

PalArch's Journal of Archaeology of Egypt / Egyptology

SOFT SKILLS AS A KEY COMPETENCY FOR THE FUTURE LEADERS OF THE HOSPITALITY INDUSTRY

*Anusha Pai*¹, *Maitri Manjunath*², *C S Suhas Kowshik*³, *Nishu Ayedee*⁴, *Namesh Malarout*⁵,
*Nithesh Naik*⁶

¹Welcomgroup Graduate School of Hotel Administration, Manipal Academy of Higher Education, Manipal, Karnataka, India

^{2,5} Department of Humanities and Management, Manipal Institute of Technology, Manipal Academy of Higher Education, Manipal, Karnataka, India

^{3,6} Department of Mechanical and Manufacturing Engineering, Manipal Institute of Technology, Manipal Academy of Higher Education, Manipal, Karnataka, India

⁴Bharati Vidyapeeth (Deemed to be University), Institute of Management and Research, Paschim Vihar, New Delhi, India

Email: ³ suhas.kowshik@manipal.edu

Anusha Pai, Maitri Manjunath, C S Suhas Kowshik, Nishu Ayedee, Namesh Malarout, Nithesh Naik: Soft Skills as a Key Competency for the Future Leaders of the Hospitality Industry -- PalArch's Journal Of Archaeology Of Egypt/Egyptology 17(9). ISSN 1567-214x

Keywords: Competency, soft skills, hard skills, hospitality education, management.

ABSTRACT

The essential skills that rapidly evolve in the hospitality industry demand a frequent review and update in the academic curriculum in order to satisfy the increasing job prospects as well as the performance requirements for hospitality graduates. This research explores the essential key competencies and soft skills, the hospitality industry expects from hotel managers, hotel management graduates and hotel management trainees. A cross-sectional survey conducted including students of hotel management school and hospitality managers of 5-star hotels in India, showed that, 86% were soft competencies out of which, flexibility, integrity, interpersonal skills, positive attitude, professionalism, work environment, communication, responsibility, and teamwork are some of the key skills that play a major role. The results indicate that hospitality programs should focus on the development of soft skills in support of hard skills among the students.

1. Introduction

Despite turbulent financial times, the hospitality industry continues to grow around the globe. Increasing demand for staff can result in an increasing need for hotel management schools and hospitality programs to prepare the staff team adequately. Schools must provide education to ensure a boost in the performance of graduates in the hospitality industry. Since the first program at Cornell University in the 1920s, there has been a dramatic increase in hospitality and tourism management programs [1]. Between the mid-70s and 2007, there has been an increase from 40 to more than 170 colleges providing bachelorette programs in the United States of America alone. Global competition in an evolving market has produced several projects, committees, coalitions, and domestic reports and concerns about workforce preparedness. Academia, the private sector, and the government have actively engaged in the development of programs and policies to deal with the gap between workforce and better prepare learners for the economy of the future [2].

The hospitality programs are now offering lectures and workshops in conferences, events, conventions, festivals, and cruise administration. With this growth, learners are demanding, and teachers are willing to add oriented fields of education and a wide range of courses in the curriculum. In recent years, market globalization, technology development, and cultural diversity have become key variables influencing the requirements of graduates in hospitality [3]. Hotel industries choose the candidates best suited for their organization from the pool of applicants by evaluating their various abilities. They focus on the technical skills at the entry-level, as every individual undergoes a training program to comply with business standards. Commercial establishments invest trillions of dollars in identifying and teaching hard and soft skills. In addition, establishments identify ways to develop skills, which help maximize profits. American companies spend \$62 billion a year on training programs [4]. The largest companies in the US spend an average of 2%, while Japanese and German companies spend 10% of their time on training [5]. In the hope of ensuring retention, recruiters would like to match the appropriate person with their company. People skills are explained as the interpersonal or human skills or behavioral skills required for the application of technical knowledge and skills at work [6][7].

According to few research studies, the number of employees working in jobs that require above-average education, formation, and experience rose from 49 million in 1980 to 83 million in 2015, which accounts for 68% [8]. In the United States in May 2017, Statistics Bureau of Labor revealed that the leisure and the hospitality sector had the largest percentage of openings with 4.9%, followed by professional and company facilities with a rate of 4.8% [9]. By 2020, the sector of leisure and hospitality are forecasted to add more than 5 million jobs [10]. The office of Labor Statistics projects over 16.5 million employees by the end of 2024 for the entertainment and hospitality industry [11].

To address the need for the quickly evolving hospitality sector, academicians must continuously explore, identify, and revise the curriculum to fulfill the key

skills required by the industry. Although hotel management schools and hospitality programs have started to work on bridging the gap between the abilities of hospitality graduates and the demands of the industry, few studies have dealt with attributes for the overall employability of graduates from the perspectives of students and managers. This study is aimed at assessing the vital skills and determine variations, if any, in the competencies perceived by hospitality managers and hospitality students.

2. Background

A work competence consists of associated operations, attitudes, and abilities linked to the performance that can be measured against norms and enhanced by instructional projects [12][13]. Employers have said that fresh graduates are not often ready for work and have called on the universities to generate more capable graduates [14][15], with transferable skills that can be taken into the company [16]. The Taiwanese experts from the hospitality industry identify communication and adaptation abilities as the main competencies of career achievement while deducing that operational and analytical expertise, issue identification, employee management, and work competence management are not significantly linked to successful work [17].

Brownell concluded that communication skills and employment activities contribute the most in leadership development of women in the hospitality industry [18]. It was discovered that middle-level management requires higher leadership abilities such as delegation, while abilities like listening are essential more at the general manager level, and work expertise (technical skills) is of little significance in both stages. As per the Gallup-Lumina report, only 43% of Americans think that university graduates are willing workforce, and 34% of company leaders do not feel that schools offer students the qualifications and abilities needed by their companies [19][20]. Okeiyi, Finley and Post examined the skills most significant for food and beverage graduates. They discovered that relationships with people and management abilities to be significant skills while technical strengths proved less significant [21]. Su, Miller, and Shanklin studying norms of accreditation for hospitality programs discovered that it is essential to have a blended skills bag that industry experts rated [22].

Competencies (there are skills necessary in all fields of work, such as soft skills, behavioral skills, genre attributes) should be an essential part of an undergraduate curriculum [23]. Literature indicates that the development of soft skills by many universities is inadequately placed [6]. Abilities necessary to be employable, not only have to be integrated in one module but also must be integrated in all stages of study [24]. The word competence is interpreted in various ways. It is seen as an individual trait [25] and linked not to technological abilities but to personal characteristics [26]. There is usually limited time available to train and develop new hires [27], and people who can get on the ground will be considered more employable than people who do not do it [28]. The faculty relies upon quality graduates who produce and send to the workforce, but this often relates to the prestige and quality of graduates in each institution instead of a national occurrence [14][29]. The assessment of the

skills and abilities needed for students to effectively enter the increasingly digital world of hospitality must be an ongoing process in order to meet the needs of the industry[30][31].

In another key study of Florida hospitality and tourism, management professionals consider teamwork, communication skills, and customer services to be the best qualities for entry-level managers[32].The researchers commented that lodging managers felt that these skills were often built through practical experience. A Business Education Partnership (BEP) model for the casino industry was devised to attract the trained and productive workforce and improve recruitment and retention. This study reported that training, workplace visits, mentoring, and support for learning were effective strategies to develop the skills of employees[33].Technology is a vital component of any hospitality resource and that the working experience aspect of the resource is most closely linked to increased industry software skills[34].

Industry professionals, Gursoy and Swanger established that for a good hospitality management program,the following are the essential attributes to be included in the study:Ethics, management, work planning, internships, hospitality management and organization, organizational analyzes, summary of the business, food service operations, information technology, logistics management, strategic management, marketing philosophy, management of human resources in the hospitality sector[35]. The authors also indicated that the focus of the curriculum should not be only on operations and business-specific requirements. Leadership, interaction, customer service, work practices, ethics, team building, dispute settlement, and goal-setting skills are also best suited for inclusion on the curriculum in hospitality management[36].

Whitelaw hascommented that researchers push for higher skills such as critical thinking, Leadership and strategy growth while the industry focuses on monitoring and cross-personal skills in the field of the front-line supervisory team[3]. Studies by Spowartshowed that critical skills needed in the work environments to excel, known as people skills such as customer services and interpersonal skills, be included and evaluated as part of the hospitality curriculum [37].Ibrahim, Boerhannoeeddin&Bakare identified that soft skills and training methodology had a significant impact on employee performance and the need to redesign the methodology of employee soft skills training.Hence, it can be summarized thatcompetencies such as listening, interaction, human relations, and management are the critical factors for an individual to succeed in the hospitality industry.

3. Materials and Methods

Various competencies were listed out based on a literature survey, and questionnaires were prepared with this background. Table 1 shows the list of competencies.

Table 1. List of Competencies

Hard Competencies	Soft Competencies	Mixed Competencies
<ul style="list-style-type: none"> • Analyzing Finance reports • Quality assessments • Cost Management • Developing a marketing plan • Developing and managing budgets • Developing staffing Rota's • Forecasting revenues • Forecasting staffing needs • Identifying target markets • Knowledge of and compliance with legal and regulatory requirements • Managing crisis situations, such as fires, employee or guest injuries, tornados, etc. • Sales techniques • Using computers effectively 	<ul style="list-style-type: none"> • Coaching/Developing staff • Cultivating a diverse environment. • Customer service problem resolution • Delegation of tasks • Developing positive customer relations • Facilitating teams and teamwork • Leadership abilities • Managing personal stress • Managing staff meetings • Negotiating techniques • Presentation skills • Professional demeanor and appearance • Supervising subordinates • Using ethics in decision making • Working effectively with peers • Written communication skills 	<ul style="list-style-type: none"> • Managing recruitment process • Critically using information for decision making • Training employees • Managing staff grievances

The study surveyed students belonging to schools of hotel management and managers of 5-star hotels in Bangalore, Karnataka, India, working in the housekeeping department. Bangalore being the IT-Hub of India, consists of travelers, executives, and IT professionals as guests in these hotels who look forward to high-quality service during their stay. This survey-based study consisted of separate questionnaires for students and managers. Section I of the questionnaires included demographic questions regarding the academic major, status, gender, and age of the respondent. Section II collected data regarding the perceived importance of each of the soft skills as measured with a 5-point Likert-scale where 1- strongly disagree, 2- disagree, 3 - neutral/undecided, 4 - agree, and 5 - strongly agree. The sample size is calculated using the random sampling technique. The questionnaire for students contained additional questions relevant to measuring their perceived workplace readiness and their opinion about the priorities for hospitality programs. Finally, students had an opportunity to provide qualitative feedback through an open-ended question. Independent sample t-tests were run using the survey data to understand the difference between the soft skills of students and managers. SPSS tool is used for analyzing the data.

4. Results and Discussions

A total of 348 responses were obtained, wherein 328 responses were from students belonging to hotel management schools and 20 responses from managers of housekeeping department at 5-star properties in Bangalore. Independent sample t-tests were carried out from the responses received. Data were analyzed using SPSS.

5. Demographic Profiles

The tables below showcase the statistics with respect to the demographic profiles of the respondents. Table 2 shows the gender distribution of the respondents.

Table 2. Gender Distribution of Respondents

Respondents	Gender	Frequency	Percentage
Students	Male	199	60.7
	Female	129	39.3
Total		328	100%
Managers	Male	13	65.0
	Female	7	35.0
Total		20	100%

The gender distribution in the population of respondents. 60.7% of student respondents were male, and the remaining 39.3% were female. Also, manager respondents consisted of 65% male and 35% female respondents.

The thinking and perception of different levels of managers towards the importance of soft skills and its requirements in the industry as of today are needed to be analyzed. Table 3 represents the distribution of the manager respondents as per their designations. The 20 manager respondents belong to various 5-star properties in Bangalore (both Indian and International brands included)

Table 3. Designation Distribution of Housekeeping Manager Respondents

Designation	Frequency	Percentage
Executive Housekeeper	6	30%
Deputy Housekeeper	7	35%
Housekeeping Supervisor	7	35%
Total	20	100%

6. Soft Skills Perception

The understanding/perception of soft skills, according to the students and managers of the hospitality industry, was recorded through the questionnaire surveys as shown in the Table 4. It is observed through the survey data in Table 4 that a very high percentage of respondents, both students (48.6%) and managers (55%), consider soft skills as 'A combination of people skills, social skills, communication skills and character.' A good amount of respondents,

33.7% of students, and 35% of managers consider soft skills as ‘Personal attributes that enable someone to interact effectively and harmoniously with other people.’ A small percentage of respondents viz., 17.3% of students and 10% of managers consider soft skills as ‘Enabling people to navigate their environment and perform well in the industry. Hence, we can conclude that the perspective of a majority of students and managers consider soft skills as a combination of people skills, social skills, communication skills and character.

Table 4. Perception of Soft Skills according to Students and Managers

Sl.No.	Respondents	Soft Skills Perception	Frequency	Percentage
1	Students	A combination of people skills, social skills, communication skills and character. (Option A)	160	48.6
		Personal attributes that enable someone to interact effectively and harmoniously with other people. (Option B)	111	33.7
		Enabling people to navigate their environment and perform well in the industry. (Option C)	57	17.3
Total			328	100%
2	Managers	A combination of people skills, social skills, communication skills and character. (Option A)	11	55.0
		Personal attributes that enable someone to interact effectively and harmoniously with other people. (Option B)	7	35.0
		Enabling people to navigate their environment and perform well in the industry. (Option C)	2	10.0
Total			20	100%

7. Soft Skills Awareness

Through the survey, it was also intended to understand the awareness of various soft skills among the students and managers of the hospitality industry. Seven different soft skills were identified through literature review viz. Leadership, teamwork, communication, work ethics, problem solving, flexibility, and interpersonal skills and were provided as options in the survey questionnaire. The data from the survey are as tabulated in Table 5.

It is clear from the data in Table 5 that a good number of students (79) are aware of communication skills as a soft skill, followed by work ethics (64), problem solving (56), interpersonal skills (47) and team work (44). However, only very few are aware of the soft skills, Leadership (22), and flexibility (16). Students are likely to be most aware of communication skills over other soft skills as they use it in their day to day lives, be it in colleges or during their industrial training.

Considering the responses of the managers, the same trend of the student responses can be observed with high awareness of work ethics, communication skills, and teamwork, soft skills, and the least awareness of Leadership and

flexibility. None of the manager respondents show awareness with reference to the soft skill ‘flexibility,’ whereas flexibility plays a huge role in the industrial areas in the day to day activities. This needs to be concentrated on, as flexibility is one of the important soft skills, as it helps in accepting the changes, and progressing ahead.

Table 5. Soft Skills Awareness among Students and Managers

Sl. No.	Respondents	Soft Skills	Frequency	Percentage
1	Students	Leadership	22	6.7
		Teamwork	44	13.4
		Communication	79	24.0
		Work Ethics	64	19.5
		Problem Solving	56	17.0
		Flexibility	16	4.9
		Interpersonal Skills	47	14.3
Total			328	100%
2	Managers	Leadership	1	5
		Teamwork	4	20
		Communication	4	20
		Work ethics	6	30
		Problem Solving	2	10
		Flexibility	0	0
		Interpersonal Skills	3	15
Total			20	100%

8. General Perceptions regarding Soft Skills

Responses of hospitality students and managers were collected regarding their perception of soft skills with respect to their requirements and usefulness. Table 6 shows the various statements regarding the soft skills and statistics of the respondents.

An independent sample t-test was conducted to compare the responses of the students and managers. It is clear from Table 6 that, While we consider all 5 points, we see that students and managers don’t have much of a comparison among the two regarding general perception. The only area where there is a difference that matters is in the third point wherein; it is seen to be more students agree than those of managers with context to soft skills, which are much difficult to learn when compared to knowledge learned professionally.

Table 6. General Perceptions regarding Soft Skills

General statements on soft skills	Respondents	Mean	t-test values
Soft skills are critical for career advancement	Students	3.64	1.659
	Managers	3.10	1.654

Soft skills are important for getting a better job	Students	3.54	-0.027
	Managers	3.55	-0.021
Soft skills are difficult to learn compared to professional knowledge	Students	3.24	1.270
	Managers	2.90	1.216
Soft skills cannot be enhanced through practice.	Students	3.15	1.627
	Managers	2.65	1.369
Soft skills are not as important as professional knowledge.	Students	3.17	1.152
	Managers	2.80	1.008

Independent sample t-test is referred to its t-value, of which, it being of utmost importance as it justifies the comparison among the two. These Independent samples tests state that, if the t-value is more than 1.986, then there is a difference between what students and managers think in this study. Hence, we can observe a comparison through this.

In this case, managers and students almost think alike as the t-value does not exceed 1.986. So, when we consider the students who undergo training in 5-star properties and what soft skills they are expected to know in general, this determines that the managers' perceptions match the students'. This, in return, shouldn't cause problems to either of the two, as what soft skills students expect to know and to what managers expect of students during their industrial training runs at the same level. This acts as an advantage as the students' and the managers' perspectives are on the same level.

9. Importance of Soft Skills in Professional and Personal Life

This survey question deals with understanding the mindset of the students and managers with respect to the importance of soft skills in various aspects of professional and personal life as shown in Table 7.

Table 7. *Importance of Soft Skills in Professional and Personal life*

Importance of soft skills	Respondents	Mean	t-test values
Getting along with people	Students	3.70	0.835
	Managers	3.45	0.933
Career Advancement	Students	3.58	0.501
	Managers	3.45	0.473
Finding a Job	Students	3.46	0.818
	Managers	3.25	0.817
Academic Performance	Students	3.53	-0.081
	Managers	3.55	-0.092

The independent sample t-tests conducted on the responses of academic performance denote that both managers and students feel that soft skills are not important for academic performance. However, it is also seen that no T-value is above 1.986, which signifies that there is no significant difference between the two responses. With both students and managers having the same thinking

and mindset, this also helps in mutual understanding and gets tasks done efficiently in the workplace and diminishes the anxiety in students about what managers would expect.

10. Importance of Soft Skills in Employment

It is clear from Table 8 exhibits the responses and comparison between the thinking ways of students and managers with respect to the importance of certain soft skills for employment. The perspectives regarding the importance of leadership, teamwork, decision making, problem solving, and time management soft skills for employment were questioned. It is clear from Table 8 that students and managers both feel the same when considering time management as a factor with a mere difference between the two. Students and managers have a greater difference when we consider teamwork as a factor.

Table 8. Importance of Soft Skills in Employment

Importance of soft skills for employment	Respondents	Mean	t-test value
Leadership	Student	3.82	0.899
	Manager	3.55	0.777
Teamwork	Student	3.78	1.043
	Manager	3.50	0.850
Decision Making	Student	3.58	0.461
	Manager	3.45	0.377
Problem Solving	Student	3.74	0.539
	Manager	3.60	0.414
Time Management	Student	3.83	1.799
	Manager	3.30	1.554

11. Soft Skill requirement at Various Positions in Housekeeping Department

The perspective and understanding of the requirement of soft skills by employees at various levels were perceived through this survey question. It can be observed through Table 9 that both the respondents have a negative effect on what they perceive regarding soft skills requirements towards varied positions, and to some extent, the comparison among different positions is very vast. For instance, if we compare students' and managers' perspectives towards the level of soft skill requirement for a deputy housekeeper to the students' and managers' perspective towards the level of soft skill requirement for an executive housekeeper, the difference is very vastly portrayed. Though it has a negative t-value associated with it, it does come with a difference. The job positions go down the line that even focuses on industrial trainees and job trainees and the level of soft skills they require before working as a permanent one.

Table 9: Soft skill requirement in Housekeeping Department

Positions in housekeeping department	Respondents	Mean	t-test values
Executive Housekeeper	Students	3.96	-.317
	Managers	4.05	-.326
Deputy Housekeeper	Students	3.74	-2.081
	Managers	4.25	-2.175
Housekeeping Supervisor	Students	3.60	-1.599
	Managers	4.00	-1.381
Housekeeping Associate	Students	3.67	-.900
	Managers	3.90	-.846
Job Trainee	Students	3.83	-1.383
	Managers	4.20	-1.573
Industrial Trainee	Students	3.72	-1.306
	Managers	4.05	-1.180

Therefore, as the t-value is not being more than 1.986 among any of the conducted Independent samples t-tests, it can be said that there is not much of a difference in perceptions and understanding of soft skills by both hospitality students and managers. Further, it is also seen that students are quite aware of the soft skills, which means that the training has been well imparted.

12. Implication

This study established the rankings of qualifications and skills required for success in the industry and the recent changes in the aspirations of hospitality graduates and industry professionals. As Steroid Theory[38] has indicated, it is important for hospitality programs to incorporate these research findings into their curriculums as employers continue to recruit students who are likely to meet their standards better than average. It is necessary to constantly assess which skills are essential to ensure that graduates meet the needs of the hospitality sector in today's rapidly changing global business environment. Since few programs include students in just one area of hospitality management, evaluating these skills across all functional fields is critical. Chung-Herrera et al. employed a skill template that was particularly useful, with an emphasis on skills that are likely to be important in the future ten years[39].

From the scenario discussed, in the near future, envisioned by colleges, written and oral educational assessments will be viewed as a facilitator of high level with regard to student achievements. They will help students learn and succeed in school and help them further in the industry. Here we are trying to state that soft skills have a huge impact in the future as they help students understand the importance of communication and other related skills such as teamwork and leadership, which are beneficial from an industry point of view. Practically, hands-on experience evaluations need to be conducted regularly to enhance soft skills along with technical skills. Teachers, in turn, will use this

information to modify instruction for the class and for individuals based on their understanding and thinking patterns.

In the context of this study, the basic knowledge would focus on the development and use of theory-based assessment. Furthermore, it is essential to recognize that research impacts practice indirectly through the influence of the existing knowledge based on the four most important mediating arenas: educational tools and materials, teacher education and professional development, education policies, public opinion, and media coverage. By affecting each of these areas, and expanding knowledge based on the principles and practices of effective assessment can help change educational practice, and the study of changes in practice, in turn, can help in further developing the acquired knowledge. Hence, the Hospitality Management schools should focus on training the students by conducting various On the job and Off the job training sessions, which help them to get the hands-on-training and also to experience the real world.

13. Conclusion

In the industry, an employee is expected to learn hard skills along with the respective soft skills. This research is based on the gap created through soft skills, which impact the hospitality Industry. The objective of the study is to understand the importance of soft skills that a student should possess before joining the industry and the housekeeping management's perception, which are expected from the students during their industrial training. Flexibility, integrity, interpersonal skills, positive attitude, professionalism, work environment, Communication, responsibility, and teamwork are some of the key points discussed in this research that play a major role.

The inclusion of housekeeping managers is an interesting part of this study. This is an area, which is increasingly attractive to women in hospitality studies and changes the face of the traditionally male-dominated hospitality management system. The effect of this has to be investigated further. Hence, it can be concluded that KSAs (Knowledge, Skills & Attributes) play an important role in shaping students' future. Along with technical knowledge, hard skills, soft skills, and attributes equally play an important role. Students and Managers must update themselves regularly in order to meet the industry's expectations.

14. Limitations

The survey sample was a random sample of hospitality students from one university for whom e-mail addresses were available. It is possible that a similar study with larger sample size, conducting the same study at another university, or including students from several universities would result in different findings.

Further research to confirm or refute the value of soft skills at all levels of management as hospitality managers advance in their careers can be done. Another limitation of this study is the inability of survey respondents to

explain why they perceived the competence to answer — Did they only take into account the system function or integrate underlying Soft Competency? We do not know that yet. Further, additional research is needed on how well hotel management schools are succeeding in teaching soft skills and the most effective methods to use in the teaching of these skills.

References

- Chung KY. Hotel management curriculum reform based on required competencies of hotel employees and career success in the hotel industry. *Tour Manag* 2000.
- Faculty and Student Perceptions of the Importance of Management Skills in the Hospitality Industry. *Interdiscip J e-Skills Lifelong Learn* 2019. <https://doi.org/10.28945/4198>.
- Whitelaw P a, Barron P, Buultjens J, Cairncross G, Davidson M. Training needs of the hospitality industry. *Focus (Madison)* 2009.
- Roberts S. Training starting to click. *Bus Insur* 2000.
- Roehl WS, Swerdlow S. Training and its impact on organizational commitment among lodging employees. *J Hosp Tour Res* 1999. <https://doi.org/10.1177/109634809902300205>.
- Rainsbury E, Hodges D, Burchell N, Lay M. Ranking Workplace Competencies: Student and Graduate Perceptions. *Asia-Pacific J Coop Educ* 2002.
- Kantrowitz T. Development and Construct Validation 2005:188.
- Pew Research Center. State Am Jobs 2016. <http://www.pewsocialtrends.org/2016/10/06/the-state-of-american-jobs/>.
- TED: The Economics Daily, US Bureau of Labor Statistics. *Leis Hosp Ind Leads Job Openings Rates* 2017. https://www.bls.gov/opub/ted/2017/leisure-and-hospitality-industry-leads-in-job-openings-rates.htm?view_full.
- Carnevale AP (Georgetown U, Smith N (Georgetown U, Strohl J (Georgetown U. Recovery of Job Growth and Education Requirements through 2020. *Recover Job Growth Educ Requir through 2020* 2013.
- Sampling: U.S. Bureau of Labor Statistics. *Ind Employ Output Proj to 2024* 2015. <https://www.bls.gov/opub/hom/topic/sampling.htm>.
- Parry S. Just What Is a Competency? (And Why Should You Care?). *Training* 1996.
- Lowry LL, Flohr JK. No student left behind: A longitudinal assessment of the competency-based framework used to facilitate learning in a capstone tourism course. *J Hosp Tour Educ* 2005. <https://doi.org/10.1080/10963758.2005.10696839>.
- Barrie SC. Understanding what we mean by the generic attributes of graduates. *High Educ* 2006. <https://doi.org/10.1007/s10734-004-6384-7>.
- Kember D, Leung DYP. The influence of the teaching and learning environment on the development of generic capabilities needed for a

- knowledge-based society. *Phenomenol Cogn Sci* 2005. <https://doi.org/10.1007/s10984-005-1566-5>.
- Smith K, Clegg S, Lawrence E, Todd MJ. The challenges of reflection: Students learning from work placements. *Innov Educ Teach Int* 2007. <https://doi.org/10.1080/14703290701241042>.
- Lin SC. Exploring the relationships between hotel management courses and industry required competencies. *J Teach Travel Tour* 2002. https://doi.org/10.1300/J172v02n03_05.
- Brownell J. Women in hospitality management: general managers' perceptions of factors related to career development. *Int J Hosp Manag* 1994. [https://doi.org/10.1016/0278-4319\(94\)90032-9](https://doi.org/10.1016/0278-4319(94)90032-9).
- Gallup, Economy. Many Bus Leaders Doubt US Coll Prep Students 2014. <https://news.gallup.com/poll/167630/business-leaders-doubt-colleges-preparestudents.aspx>.
- Lumina Foundation and Gallup. What America Needs to Know About Higher Education. 2014.
- Okeiyi E, Finley D, Postel RT. Food and beverage management competencies: educator, industry, and student perspectives. *Hosp Tour Educ* 1994. <https://doi.org/10.1080/23298758.1994.10685615>.
- Yen-Lun Su A, Miller JL, Shanklin C. Perceptions of industry professionals and program administrators about accreditation curriculum standards for hospitality programs. *J Hosp Tour Educ* 1997. <https://doi.org/10.1080/10963758.1997.10685349>.
- Bath D, Smith C, Stein S, Swann R. Beyond mapping and embedding graduate attributes: Bringing together quality assurance and action learning to create a validated and living curriculum. *High Educ Res Dev* 2004. <https://doi.org/10.1080/0729436042000235427>.
- Hind D, Moss S, McKellen S. Innovative Assessment Strategies for Developing Employability Skills in the Tourism and Entertainment Management Curriculum at Leeds Metropolitan University. *J Chem Inf Model* 2007. <https://doi.org/10.1017/CBO9781107415324.004>.
- Zegwaard K, Hodges D. Science and technology stakeholders' ranking of graduate competencies part 3: Graduate perspective. *Asia-Pacific J Coop Educ* 2003;4:23–35.
- Hodges D, Burchell N. Business Graduate Competencies: Employers' Views on Importance and Performance. *J Coop Educ* 2003.
- O'shea M, Watson G. Academic learning for sport management students: learning through engaged practice. 2007.
- Yorke M, Harvey L. Graduate attributes and their development. *New Dir Institutional Res* 2005. <https://doi.org/10.1002/ir.162>.
- Maharaso M, Hay D. Higher education and graduate employment in South Africa. *Qual High Educ* 2001. <https://doi.org/10.1080/13538320120060033>.
- Kay C, Russette J. Hospitality-management Competencies. *Cornell Hotel Restaur Adm Q* 2000. <https://doi.org/10.1177/001088040004100217>.

- Dopson LR, Nelson AA. Future of hotel education: Required program content areas for graduates of U. S. hospitality programs beyond the year 2000 - part two. *J Hosp Tour Educ* 2003. <https://doi.org/10.1080/10963758.2003.10697023>.
- Tesone D V., Ricci P. Job competency expectations for hospitality and tourism employees: perceptions of educational preparation. *J Hum Resour Hosp Tour* 2005. https://doi.org/10.1300/J171v04n02_03.
- Green E, Stahura kurt A. Business-education Partnerships: a corporate social responsibility and sustainable Workforce strategy for commercial casinos. *J Air Transp* 2006. <https://doi.org/10.5210/bsi.v.24i0.6425>.
- Mandabach KH, Vanleeuwen D, Bloomquist P. Hospitality technology education: Student successes in mastering the hidden curriculum. *J Hosp Tour Educ* 2001. <https://doi.org/10.1080/10963758.2001.10685301>.
- Gursoy D, Swanger N. An industry-driven model of hospitality curriculum for programs housed in accredited colleges of business. *J Hosp Tour Educ* 2004. <https://doi.org/10.1080/10963758.2004.10696804>.
- Gursoy D, Swanger N. An industry-driven model of hospitality curriculum for programs housed in accredited colleges of business: Part II. *J Hosp Tour Educ* 2005. <https://doi.org/10.1080/10963758.2005.10696824>.
- Spowart J. Hospitality students' competencies: Are they work Ready? *J Hum Resour Hosp Tour* 2011. <https://doi.org/10.1080/15332845.2011.536940>.
- Gursoy D, Swanger N. Performance-enhancing internal strategic factors and competencies: Impacts on financial success. *Int J Hosp Manag* 2007. <https://doi.org/10.1016/j.ijhm.2006.01.004>.
- Chung-Herrera BG, Enz CA, Lankau MJ. Grooming future hospitality leaders: A competencies model. *Cornell Hotel Restaur Adm Q* 2003. [https://doi.org/10.1016/S0010-8804\(03\)90266-7](https://doi.org/10.1016/S0010-8804(03)90266-7).