is briefly described below.

- (a) “Functional skills are the basic skills applied to tasks and are used to solve new problems and to go beyond one's training and past experience” (Bradshaw, 1985).
- (b) “Adaptive skills describe the manner in which employees conduct themselves and interact with their working environment, including relations with people organisations and physical conditions. They are the skills required to "fit in" and to contribute as a valuable member in the workplace”, (Bradshaw, 1985).

## 7.12 IMPORTANT SKILLS REQUIRED BY STUDENTS

**Table 7.4: Important skills required by students.**

<p><b>Communication</b></p> <p>Taking part in discussions, producing, reading and responding to written material and being able to use images.</p>
<p><b>Information Technology</b></p> <p>Prepare, process and present information and the ability to evaluate the use of information technology.</p>
<p><b>Working with others in teams</b></p> <p>Identify collective goals and responsibilities and work towards achieving them.</p>
<p><b>Organisational and Personal Effectiveness</b></p> <p>Improving performance by identifying personal goals / targets, plan and implement strategies to achieve them.</p>
<p><b>Problem Solving</b></p> <p>Critically and creatively solve problems by selecting procedures to clarify problems.</p>
<p><b>Application of Number</b></p> <p>Collect, record, interpret and present data and the ability to use correct methods to solve problems.</p>

**Source: Adapted from Bradshaw, 1985**

## 7.13 CRITICAL-CROSS-FIELD OUTCOMES

**Table 7.5: Critical-cross-field outcomes required of qualifications**

<b>A</b>	Identifying and Solving Problems in which respondents display that responsible decisions using critical and creative thinking have been made.
<b>B</b>	Working effectively with others - as a member of a team, group, organisation or community.
<b>C</b>	Self-Management- organising oneself and one's activities responsibly and effectively.
<b>D</b>	Managing Information -collecting, analysing, organising and critically evaluating information.
<b>E</b>	Communicating Effectively -using visual, mathematical and /or language skills in modes of oral and / or written persuasion.
<b>F</b>	Using Science and Technology effectively. Showing responsibility towards the environment and health of others.
<b>G</b>	Demonstrate an understanding of the world by recognising that problem-solving contexts do not exist in isolation.
<b>H</b>	Contribute to the full personal development of each learner and the social and economic development of the society at large.

**Bradshaw, 1985; SAQA, 2000.**

A comparison of the five tables (Tables 7.1 – 7.5) reveals a great deal of similarity with regard to the skills other than technical or job content skills that students need to be equipped with, in order to cope with the transition from tertiary institution to the workplace.

## **7.14 OBJECTIVES AND METHODS OF IMPLEMENTATION**

The objectives of the proposed Tertiary Bridging Programme is to prepare and develop a replicable model for bridging the gap between tertiary education and the world of work by providing the required non-technical skills to students and graduates.

There are a number of ways in which the programme should be implemented:

- Six-month programme as additional credit within the final year- subsidised by institution with nominal fee from student.
- Partnership with industry, where an organisation sponsors selected individuals (as selected from normal graduate recruitment programme).
- A partnership between the tertiary institution and employer. This would be the preferred option as it could form part of the final six months of experiential learning. It also provides the possibility of tertiary institutions and employers presenting the programme as a learnership.

All options will require students to complete assignments with an organisation in terms of collecting evidence to prove competence in work related situations (experiential learning).

## **7.15 THE PROCESS OF IMPLEMENTATION**

A variety of implementation strategies should be considered for this programme, as it will largely depend on the specific needs and / or goals of the organisation or tertiary institution doing the implementation. The ideal strategy to follow would be the following:

- Students can be assessed recognising prior learning (RPL) and identifying specific needs by matching current skills to relevant standards.
- A combination of Facilitator- / Tutorial-type training self-study and work- related projects are implemented to address the identified needs.
- Mentors could be used to coach and / or counsel students.
- Knowledge and understanding will be assessed through question and answer sessions, i.e. examination, interviews, etc.

- Skills will be assessed in real-life situations by observation or other evidence that would enable a qualified person to make judgements about a student's competence. In absence of real-lifework situations, simulation or specially,
- set tasks could be used to make a judgement of competence against nationally recognised assessment criteria.
- Accreditation will take place through an Assessor making a judgement of competence.

The preceding process, i.e., pre-assessment, intervention and post-assessment, should be followed whenever the programme is implemented. The method/intervention used to transfer knowledge and skills to the students should be chosen to suit any specific situation and any one or more of the above- mentioned interventions could be used, as long as outcomes are achieved.

#### **7.16 THE MATERIAL**

The programme material may consist of examples and case studies of scenarios that students would face in real work situations. It would allow students to acquire the knowledge and understanding through self-study if preferable, and should have adequate guidelines and follow a systematic approach. The evidence requirements to prove competence against the assessment criteria will be explained in detail and comprehensive guidelines will have to be included.

It is proposed that one person or organisation should be selected according to expertise, skills and experience to do the material development. The advantage of this strategy would be that the material could be totally integrated and specific themes carried through the entire programme. It would be essential that the material developers have extensive industry experience to enable the programme to achieve its goals.

#### **7.17 PORTFOLIO OF EVIDENCE**

The students who participate in such a programme will be required to compile a portfolio (logbook) of all the procedures and exercises that they complete while involved in the programme. This must be done in an organised and professional manner. It will then be used as a form of "post-test" in order to show levels of improvement.



## **7.18 DURATION**

It is envisaged that the programme will consist of six modules comprising 20 notional hours per module. According to the guidelines of the SAQA Act (1995), one credit is earned for every 10 notional hours completed. Students who complete the programme could therefore earn 12 credits or more.

The outcomes, assessment criteria and assessment method of the programme will be registered with SAQA for accreditation. This will mean that a person who completed the programme will receive credits on the NQF, which will contribute to their progress to higher levels on this Framework. If the course is nationally accredited, it will enhance the credibility of the programme as well as increase the replication possibilities.

The programme would be positioned and promoted as a Workplace Skills Programme for final-year tertiary students and graduate recruits, rather than as a bridging programme. Extensive consultation with employers is required, as they should be included in the planning phase of this programme; this would further increase the acceptability of the programme.

## **7.19 OUTCOMES AND PERFORMANCE CRITERIA**

The Programme will be based on pre-determined outcomes for each of the workplace skill modules. Students will have to complete all the outcomes before accreditation can take place. If, however, the student has met specific outcomes previously, either through a particular subject completed at tertiary level or through other methods, the student will be required to provide evidence that will prove his / her competence in that particular outcome. The proposed modules will be based on the skills clusters identified by the researcher, which are defined in Table 7.6.

## 7.20 NON-TECHNICAL SKILLS CLUSTER DEFINITIONS

Table 7.6: Non-Technical skills cluster definitions

<p><b>Functional Skills Category</b></p> <ul style="list-style-type: none"><li>• <b><i>Communication Skills Cluster</i></b> The skills required to exchange, transmit and express knowledge and ideas and to achieve set objectives.</li><li>• <b><i>Creative Thinking and Problem-solving Skills Cluster</i></b> The skills required to solve existing and anticipated problems through creative, innovative and analytical means.</li><li>• <b><i>Information Management Skills Cluster</i></b> The skills required to arrange, sort and retrieve data, knowledge and ideas.</li></ul> <p><b>Adaptive Skills Category</b></p> <ul style="list-style-type: none"><li>• <b><i>Self-Management and Personal Style</i></b> Skills that are indicators of personal outlook, values, goals and motivation.</li><li>• <b><i>Work-Related Dispositions and Attitudes</i></b> Skills that are indicators of personal work orientation, work values, attitudes and understanding of the work environment.</li><li>• <b><i>Group Effectiveness and Teamwork skills Cluster</i></b> The skills required to use the correct combination of interpersonal skills and to guide a team to complete tasks and attain goals.</li><li>• <b><i>Organisational Effectiveness and Leadership Skills Cluster</i></b> The skills required to effectively contributing towards the successful completion of set organisational goals.</li></ul>
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## 7.21 WORKPLACE SKILLS PROGRAMME OUTCOMES STUDYGUIDE

**Table 7.7: Programme One: Study guide**

<b>Programme Element: Study Guide for Experiential Learning</b>			
<b>Specified</b>	<b>Conditions</b>	<b>Assessment criteria</b>	<b>Method</b>
Apply the study guide in industry	To ensure an understanding of the experiential learning process.	<p>The importance of Co- operative Education is identified.</p> <p>The aim of Experiential learning is discussed.</p> <p>The complete placement process and admission requirements to the workplace skills programme are discussed and presented.</p> <p>Relevant course outcomes are formulated and maximum exposure is communicated.</p> <p>The monitoring process during experiential learning is determined.</p> <p>The grievance procedure is communicated.</p> <p>An understanding of the Border Technikon's responsibility is created.</p>	Written test.

## 7.22 COMMUNICATION

**Table 7.8: Programme Two: Communication**

Workplace Skills	Programme content meeting skills
Verbal Communication- takes part in discussions with people who may or may not be familiar with the subject matter or with the student.	<ul style="list-style-type: none"> <li>• Addressing and communicating with superiors and customers</li> <li>• Telephone skills</li> <li>• Communicating with colleagues outside the organisation at networking functions .</li> </ul>
Written communication – produce written information of a complex and simple nature, which is accurate, relevant and clear using the correct conventions; able to write a summary.	<ul style="list-style-type: none"> <li>• Report writing, business letters and inter-office memos</li> <li>• Writing project reports/ proposals</li> <li>• Integrating sources of information into a report / proposal.</li> </ul>
Presentational skills -present information to suit audience and purpose, use appropriate structure and style to emphasise meaning.	<ul style="list-style-type: none"> <li>• Developing and presenting ideas / proposals /reports.</li> <li>• Conduct during business meetings and group discussions.</li> </ul>
Visual and graphic representation using images to illustrate subject matter.	<ul style="list-style-type: none"> <li>• Using media and visual aids.</li> <li>• Demonstrate and explain how something works.</li> </ul>
Display listening skills.	<ul style="list-style-type: none"> <li>• Summarise the essential elements of an oral presentation/lecture.</li> </ul>

## 7.23 COMMUNICATION- TAKE PART IN DISCUSSION

**Table 7.9: Take part in discussions**

<p><b>Specific Outcomes</b></p> <p>A student must:</p> <ul style="list-style-type: none"><li>• Make contributions which are relevant to the subject and purpose</li><li>• make contributions relevant to the audience and students</li><li>• confirm an understanding of the contributions of others</li><li>• be able to move the discussion forward</li><li>• create opportunities for others to contribute</li></ul>
<p>Range:</p> <p>Subject:        Straightforward or complex Purpose:        To offer, obtain or exchange                      information Audience:      Superiors, peers / colleagues ,                      customers Situation:       One-to-one and group</p>
<p><b>Evidence Indicators:</b></p> <ul style="list-style-type: none"><li>• The student must be involved in two interview situations, one of which must be a panel interview.</li><li>• The student must be observed conducting a meeting and participating in group discussions where the generation of ideas is important.</li><li>• The student must present a given topic using any appropriate media and visual aids showing clear development of ideas and close correlation between information given and overall idea.</li><li>• The student must be observed exchanging ideas with people that he / she is not familiar with.</li></ul>

## 7.24 COMMUNICATION- PRODUCE WRITTEN MATERIAL

**Table 7.10: Produce written material**

<p><b>Specific Outcomes</b></p> <p>A student must:</p> <ul style="list-style-type: none"><li>• Include information which is relevant to the subject</li><li>• Check that text is legible and the meaning is clear</li><li>• Follow appropriate standard conventions</li><li>• Present information in a format that suits the audience and purpose</li><li>• Use structure and style to emphasise meaning</li></ul>
<p><b>Range:</b></p> <p>Subject: straightforward or complex</p> <p>Conventions: spelling, grammar, punctuation</p> <p>Format: pre-set, outline, freely structured</p> <p>Audience: customers, superiors, colleagues and people who are unfamiliar with the candidate and or subject.</p>
<p><b>Evidence Indicator:</b></p> <ul style="list-style-type: none"><li>• Produce at least six pieces of material on different subjects, of which four pieces must be of a complex nature.</li><li>• The writing must demonstrate the students' understanding of convention and format and must be clearly organised and presented.</li><li>• The students must be able to recognise which convention is appropriate for each type of audience.</li><li>• The purpose and relevance of the particular subject must be evident and must be complemented by sound grammar, spelling and punctuation.</li></ul>

## 7.25 COMMUNICATION- USE IMAGES

**Table 7.11: Use images**

<p><b>Specific Outcomes</b></p> <p>A student must:</p> <ul style="list-style-type: none"><li>• Select images which clearly illustrate the points being made</li><li>• Use images which are suited to the audience, situation, and purpose</li><li>• Use images at appropriate times and places</li><li>• Show a knowledge of various media techniques and visual aids</li></ul>
<p><b>Range:</b></p> <p>Images: taken from other material, produced by student, to include computer generated images, visual aids such as overhead projectors, video clips and graphics.</p> <p>Points: on straightforward and on complex matters.</p> <p>Audience: superiors, colleagues, customers and people not familiar with the candidate and / or the subject</p> <p>Situation: in written material, one-to-one discussions and group discussions.</p>
<p><b>Evidence Indicators:</b></p> <ul style="list-style-type: none"><li>• A student must present information on a specific topic using various images appropriate to the subject.</li><li>• The student must make use of various images within the written material undertaken.</li><li>• The student must display a fair amount of creativity in presentation of the images and grasp the various techniques available.</li><li>• The student must produce at least three different examples of images.</li></ul>

## 7.26 JOB APPLICATION

**Table 7.12: Programme Three: Job application**

<b>Programme Element: Job Application</b>			
<b>Specified outcome</b>	<b>Conditions</b>	<b>Assessment criteria</b>	<b>Method</b>
Compilation of a detailed CV for placement in industry.	To ensure a comprehensive document to apply for a position.	<ul style="list-style-type: none"> <li>• Identify the importance of a CV.</li> <li>• Explain the different elements of the CV.</li> <li>• Demonstrate the technical aspects  E.g. document layout.</li> <li>• Emphasise the importance of correct grammar and spelling.</li> </ul>	Co-op assignment Compile a CV.
Compilation of a one page resume for placement in industry.	To ensure a concise document to apply for a position.	<ul style="list-style-type: none"> <li>• To explain the use of a resume.</li> <li>• To explain the criteria for compiling a resume</li> </ul>	



		<ul style="list-style-type: none"> <li>• Demonstrate the technical aspects e.g. document layout.</li> <li>• Emphasise the importance of correct grammar and spelling.</li> </ul>			
<p>Design a covering letter to accompany CV/Resume for placement in industry.</p>	<p>To ensure a correctly constructed covering letter.</p>	<ul style="list-style-type: none"> <li>• Explain the importance of a covering letter relevant to the job advertisement.</li> <li>• To emphasise the importance of the marketing value of a covering letter.</li> <li>• Demonstrate the technical aspects, e.g., document layout.</li> <li>• Emphasise the importance of correct grammar and spelling.</li> </ul>	<p>Co-op assignment Write a covering letter</p>		

## 7.27 INTERVIEWING

**Table 7.13: Programme four: Interviewing**

<b>Programme Element: Interviewing</b>			
<b>Specified outcome</b>	<b>Conditions</b>	<b>Assessment criteria</b>	<b>Method</b>
Create an understanding of the interviewing process.	To be knowledgeable about the interviewing process	<p>Before</p> <ul style="list-style-type: none"> <li>• Discuss the preparation for the Interviews.</li> <li>• Know exact place and time.</li> <li>• Know the interviewer's full name and title.</li> <li>• Dress professionally.</li> <li>• Find out specific facts about the company.</li> <li>• Prepare your questions.</li> <li>• Prepare for their questions.</li> <li>• Prepare for</li> </ul>	<p>Workshop with guest speaker. Animate interviews Discuss</p> <p>hand-outs on how to conduct oneself during interviews</p>

		<p>positive and negative conduct during interviews.</p> <p>During</p> <ul style="list-style-type: none"> <li>• Communicate the steps to follow before the interviewing process.</li> </ul> <p>After</p> <ul style="list-style-type: none"> <li>• Complete feedback form on interviewing process.</li> <li>• Encourage follow-up on the outcome of the interview with the interviewer.</li> </ul>	
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## 7.28 REPORT WRITING (PORTFOLIO)

**Table 7.14: Programme Five: report writing (portfolio)**

<b>Programme Elements: Report Writing (Portfolio)</b>			
<b>Specified outcome</b>	<b>Conditions</b>	<b>Assessment criteria</b>	<b>Method</b>
Establish the student's understanding of how to construct a report/portfolio in the required format.	To draft a document containing evidence of specific learning achievements and skills obtained during experiential learning.	<ul style="list-style-type: none"> <li>• Explain the concept of a report/portfolio.</li> <li>• Establish the purpose of the report/portfolio.</li> <li>• Discuss the format of the report/portfolio.</li> <li>• Explain the assessment process.</li> </ul>	Co-op assignment handout and discussion on the compilation of a report/portfolio

## 7.29 TIME MANAGEMENT

Table 7.15: Programme six: time management

Programme Elements: Time Management			
Specified outcome	Conditions	Assessment criteria	Method
Ability to plan tasks effectively through the constructive use of time.	To make students aware that by following a systematic approach, most time management problems can be solved.	<ul style="list-style-type: none"> <li>• Create an awareness of how stress can arise from poor time management.</li> <li>• Compile a list of tasks to do.               <ul style="list-style-type: none"> <li>- prioritise the tasks.</li> <li>- consolidate the tasks.</li> <li>- Group similar tasks.</li> </ul> </li> <li>• Evaluate your present use of time.</li> <li>• Identify your prime study time.</li> <li>• Use small periods of time profitably.</li> <li>• Set realistic goals.</li> <li>• Practise flexibility of time and control thereof.</li> </ul>	Hand-outs, Transparencies, Questionnaires.

## 7.30 PUBLIC SPEAKING

**Table 7.16: Programme seven: public speaking**

<b>Programme Elements: Public Speaking</b>			
<b>Specified outcome</b>	<b>Conditions</b>	<b>Assessment criteria</b>	<b>Method</b>
Ability to address a specific target group	To be successful in communicating a message to a specific target group.	<ul style="list-style-type: none"> <li>• Define public speaking.</li> <li>• Determine the purpose of your speech.</li> <li>• Select a suitable topic.</li> <li>• Analyse your target audience.</li> <li>• Conduct appropriate research.</li> <li>• Structure your speech.</li> <li>• Practise the presentation of your speech.</li> <li>• Prepare presentation notes.</li> <li>• Select appropriate presentation material.</li> <li>• Emphasise.</li> </ul>	<p>Verbal presentation</p> <p>Checklist for successful public speaking.</p>

## 7.31 PROBLEM SOLVING

**Table 7.17: Programme eight: Problem solving**

<b>Programme Elements: Problem Solving</b>			
<b>Specified outcome</b>	<b>Conditions</b>	<b>Assessment Criteria</b>	<b>Method</b>
Adopt a systematic approach to problem solving.	To master skills to solve a problem effectively	<ul style="list-style-type: none"> <li>• Identify a basic problem- solving method.</li> <li>• Design a solution plan and the execution thereof.</li> <li>• Create positive attitude towards problem solving.</li> </ul>	Transparencies, hand-outs, problem analysis.

## 7.32 STRESS AND BURNOUT

**Table 7.18 Programme Nine: Stress and burnout**

<b>Programme Elements: Stress and Burnout</b>			
<b>Specified outcome</b>	<b>Conditions</b>	<b>Assessment criteria</b>	<b>Method</b>
Establish a lifestyle that can avoid stress and burnout.	To be able to cope with stress and burnout.	<ul style="list-style-type: none"> <li>• Identify physical manifestations.</li> <li>• Identify different types of stresses:               <ul style="list-style-type: none"> <li>- environmental stresses</li> <li>- organisational stresses</li> <li>- job stresses</li> <li>- individual stresses</li> </ul> </li> <li>• Identify strategies for coping with stress:               <ul style="list-style-type: none"> <li>- physical maintenance strategies</li> <li>- internal assistance</li> </ul> </li> </ul>	Transparencies, Organisational communication



		<p>strategies</p> <ul style="list-style-type: none"><li>- personal organisational strategies</li><li>- outridge assistance strategies</li><li>- situational and support group strategies</li></ul>	
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## 7.34 ASSERTIVENESS

**Table 7.19: Programme ten: Assertiveness**

<b>PROGRAMME ELEMENTS: ASSERTIVENESS</b>			
<b>Specified outcome</b>	<b>Conditions</b>	<b>Assessment criteria</b>	<b>METHOD</b>
Create an understanding of how to be assertive.	To establish confident & appropriate behaviour	<ul style="list-style-type: none"> <li>• Explain assertive behaviour.</li> <li>• Discuss non-verbal communication.</li> <li>• Interpret aggressive behaviour.</li> <li>• Explain unassertive behaviour.</li> <li>• Develop skills sharpening techniques.</li> </ul>	Hand-outs, workshop, tests and video presentation.

## 7.35 CONFLICT MANAGEMENT

**Table 7.20: Programme Eleven: Conflict management**

<b>Programme Element: Conflict Management</b>			
<b>Specified outcome</b>	<b>Conditions</b>	<b>Assessment criteria</b>	<b>Method</b>
Management of conflict to ensure optimal achievement of objectives.	To minimise or avoid conflict. To enhance productivity.	<ul style="list-style-type: none"> <li>• Explain the concept of conflict.</li> <li>• Discuss positive and negative conflict.</li> <li>• Identify different conflict management styles.</li> <li>• Stress the importance of communication.</li> </ul>	Transparencies and role-play.

## 7.36 PROTOCOL AND BUSINESS ETHICS

**Table 7.21: Programme Twelve: Protocol and business ethics**

<b>Programme Elements: Protocol and Business Ethics</b>			
<b>Specified outcome</b>	<b>Conditions</b>	<b>Assessment criteria</b>	<b>Method</b>
Create an awareness of protocol requirements and business etiquette	To ensure correct procedure in different situations.	<p>Explain protocol guidelines with relevance to the following situations:</p> <ul style="list-style-type: none"> <li>- invitations &amp; appointments</li> <li>- forms of address</li> <li>- formal meals</li> <li>- working meals</li> <li>- meetings at a table</li> <li>- cocktail functions and buffet meals</li> <li>- speeches and press conferences (public appearances)</li> <li>- invitations table settings</li> <li>- table plans: occasions where men and women are present</li> </ul> <p>Explain business etiquette guidelines with relevance to the following situations:</p> <ul style="list-style-type: none"> <li>- seniority</li> <li>- greetings</li> <li>- forms of address introductions</li> <li>- respecting the line of command</li> <li>- respecting other people's space and privacy</li> <li>- disagreements or reprimands</li> </ul>	Transparencies and hand-outs

The Work Preparedness Programme was tabled at a Faculty Board meeting held during May 2003, and it was decided at this meeting to seriously investigate implementing this programme by 2005. Future research should include adding more value to the intervention research conducted in this study. The researcher intends to use the above Tables 7.1 – 7.21 in 2004 as guidance for a postdoctoral study.

### **7.37 CONCLUSION**

General conclusions will be drawn first. Then ends with a focus on all the chapters (1-6). The contribution of the study, general recommendations and suggestions for future research would follow.

One of the biggest problems at present is that the experiential learning programmes used by Technikon's in South Africa are not necessarily curriculated as part of a total course and/or educational offering. The fact that experiential learning programmes are seen as "add-ons", and not as intrinsic to the holistic approach to a course and/or educational offering, creates the idea that experiential learning programmes are necessarily an add-on for obtaining a qualification. The fact that non-technical skills (in other words the "critical cross-field outcomes") with reference to outcomes based-education and personal development form part of the hidden curriculum in an experiential learning programme and personal development forms part of the hidden curriculum in an experiential training programme creates not only confusion but also mistrust in the Technikon education system. To solve this problem it is important that the non-technical skills, as mentioned above, must and need primary status within the curriculum process of such a experiential learning programme. The logbook for each of the experiential learning programmes needs to specifically indicate the how, what, when, where the critical outcomes are being dealt with; and how the assessment of the successes is measured. Specific attention needs to be given to quality assurance in order to improve the credibility of Technikon education.

The specific reference to the transfer and/or transferability of non-technical skills as stated in logbooks for experiential learning programmes will ensure that all employers who follow either the "workplace skills programme" or "leanerships" will receive credits for employees who successfully complete either of the two. These credits will benefit the learner, the employer and the Technikon in planning the career path of each learner, and will enable

employers to give credit for prior learning, thereby increasing the formal qualifications of all their staff. It will improve the staff profile of the Tourism and Hospitality industry. Vast problems will be experienced by Technikon's in organising, obtaining and negotiating experiential learning positions for students in commerce and industry. Technikon's must either adapt or die. The researcher is of the opinion that "workplace skills programmes" will soon replace experiential learning.

Academic institutions should also invite practitioners to become members of course development committees, thus ensuring advice and guidance on skill shortages and emerging areas within tourism and hospitality that require expertise. If practitioners are involved in the consultation and validation process during course development, these facilities more tailored courses that appropriate to the needs of both learners and employers. In terms of course development and structure, Tourism and Hospitality educators should consider developing an initial bridging year that equips learners with a range of generic tourism management skills without restricting them to a specific themed route. Students will then be afforded the time to consider their available themed options, career development and future direction. Students need to be given more realistic and structured employment opportunities that are able to sustain them for a career within the tourism industry. Career paths within tourism and hospitality are not clearly defined, and this can demotivate the individual and discourage him/her from entering the industry. Clearer career guidance needs to be given before, during and after the completion of the student's tourism degree and opportunities for vocational learning need to be fully integrated into the themed routes. Institutions should also consider developing specialist departments/facilities that concentrate on particular themed tourism and hospitality areas. Factors driving the renewed interest in education in tertiary institutions include the realisation that the traditional academic disciplines do not meet the personal and career path needs of an increasing number of students who are not seeking university entry. The practical components of courses need to continue to reflect the changing nature of work for which lifelong learning and team skills are seen as vital. This points to the need to improve students' use of library resources, especially for developing students' confidence in self-directed quests for reasons why theory (the action of which was experienced during the practical exercises), works as it does and what else it might do that is useful

The skills employers require of students in the workplace to have direct relevance to the system of experiential learning practised by Technikon's. In line with the Technikon

philosophy of providing vocational training aimed at meeting the needs of the workplace, it is essential that the skills acquired by students meet the requirements of employers. This requires on-going consultation with employers. Although consultation with employers of Tourism and Hospitality students through advisory committees and professional bodies provides input on employer requirements with regard to the technical skills and curriculum formats of Tourism and Hospitality courses at Technikon's, little input has been provided on their non-technical skill requirements. The changing workplace requires a new kind of worker with a broad set of skills. Employers of Tourism and Hospitality students require the correct combination of non-technical skills to complement job specific skills. It has become necessary for Technikon's to examine what they believe to be important and compare this with what employers believe to be important. This will assist in reducing any misunderstandings with regard to perceptions on training requirements.

As experiential learning programmes are dependent on a harmonious relationship between employers, students and academic staff, an essential element of these programmes is that students should be adequately prepared to meet the requirements of the workplace. Consultation between Technikon's and employers should, therefore occur on a continuous basis.

The solution to the main problem of this study provides the answer to the question "Which non-technical skills are required by Tourism and Hospitality students undertaking experiential learning?" This leads to further questions that need to be answered, namely: "How effective is the current Tourism and Hospitality programme at Technikon's in developing the non-technical skills required by Tourism and Hospitality employers?" "How can Tourism and Hospitality students acquire skills before entry to the workplace?" The solution to these questions will require on-going consultation with experiential learning providers as well as an examination of the appropriateness of existing teaching methodologies. Hopefully the study will also raise the question of the purpose of instruction and encourage Technikon's to ask: "What are we teaching and why?", "Where do we fall short?", "Are there inadequacies in what is taught"

Finally, Technikon's, with specific reference to all aspects of experiential learning, need to use non-technical skills as a tool to protect the uniqueness of Technikon education. This uniqueness lies within the system of integrating theoretical knowledge effectively, productively and pro-actively with technological and non-technical skills and techniques and apply these to practical application of knowledge.

## 7.38 CONCLUSIONS WITH REFERENCE TO CHAPTERS

**Chapter 1.** This chapter introduced the general orientation of the study and serves as an introduction what the study is about. The tourism and hospitality industry (experiential learning service providers) is facing many changes in the workplace. The ongoing concern of what industry requires in terms of non-technical skills and what Technikon's offer is and seems will be an ongoing debate in the future. Students who do not poses the correct or lacking non-technical skills when going for experiential learning, could result that tourism and industry professionals could lose confidence in them as well as when completing a qualification, seeking employment. Chapter 1 furthermore provides evidence of how large the tourism and hospitality industry is and expand on the sub-sectors these industries consists of. Key concepts were explored, which had been used interchangeably such as non-technical skills; functional and adaptive skills; vocational education, personal transferable skills, foundation and basic skills, key competencies, tourism and hospitality industry, experiential learning.

**Chapter 2,** mainly consists of a literature review, directed towards key workplace competencies or skills required in the workplace. The new democratic Government is committed to employees and have promulgated two acts, the Skills Development Act, 1988 and the Skills Development Levies Act, 1999. When experiential learning service providers complete the necessary documentation, they could receive a rebate on the hours of training provided to students. One of the important objectives of the Minister of Labour is to assist new entrants into employment. It is in view of this objective that tertiary institutions and industry professionals should join hands in producing quality graduates ready for employment in this new era of South Africa. The South African Tourism, Hospitality & Sport Education & Training Auhtority had been established. This authority covers many tourism and hospitality businesses and would be a good niche market to tap into, with reference to non-technical skills as required by students entering the workplace or underwent experiential learning. Chapter 2 further draws from literature in the Australian and American context (leaders in research on skills), including some literature from South Africa, with a focus on non-technical skills. This chapter concludes in reporting a review of the literature with the main theme of how can generic – non-technical-workplace skills / competencies be articulated.

**Chapter 3,** continues a review of literature with a main aim on new trends in employment. It has been key to the introduction of a set of skills needed by students who undertook



experiential learning in the workplace and experiential modules used by Technikon's. Non-technical skills in view of literature obtained seems important to succeed in the workplace, especially if entry-level employees want to be promoted to more senior levels of management. A gap exists between what the South African schooling system, as well as tertiary institutions offer, in terms of skills which could be a result that when students complete a qualification might still stay unemployable. The new workplace in tourism and hospitality is changing and a set of non-technical skills are important to poses as employers starting to expect that students who completed their studies should demonstrate practical command of these skills. Tertiary education module outcomes should be altered to reflect more practical content in assisting students in finding jobs. Chapter 3 furthermore provides a rich background as how academics could include more practical content during contact time with students. There is also an enormous competition between tourism and hospitality study opportunities at Technikon's, which also provides experiential learning to their students. Cape Technikon at the time was the only tertiary institutions which provided a change to complete a D.Tech. Degree in tourism and hospitality management.

**Chapter 4** introduced the methodology used in conducting the questionnaire survey as well as the focus group interviews. The study population for the questionnaire survey mainly consisted of tourism and hospitality managers and supervisors and for the focus group interview industry professionals, academics which represented industry such as hotels, guesthouses, lodges, game farms and travel agencies. A convenience sampling technique was applied in administering the questionnaire to respondents. A limitation has been provided in using a convenience sampling technique. Finally, Chapter 4, concludes with a geographical background of the study population, which serves as a guide to those students, who have never travelled away from the Eastern Cape or their rural communities, now finding jobs (tourism and hospitality) in all the Provinces of South Africa.

**Chapter 5** is unique in its own sense as the results of the empirical study as well as that of the focus group interviews had been reported. In terms of the results of the survey questionnaire, it was found that the following non-technical skills are important to tourism and hospitality managers / supervisors, which provides experiential learning to tourism and hospitality students at the Centre for Excellence in Leisure and Tourism, Border Technikon: verbal communication, observing, logical thinking, honesty, motivated,

ethical, integrity, enthusiastic, understand teamwork, task-orientated, take initiative, respectful, accept criticism, good working habit, task orientated, punctuality, handle stress, assume responsibility and motivate. Respondents also suggest that self-management and personal style and the communication skills components are very important working in the tourism and hospitality industry. The focus group results assisted in developing a bridging programme, which is suggested to be implemented by all Technikon's.

**Chapter 6**, is a direct function of some of the results of the survey and as well as the focus group interviews, which a strategic process to align a workplace skills programme for Technikon's within the new democratic South Africa is proposed. The suggested workplace skills programme, is based on an analyses of the Skills Development Act (1998) and the Skills Development Levies Act (1999). This experiential learning service providers could register within the guidance of these two Acts, and could claim a rebate back for providing practical training in the workplace. Guidance by the author on how to implement the Skills Development plan for the Border Technikon is evident.

**Chapter 7** Provides general conclusions. Conclusions with a focus on all the chapters 1-6, the contribution of the study, general recommendations and suggestions for future research.

### **7.39 CONTRIBUTION OF THE STUDY**

This study contributes to the literature of education, experiential learning, and non-technical skills within the context of skills needed by tourism and hospitality students entering the workplace. A significant contribution is to align a workplace skills plan that could be introduced at Technikon's in South Africa as a separate function of their experiential learning outcomes. In the same vein, a proposed theoretical programme implementing non-technical skills at tertiary institutions as part of curriculum outcomes is suggested. Lastly, a proposed outcome- based tertiary bridging programme aimed at providing students/ graduates with the non-technical skills required to cope with the demands of the workplace is also suggested.

Recommendations were made to Government policy makers (p. 177),

Tertiary institution administrators (p. 177),

Lecturers (p. 178) and employers / experiential learning service providers (p.179).

Suggestions for future research would be, to administer the survey questionnaire again in the next five years to tourism and hospitality experiential learning service providers to gain knowledge of new non-technical skills that may service. Another suggestion would be that students who completed their experiential learning to participate in the same survey. This could provide interesting statistical results by obtaining data from tourism and hospitality service providers as well as students, therefore gaining insight if any differences might existed in rating the importance of non-technical skills. This data could be reported in a structural equation model, for further use by senior management of Technikon's as well as tourism and hospitality industry professionals. A final suggestion would be that tourism and hospitality lecturers should go out and work for two weeks per year in the tourism and hospitality industry, therefore gaining, experience on new trends and developments as well as which non-technical skills are emergent in this fast growing industry.

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**APPENIDIX A: QUESTIONNAIRE SURVEY**

INSTRUCTIONS  
Place a tick in the appropriate box, or  
Write comments

**Section A**

**BIOGRAPHICAL INFORMATION**

Please indicate your job title/current position in your organisation.  
.....  
.....  
.....

1. Indicate the number of years of experience you have had working with students undertaking experiential training in your organisation.

(Tick the appropriate block)

Less than 1 year	
One to two years	
Two to three years	
Three to four years	
Four to five years	
More than five years	

2. Indicate the core activity your organisation is involved in

Tourism	
Hospitality	
Other (specify)	

3. Indicate the type of Tourism and Hospitality students your organisation provides experiential training opportunities for.

Tourism	
Food and Beverage	
Rooms Division	

4. Indicate the number of employees within your organisation

1	5 to 19	
	20 to 49	
2	50 to 149	
	150 to 249	
3	250 to 499	
	500 to 999	
4	1000 to 1999	
	2000 to 3999	

## SECTION B

# EMPLOYER NON-TECHNICAL SKILLS

5. Using the rating scale provided below, rate how important the possession of the specific non-technical skills listed below are for students undertaking experiential training in your organisation.

1. **Extremely important**
2. **Important**
3. **Limited importance**
4. **Not important**

### 6.1 Communication skills

***The ability to exchange, transmit and express knowledge and ideas to achieve set objectives.***

Below is a list of communication skills. Please rate each one in terms of how important you regard it by placing a tick in the appropriate block.

	1	2	3	4		1	2	3	4
1. Verbal communication					9. Technical report writing				
2. Teaching and instruction					10. Meeting procedure				
3. Grievance handling					11. Interviewing				
4. Listening					12. Selling				
5. Negotiation					13. Reading				
6. Demonstration					14. Persuasion				
7. Conflict management					15. Explanation				
8. Visual and graphic presentation									

### 6.2 Creative thinking and problem solving

***The ability to solve existing and anticipated problems through creative innovation and analytical means.***

Below is a list of creative thinking and problem-solving skills. Please rate each one in terms of how important you regard it by placing tick in the appropriate block.

	1	2	3	4		1	2	3	4
1. Questioning					8. Problem analysis				
2. Forecasting					9. Integrating				
3. Innovating					10. Investigating				
4. Formulating					11. Interpreting				
5. Observing					12. Conceptualising				
6. Anticipating					13. Predicting				
7. Creating					14. Facilitating				

### 6.3 Information Management

***The ability to arrange, sort and retrieve data, knowledge and ideas.***

Below is a list of information management skills. Please rate each one in terms of how important you regard it by placing tick in the appropriate block.

	1	2	3	4		1	2	3	4
1. Analysis					8. Synthesising				
2. Collection					9. Sorting				
3. Retrieval					10. Recording				
4. Computer application					11. Logical thinking				
5. Research					12. Valuation				
6. Organisation					13. Reporting				
7. Scheduling					14. Prioritising				

**6.4 Self-management and personal style**

***Indicators of general outlook, personal appearance, values, goals and motivation.***

Below is a list of self-management and personal style skills. Please rate each one in terms of how important you regard it by placing tick in the appropriate block.

	1	2	3	4		1	2	3	4
1. Self-confidence					12. Positive self-esteem				
2. Honest					13. Integrity				
3. Motivated					14. Sincere				
4. Assertive					15. Adaptable				
5. Stable					16. Patient				
6. Responsible					17. Dependable				
7. Ethical					18. Mature				
8. Persistent					19. Enthusiastic				
9. Disciplined					20. Conscientious				
10. Determined					21. Good appearance				
11. Flexible					22. Objective				

**6.5 Work related dispositions and attitudes**

***Indicators of personal work orientation, work values, attitudes and understanding of the work environment.***

Below is a list of work related dispositions and attitude skills. Please rate each one in terms of how important you regard it by placing tick in the appropriate block.

	1	2	3	4		1	2	3	4
1. Understand teamwork					11. Respect to property				
2. Task orientated					12. Make extra effort				
3. Take initiative					13. Accept criticism				
4. Punctual					14. Give credit				
5. Thoroughness					15. Open minded				
6. Precise					16. Interest & pride in work				
7. Handle pressure & stress					17. Respectful				
8. Good work habits					18. Self-control				
9. Willing to learn & be trained					19. Understanding of the work environment				
10. Committed to the job					20. Take risks				

**6.6 Group effectiveness and teamwork**

***The ability to use the correct combination of interpersonal skills to direct and guide a team to complete tasks and attain goals.***

Below is a list of group effectiveness and teamwork skills. Please rate each one in terms of how important you regard it by placing tick in the appropriate block.

	1	2	3	4		1	2	3	4
1. Put people at ease					12. Outgoing				
2. Sensitivity to cultural diversity					13. Supervise				
3. Negotiate					14. Co-operate				
4. Solicitation					15. Praise				
5. Social commitment					16. Tactful				
6. Helpful					17. Empathy				
7. Responsive					18. Persuasive				
8. Hospitable					19. Compatible				
9. Lead and manage					20. Recruit ideas				
10. Even tempered					21. Group process				
11. Co-ordination					22. Summarise				

**6.7 Organisational effectiveness and leadership**

***The ability to effectively contribute toward the successful completion of set organisational goals.***

Below is a list of organisational effectiveness and leadership skills. Please rate each one in terms of how important you regard it by placing tick in the appropriate block.

	1	2	3	4		1	2	3	4
1. Goal directed					13. Put theory into practise				
2. Handle stress					14. Work under pressure				
3. Meet deadlines					15. Set objectives				
4. Have vision					16. Assume responsibility				
5. Work to schedule					17. Make suggestions				
6. Delegate					18. Manage				
7. Lead					19. Supervise				
8. Prioritise					20. Instruct				
9. Direct					21. Time management				
10. Administration					22. Motivate				
11. Follow procedures					23. Apply policies				
12. Co-ordinate					24. Recommend				

**6.8 Indicate how important non-technical skills are for the performance of entry-level tasks by students undertaking experiential training in your organisation. (Tick the appropriate box).**

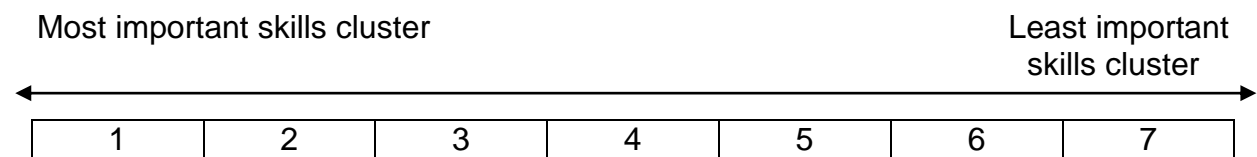
Extremely	
Importance	
Limited importance	
Not important	



**6.9 Rate the importance of each skill cluster to your organisation. (Tick the appropriate box)**

	1	2	3	4
1. Communication				
2. Creative thinking and problem solving				
3. Information management				
4. Self-management and personal style				
5. Work related dispositions and attitudes				
6. Group effectiveness and teamwork				
7. Organisational effectiveness and leadership				

**6.10 Using a scale of 1 to 7, rank the importance of each skill cluster to your organisation. (Tick the appropriate block).**



	1	2	3	4	5	6	7
1. Communication							
2. Creative thinking							
3. Information management							
4. Self-management and personal style							
5. Work related dispositions and attitudes							
6. Group effectiveness and teamwork							
7. Organisational effectiveness and leadership							

**6.11 Please indicate any other non-technical skills not mentioned in this questionnaire that students should possess when undertaking experiential training.**

.....

.....

.....

.....

**Please return this questionnaire in the enclosed self-addressed, franked envelope before 15 January 2003.**

## APPENDIX B: FOCUS GROUP INTERVIEWS

### Intervention research (Focus group interviews)

- Please complete the questionnaire to the best of your ability
- Do not quote your name
- All information will be dealt with in a confidential professional manner

**Rate the importance of each skills cluster.**

Rank Order	Skills components	1	2	3	4	5	6	7
1	Communication							
2	Creative thinking							
3	Information management							
4	Self-management							
5	Work-related dispositions and attitudes							
6	Group effectiveness							
7	Organisational effectiveness and leadership							

**Indicate which of the following materials should be included in the bridging programme.**

Programme material	Yes	No
Case studies		
Practical simulation		
Videos		
OHP slides		
Power point presentation		

**Which of the following portfolio of evidence should be included in the bridging programme?**

Portfolio of evidence	Yes	No
Logbook		

Portfolio		
Other		

**Indicate what the duration of the tertiary bridging programme should be.**

Duration of programme	No
3 months	
6 months	
1 year	

**Please indicate which of the following should form part of the outcomes and performance criteria of the bridging programme.**

Outcomes and performance criteria	Yes	No
Outcome for each workplace skill		
Complete all outcomes before accreditation		
Recognition of prior learning		
Modules to include all skills clusters		

**Thank you for participating in this questionnaire  
Mr. P. S. Kruger**