An analysis of management skills within graded establishments in South Africa

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Declaration with regard to independent work

I, Walter Johan Wessels, identity number 8603015112082 and student number 20082657, do hereby declare that this research submitted to the North-West University, for the MA study: An analysis of management skills within graded establishments in South Africa, is my own independent work; and complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the North-West University; and has not been submitted before to any institution by myself or any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualification.

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“The dictionary is the only place that success comes before work. Hard work is the price we must pay for success.”

Vince Lombardi
Abstract

The tourism industry is one of the biggest economic contributors in South Africa and it is predicted that the industry will grow significantly over the years to come. This growth pressures South Africa to stay competitive and adhere to the needs of the visitors. The latter being one of the core functions of any tourism establishment.

Labour structures in the tourism industry are constantly changing and to deliver quality products, employees should be well skilled and prepared for the demands of the industry. The accommodation sector, one of the biggest sectors in the tourism industry, provides a variety of services to tourists when visiting this country. It was determined in the literature review that the skills needed by an accommodation manager, to provide the expected services include flexibility, people skills, the ability to train other employees and the ability to explore the ever changing needs of the tourist.

Higher education organisations in South Africa educate potential tourism employees in a variety of skills and knowledge. However, some employees are still of the opinion that these students are not adequately prepared for the demands of the industry and therefore complain. Added to this, there is very little communication between the industry and higher education organisations. Therefore the tourism industry feels that students are not employable which creates challenges for students, higher education organisations and the tourism industry.

Education and skills development should contribute directly to the economic growth of South Africa and the government, a very important role player in the tourism industry, encourages education opportunities in South Africa. Therefore, the aim of this study is to determine, through industry participation, what the management skills required within graded establishments in South Africa are.

To achieve this aim, the following objectives were set: To analyse the literature available regarding the managerial theories, managerial levels, managerial processes and universal skills needed by managers, to analyse the tourism industry and hospitality sector, identify the important role played by managerial skills within this sector and to identify higher education programmes available in South Africa that
focus specifically on managerial skills development for the accommodation sector. Thirdly, to collect and analyse the perceptions of accommodation owners and managers regarding the managerial skills and knowledge required by graduate managerial employees and then to draw conclusions and make recommendations to higher education organisations to adapt tourism management qualification programmes.

This was achieved by making use of a quantitative research method by means of self-administered questionnaires, distributed to 254 Tourism Grading Council of South Africa’s (TGCSA) graded establishment managers in the nine (9) provinces of South Africa. The data, gathered from the questionnaire, was captured electronically by an online programme, SurveyMonkey. The data was then processed by means of SPSS and analysed. The descriptive results revealed that most of the responding accommodation establishments do employ graduates, but these graduates have to display certain characteristics. The top three characteristics for an accommodation manager included trustworthiness, responsibility and motivation in that order. Being ambitious, intelligent and sensitive rated the lowest.

A factor analysis revealed that there are 10 important factors that contributes to being an effective accommodation manager. These skills included: 1) Personal characteristics, 2) Forecasting skills, 3) Strategic management skills, 4) Human resource skills, 5) Problem solving and crisis management skills, 6) Communication skills, 7) Information technology skills, 8) Customer service skills, 9) Financial skills and 10) Marketing skills.

The comparisons (by means of ANOVA’s, t-tests and spearman rank order correlations) between skills needed by an accommodation manager and selected business characteristics (the province in which the accommodation establishment is located, the grading status, the size, the number of employees and the years that the accommodation establishment has been in operation) are unique to this study and various significant differences were identified. Comparisons have also been done between skills needed by an accommodation manager and selected personal characteristics (age, current position, duration of employment, level of higher education and the necessity of practical skills before employment of the respondent) which also revealed significant differences. The highest number of significant
differences was identified for larger establishments, age, position of the respondents and the duration of employment. The results of this study can be used by higher education organisations to adapt their current tourism management qualifications, and by accommodation establishments to understand the training needs of employees. It did however voice the concerns of industry role players when it comes to new graduates and their employability.

**Key words:** tourism industry, hospitality sector, higher education, human resources, accommodation sector, higher education and training curriculum, managerial skills, human capital.
Opsomming

Die toerismebedryf is een van die grootste ekonomiese inspuittings in Suid-Afrika en dit word voorspel dat die bedryf sterk groei sal toon in die toekoms. Hierdie groei plaas Suid-Afrika, as ’n toerisme bestemming, onder baie druk om mededingend te bly en moet daar deurlopend na die behoeftes van toeriste omgesien word.

Arbeidstrukture in die toerismebedryf verander konstant, juis om te verseker dat ’n mededingende voordeel behou kan word, maar hiervoor het Suid-Afrika ’n arbeidsmag met die nodige vaardighede nodig. Die akkommodasie sektor is een van die grootste sektore in die toerismebedryf en bied ’n verskeidenheid dienste aan toeriste wanneer hulle Suid-Afrika besoek. Literatuur het bepaal dat die vaardighede wat ’n bestuurder benodig om hierdie dienste te bied sluit in: Buigbaarheid, mense-vaardighede, die kennis en vaardigheid om ander werknemers op te lei en om nuwe geleenthede raak te sien ten opsigte van toeriste behoeftes wat konstant verander.

Tersiêre instellings in Suid-Afrika lei voornemende toerisme werknemers op in ’n verskeidenheid vaardighede en kennis. Werkgewers is egter steeds van opinie dat studente nie voldoen aan die vereistes van die bedryf nie. ’n Groot gaping wat verskeie studies getoon het, is dat daar baie min, of soms geen kommunikasie is tussen die toerismebedryf en tersiêre instellings is nie. Die gevolg hiervan is dat die toerismebedryf nie tevrede is met vaardighede van studente wat kwalifiseer met ’n toerisme kwalifikasie nie. Dit beïnvloed die aanstellings geleenthede van studente juis omdat hulle nie oor die nodige of gewenste vaardighede beskik nie.

Omdat vaardigheidsontwikkeling direk bydrae tot die ekonomiese groei van Suid-Afrika, moedig die Suid-Afrikaanse regering, wat ook ’n belangrike rolspeeler binne die toerismebedryf is, tersiêre opleiding baie sterk aan. Die doel van hierdie studie is dus om te bepaal, deur middel van insette deur die toerismebedryf, watter vaardighede akkommodasie bestuurders oor moet beskik as hulle aangestel wil word in die bedryf.

Om hierdie navorsingsvraag te beantwoord, moet die volgende doelstellings bereik word: Om die bestaande literatuur te analiseer wat beskikbaar is oor bestuursteorieë, bestuursvlakke, bestuursprosesse en universele vaardighede wat
bestuurders nodig het in die bedryf, om die toerismebedryf en gasvryheidsektor te analyseer, om die belangrikheid van bestuursvaardighede binne die toerismebedryf, en meer spesifiek akkommodasie sektor te identifiseer en ook om te bepaal watter tersiêre programme is beskikbaar in Suid-Afrika wat spesifiek fokus op bestuursvaardigheid ontwikkeling binne die akkommodasie sektor. Derdens moet 'n vraelys versprei word om die opinie van die bedryf rolspelers te kry rakende die bestuursvaardigheid wat hulle voel 'n gekwalifiseerde bestuurder oor moet beskik en laastens om gevolgtrekkings te maak, sowel as aanbevelings rakende hoe tersiêre opleidings instansies hulle toerisme bestuur programme kan aanpas.

Dit is bereik deur gebruik te maak van 'n kwantitatiewe navorsingsmetode deur vraelyste te versprei aan 254 TGCSA ster graderings akkommodasie eenhede binne al nege (9) provinsies van Suid-Afrika. Hierdie vraelys is versprei aan alle akkommodasie eenheid bestuurders. Die data, verkry deur die vraelys, is elektronies vasgevang deur 'n aanlyn program, SurveyMonkey.

Beskrywende data het aangedui dat meeste respondente wel pas gegradueerde studente aanstel, maar hulle moet spesifieke karaktereienskappe toon. Die top drie eienskappe wat hierdie studie bevind het, was betroubaarheid, verantwoordelikheid en om gemotiveerd te wees. Ambisieus, intelligensie en sensitiwiteit is as die minste belangrikste karaktereienskappe beskou.

Nadat al die vaardighede geïdentifiseer is, het die resultate van die faktoranalise getoon dat daar tien (10) faktore is wat benodig word deur enige akkommodasie bestuurder. Hierdie tien (10) sluit in: 1) Persoonlikheidseienskappe, 2) Vooruitskatings vermoë, 3) Strategiesebestuurs vermoë, 4) Menslike hulpbron bestuur vermoë, 5) Probleem oplossing en krisis bestuur vermoë, 6) Kommunikasie vaardighede, 7) Inligtingstegnologiese vaardighede, 8) Kliente diens vermoë, 9) Finansieëlebestuurs vermoë en 10) Bemarkings vaardighede.

In die studie is die nodige vaardighede van 'n bestuurder vergelyk (ANOVA's, t-toetse en Spearman Rangorde korrelasies) ten opsigte van geselekteerde karaktertrekke van besighede (provinsie, stergraderings status, die grootte, die hoeveelheid persone en die jare van bestaan van die akkommodasie eenheid). Dit was uniek aan die studie. Verder is die vaardighede ook vergelyk ten opsigte van geselekteerde persoonlike karaktertrekke van respondente (ouderdom, huidige
posisie, vlak van opleiding, benodighede van praktiese vaardighede en die aantal jare wat die respondent in 'n spesifieke posisie is). Praktiese en beduidende verskille is gevind.

Die resultate van hierdie studie kan gebruik word deur tersiêre opleidingsinstansies om hulle huidige toerismebestuur programme aan te pas maar ook om klagtes van die rolspelers in die bedryf, rakende nuwe gegradeerde studente en hulle aansellingsgeleenthede aan te spreek.

**Sleutelwoorde:** toerismebedryf, gasvryheidsektor, Hoër onderwys opleiding, menslike hulpbron, akkommodasie sektor, opvoeding, kurrikulum, bestuursvaardighede en opleiding van menslike hulpbronne.
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Abbreviations and Acronyms

**APS**
Admissions Point Score

**CA**
Cronbach Alpha

**CEO**
Chief Executive Officer

**d**
Effect size

**FET**
Further education and training

**GDP**
Gross Domestic Product

**HACCP**
Hazard Analysis and Critical Control Points

**IT**
Information Technology

**KMO**
Kaiser-Meyer-Olkin measure of sampling adequacy

**M**
Mean value

**N**
Population size (n)

**NQF**
National Qualifications Framework

**s**
Sample size

**SAQA**
South African Qualifications Authority

**SD±**
Standard deviation

**SMME**
Small, Medium and Micro enterprises

**TGCSA**
Tourism Grading Council of South Africa

**WTTC**
World Travel and Tourism Council Report
Chapter 1
Introduction and Problem Statement

1.1 Introduction

South Africa relies heavily on tourism (Saayman & Geldenhuys, 2003:84) which contributed 8.6% to the total GDP of South Africa in 2011 (WTTC, 2012:1). It is predicted that tourism will grow with 26% by 2016 (Phelan & Mills, 2010:97). Tourism can be defined as an experience that begins and develops from the moment interaction takes place between tourists, job providers, government systems and communities aiming to attract, entertain, transport and accommodate tourists (Saayman, 2007:2). The accommodation sector is the largest sector within the tourism industry with 75 978 people employed in this sector (Stats SA, 2009:4) and is seen as one of the primary aspects of tourism (Slabbert & Saayman, 2003:3). The accommodation sector includes 65% of all tourism employees found in hotels, motels and B&B’s, 10% of the employees found in guesthouses and guest farms and 3% of the employees found in caravan parks and camping sites (Stats SA, 2009:4) thus emphasising the importance of this sector.

According to the Department of Labour (2008), accommodation can be divided into two categories, serviced and self-catering. Serviced accommodation consists of Hotels, Game Lodges and Guesthouses. Self-catering accommodation consist of Apartments, B&B Rooms, Caravan Parks, Holiday Resorts and Game Parks. The main focus of the accommodation sector is to accommodate guests as leisure or business tourists (Page, 2007:102) and adhere to their needs.

As tourism in South Africa continues to grow, the need for accommodation expands (George, 2007:27). To remain competitive, it is important to employ the right people on all levels of the business as they can contribute to making it a success. These employees are imperative in service provision, satisfying the needs of guests and creating loyalty and positive word-of-mouth about the business. The accommodation sector thus requires a very high service standard essential for survival as quality service contribute to the return of guests through the staff relations (Hartman, 2011:68).
Employees (human capital) (Phelan & Mills, 2010:113) and especially managers are key players within the accommodation sector (Lillicrap & Cousins, 2006:2-11). As stated by Stats SA (2009:4) there are many employees within the accommodation sector, but due to the lack of trained managers quality is not always maintained (Jeou-Shyan, Hsuan, Chih-Hsing, Lin & Chang-Yen, 2011:1045). Managers within the accommodation sector must be trained to deliver a quality service by providing a variety of services to guests and have product knowledge, as this will contribute to the purchasing decision of the tourist regarding the product on offer (O’Neill & Charters, 2000:114). This is, however no easy task where accommodation managers face challenges everyday inclusive of rapid changes in the working environment directly influencing how individuals approach their careers (Van Dam, 2004:29). These challenges include; working with different cultures (Weiermair, 2000:398), serving more complaining guests (O’Neill, Williams, MacCarthy & Groves, 2000:131) and tourists demanding to be part of the tourism experience that can only be enhanced by human interaction (Kandampully, 2000:11). One can thus not overlook the fact that, within the accommodation sector the human element and the hands-on management thereof contribute greatly to guest satisfaction, good service and organisational performance (Kusluvan, Kusluvan, Ilhan & Buyruk, 2010:172; Mayaka & Akama, 2007:298).

With the growth of the accommodation sector in recent years (Bagri, Babu & Kukreti, 2010:287), managerial skills within this specific sector have become vital as an operational tool for providing high service levels that will generate a competitive advantage of any accommodation establishment by ensuring repeat visits (Hai-Yan & Baum, 2006:517). However it is important to determine whether managers are equipped with the necessary management skills to face the challenges of the industry and manage these businesses successfully.

1.2 Background to the problem

According to Kreitner (1989:9), good management is critical to business success and can be seen as the process of working with all employees so that the business can reach the desired goals in an ever changing environment. Management can be further defined as harnessing the organisation’s resources, especially human capital, as this is the most valued asset to create services and outcomes or products in line
with the consumer’s expectations to fulfil his or her needs (Page, 2007:305). General management functions include planning, leading, organising and controlling but tourism needs a different approach (Erasmus, Strydom & Rudansky-Kloppers, 2013:168; Cronje, Du Toit, Motlatla & Marais, 2006:123). Saayman (2007:21-28) analysed the definitions of management and concluded that tourism managers must display the following characteristics:

☆ Work with people inclusive of employees and guests.
☆ Set objectives.
☆ Be effective when executing tasks.
☆ Work with limited resources.
☆ Be able to adapt in a changing environment.
☆ Must be able to cope with working long hours.

Patiar and Mia (2009:254) state that managers within the accommodation sector must show four distinct characteristics: 1) earning trust of employees, 2) show communication abilities on all three levels of management, 3) provide inspirational motivation, and 4) be able to provide intellectual stimulation. Accommodation managers must therefore, be able to sense opportunities and threats even before they occur, seize opportunities at any given time, and be able to restructure all resources within the business to protect the business and ensure a competitive advantage (Killen, Jugdev, Drouin & Petit, 2011:527).

Before any manager can display these characteristics, basic skills must be developed and sustained as this leads to higher productivity and greater guest satisfaction (Saibang & Schwindt, 1998:205). Skills available to the accommodation sector are greatly influenced by the labour market’s education (Baum, 2002:344-347). Previous research has shown that basic skills within the tourism industry include customer relations, basic accounting, teamwork, interpersonal and communication skills (Baum, 2007:99). Johanson, Ghiselli, Shea and Roberts (2010:7) added computer related skills, flexibility, problem solving, and creative thinking skills.
Accommodation managers must show innovation within the accommodation establishment. Innovation is defined as using restricted resources, and developing new uses for already existing products (Hjalager, 2002:465). Leiper (2004:175-179) adds that accommodation managers must show more than just innovation but rather a variety of functions stating that some of the most important functions of tourism managers are the ability to plan, investigate, coordinate, negotiate, evaluate, motivate, delegate and supervise all employees within an accommodation establishment. Nolen, Conway, Farrel and Monks (2010:434) state that all the skills discussed are important but add the ability to entertain guests as a very important skill for accommodation managers.

George (2007:173) emphasises that the accommodation sector needs managers displaying skills that include being goal orientated and being proactive in ensuring establishment survival in the competitive business environment in which these establishments find themselves. For accommodation managers to effectively manage establishments, they also need to be available on a twenty-four hour basis, seven days a week (Gray & Liguori, 1990:49) and understand the implications of their decisions not only on the establishment but also on the employees at lower levels (Weaver & Opperman, 2000:102).

George (2007:175) indicated that there are different levels of management within accommodation establishments. These levels will vary according to the size of the establishment, but the three most common levels are; (1) top management, (2) middle management and (3) lower management. Within the context to this study, top management includes positions of Board members and Managing Directors, while middle management consists of positions such as Front Office Manager, Security Manager and Housekeeping Manager. The lower management level consists of front line employees, or as defined by Wong and Keung (2000:122) as the employees in departments that have direct guest interaction, most of the time one-on-one. These employees have a direct influence on the overall experience of guests within an accommodation establishment (Karatepe, Babakus & Yavas, 2012:66).

The importance of higher tourism education has been recognised all over the world for many years and formal higher education ensures provision of skilled and
competent managers in the accommodation sector of the tourism industry (Christou, 1999:683; Saayman, 2006:12). Higher education qualifications attach an economic value to potential employees as innovation and skills are taught and needed within tourism organisations due to rapid technology changes and globalisation (Dwyer, Edwards, Mistilis, Roman & Scott, 2009:66). Tourism employees with a higher education qualification will also be offered higher payment than their counterparts with less schooling (Thrane, 2010:549). This is due to educated tourism employee’s ability to ensure an experience valued by the guest (Dale & Robinson, 2001:33) and leading to the repurchasing of the tourism product contributing to sustainability (Chen & Chen, 2010:29; Ziegler, Dearden & Rollins, 2012:693).

Education, to deliver these competent employees, is delivered by higher education organisations especially universities (Breen, 2002:3; Baum & Szivas, 2008:783). Hence, it is important that these institutions must be aware of the managerial skills required by the industry in order to equip the students for future employment where graduates must adapt and enhance the industry (Busby, 2003:325).

Higher education institutions equipping students with the necessary managerial skills and knowledge add to the employability of students within the accommodation sector (Inui, Wheeler & Lankford, 2006:33). Tourism degrees are in some cases vocational, preparing students for a specific job in a specific sector. The term is also applied to training courses where operational skills are taught (Harkison, Poulston & Kim, 2011:378). Therefore a clear distinction has to be made between education and training. Education refers to managerial skills development provided by universities or higher education organisations while training is provided by employers regarding one basic skill necessary to complete the task at hand (Christou, 1999:685).

In South Africa, vocational degree programmes are becoming more important contributing to improved business development and economic growth (Richie, 2003:5). According to McGrath and Paterson (2008:310) and Slabbert and Du Plessis (2011:7), there are three levels of education in the South African Education system. These levels, as seen in Figure 1.1, as divided by the National Qualifications Framework (NQF) include level one (General education training NQF level 1) overseen by Department of Basic Education, level two (Further Education...
and Training and basic education NQF levels 2-4 and N1-N6) and level three (Higher Education NQF levels 5-10) both overseen by the Department of Higher Education. Breen (2002:3) adds a fourth level that includes in-career-, lifelong-, and professional development.

<table>
<thead>
<tr>
<th>General Education Training</th>
<th>Further Education &amp; Training (FET) &amp; Basic Education</th>
<th>Higher Education Training (HET)</th>
<th>In-Career, Lifelong and Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade R – Grade 9 Adult Basic Education and Training Qualification NQF Level 1</td>
<td>Grades 10-12 NQF Levels: 2-4 &amp; N1-N6</td>
<td>Post Graduation qualifications. Degrees, Diplomas and certificates NQF Level 5-10</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 1.1: Levels in the South African Education System**  
(Source: Slabbert & Du Plessis, 2011:7; Breen, 2002:3)

For this study, the higher education and training band will be analysed (see Figure 1.1) for the following reasons:

- Employment opportunities in the tourism industry will grow with 26% by 2016 but the number of higher education programmes offering industry focus courses is unclear (Phelan & Mills, 2010:97).

- A university degree tends to focus on enabling students for future careers in the accommodation sector (Iniu et al., 2006:26).

- The accommodation sector offers a wide variety of products and services and needs highly educated managers with the necessary managerial skills as provided by a university degree (Diplari & Dimou, 2010:116).

Between 2002 and 2012 research carried out by various researchers, as seen in Table 1.1, determined the importance of managerial skills education programmes within the tourism industry and the gaps faced by the tourism industry and higher education organisations regarding the required managerial skills.
Table 1.1: Previous studies regarding tourism and education

<table>
<thead>
<tr>
<th>AUTHOR/S</th>
<th>TITLE OF ARTICLE/BOOK</th>
<th>SHORT DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hjalager (2003)</td>
<td>Global tourism careers? Opportunities or dilemmas facing higher education in tourism</td>
<td>The study determined why students obtain tourism management qualifications and found that more guidance regarding the specific opportunities available in the tourism field is needed.</td>
</tr>
<tr>
<td>Kaplan (2004)</td>
<td>Skills development in tourism: South Africa’s tourism-led development strategy</td>
<td>The author investigates how managerial skills development within tourism in South Africa can lead to sustainable development and, in South Africa, how the poor communities can benefit from this industry.</td>
</tr>
<tr>
<td>Raybould &amp; Wilkins (2005); Inui, Wheeler &amp; Lankford (2006)</td>
<td>Over qualified and under experienced / Rethinking tourism education: What should schools teach</td>
<td>The authors look at the needs of industry employers and compare them to the current tourism curriculum offered to students studying tourism managerial qualifications.</td>
</tr>
<tr>
<td>Jacob, Huui &amp; Ing (2006)</td>
<td>Employer satisfaction with graduate skills</td>
<td>This article looks into the graduate labour market and determines whether the skills obtained with a formal qualification exceed the needs of employers.</td>
</tr>
<tr>
<td>Akoojee (2009)</td>
<td>Scarce skills and public technical and vocational education and training in South Africa: Twin challenges or two sides of the same coin</td>
<td>This article explores the challenges faced by higher education organisations face in South Africa and their quest to deliver on their skills development mandate.</td>
</tr>
<tr>
<td>Patiar &amp; Mia (2009)</td>
<td>Transformational leadership style, market competition and departmental performance: Evidence from luxury hotels in Australia</td>
<td>This article states that managers in the accommodation sector must have qualities such as trust, the ability to communicate and be problem solvers.</td>
</tr>
<tr>
<td>Harkison, Poulston &amp; Kim (2011)</td>
<td>Hospitality graduates and managers: the big divide</td>
<td>This article explores the skills and attributes expected by the industry from students that studied management qualifications and determines whether these students can be successful in the accommodation sector in South Africa.</td>
</tr>
<tr>
<td>Jeou-Shyan et al. (2011)</td>
<td>Competency analysis of top managers in the Taiwanese hotel industry</td>
<td>This article explored the top managerial competencies that managerial candidates must have to be successful in the</td>
</tr>
<tr>
<td>Zwane (2012)</td>
<td>An analysis of skills expectations of learners versus employers: The case Culture, Arts, Tourism, Hospitality and Sport SETA</td>
<td>This dissertation explores the skills as expected by the tourism role players in the private and public sector. Zwane identified that there are gaps between what the tourism industry expects from a higher educated graduate and the skills that this tourism employee provides. These are not always one and the same.</td>
</tr>
</tbody>
</table>

(Source: Author's own compilation)

In a study done by Saayman and Geldenhuys (2003:93) it was found that education within tourism plays a vital role and that the goal of university education programmes is that of equipping students with the necessary managerial skills to be employable (Inui et al., 2006:33). However most employers feel that new graduates still lack managerial skills needed in the industry, but they hire graduates because of their willingness to work for a lower income (Jacob et al., 2006:6). Baum (2002:358) found that education programmes can ensure that the right managerial skills are developed but university programmes must be combined with practical industry-related experience to provide a job-ready tourism management employee (Harkison et al., 2011:389). In South Africa, Kaplan (2004:225) states that skills development has a vital role to play in effecting South Africa’s tourism-led development strategy and, in doing so, contributing to the transformation and development of the national tourism industry.

From Table 1.1 it is clear that the need for higher education within tourism and especially the accommodation sector has been a research focus for many years. It is also very clear that within the last two years the focus on managerial education has been considered an even more important research topic due to the continuous growth of the accommodation sector. Various managerial skills have been identified by all these authors adding to the need for a more in-depth look at the provision of these skills by higher education programmes. It is also clear from these studies that the accommodation sector and higher education organisations need to cooperate and address the gaps that still exist between the expectations of the accommodation sector regarding managerial skills and the provision of these skills by higher education organisations.
However, the management skills needed by South African accommodation establishment managers and the management skills presented by employees after graduating with a tourism management degree is still not seen as adequate. This is because higher education organisations are not keeping up with the short shelf life of knowledge within the accommodation sector (Salmi, 2001:100). The gaps that are formed lead to an uncompetitive establishment (Cooper, 2006:47). According to Akoojee (2009:135) a clear example of this can be seen in certain higher education organisations that failed in their vision to provide skilled managerial employees due to their policy intention and not the operational reality.

It is clear that gaps still exist between the demand of the tourism industry and the education that is supplied by higher education organisations (Zwane, 2012:96). From the demand side, Petrova and Mason (2004:154) state that employers are not always convinced that managerial graduates meet their requirements (Kusluvan & Kusluvan, 2000:254). Harkison et al. (2011:376) state that even though tourism is dependent on good, educated employees, Connolly and McGing (2006:54) emphasise that in the accommodation sector, graduate applicants with practical skills for positions are preferred even more.

From the supply side, challenges being experienced by higher education organisations are those of not knowing what the industry expects, lack of agreement between government and the private sector as to what the education policy framework should include and the lack of agreement about whether tourism education should be presented by universities or middle-level training institutions (Mayaka & Akama, 2007:299).

1.3 Problem statement

Employable graduates, as defined by Harvey (1999:4) consist of “the propensity of the graduate to exhibit attributes that employers anticipate that will be necessary for the future effective functioning of their organisation”. It is very important to note that from this definition, employability and employment are not seen as the same concept, and as stated by Yorke (2006:8), employability comprises the skills and personal attributes that enhance graduate’s chances of being employed to positively impact the labour force, economy and community.
Individuals enter higher education to improve their employability for future managerial positions but the tourism industry is expecting more than just academic capabilities (Holmes & Miller, 2000:655). These competencies include individuals to stay informed of the newest developments within the changing world (Bezuidenhout, 2011:2). According to George (2007:173) the tourism industry needs managers that are goal orientated and proactive with the necessary skills to gain the greatest advantage possible in the competitive business environment. Within the tourism industry, many opportunities are provided for well-qualified managers (Hjalager, 2003:26) but having a tourism management degree no longer secures positions for the future (Petrova & Mason, 2004:153). Experience plays an even bigger role when recruiting managers (Connolly & McGing, 2006:54) and finding employment within the tourism industry is therefore difficult without experience (Durand-Drouhin & Sweet, 2000:174). In fact, employers tend to recruit more managerial candidates that can contribute immediately to the productivity of the establishment, without the necessity of providing any extra external training opportunities (Barthorpe & Hall, 2000:165).

However, in contrast to these statements, Jacob et al. (2006:1) state that employers in the accommodation sector do prefer new managerial graduates rather than experienced managers but only due to the new graduates’ willingness to work for a lower salary than experienced managers and clearly states that new graduates are good in theory, but still lack managerial skills and knowledge (Baum, 2007:99). Fidgeon (2010:708) adds that managerial skills needed in the accommodation sector include customer relations, accounting, teamwork and interpersonal skills.

There appears to be a very wide gap between what is offered by tourism higher education programmes and what the needs of the tourism industry are regarding managerial skills and competencies (Zehrer & Mössenlechner, 2009:267). Diplari and Dimou (2010:116), Saayman (2005:266) and Swanson and Holton III (2009:227) all stated that employers within the tourism industry have the perception that newly managerial graduates are not supplying the industry with the knowledge or skills expected by employers. If employers had the opportunity to voice their concern, these shortcomings can be minimised (Schuurman, 2004:145). Employers, investing in the education of future managers, expect a quick return on their investment (Smith & Smith, 2007:268). Although the dilemma discussed above is critical very few
studies (Saayman & Geldenhuys, 2003; Grobler & Diedericks, 2009; Zwane, Du Plessis & Slabbert, 2014) have been done to determine the employability of graduates regarding the exact skills necessary for a managerial position within the accommodation sector from the owners/managers point of view (Bezuidenhout, 2011:3). The research question still remains: **What are the managerial skills required within graded establishments in South Africa?**

1.4 **Goal**

To analyse the managerial skills required by tourism employees within graded establishments in South Africa.

1.5 **Objectives**

To ensure that the overall goal of this study is met, the following objectives have been formulated:

☆ **Objective 1**

To analyse the management function of an establishment by means of an in-depth literature review. Attention is given to managerial theories, the different managerial levels, managerial processes and universal skills needed by managers.

☆ **Objective 2**

To analyse the application of managerial functions, more specifically to the tourism industry and hospitality sector. Specific attention is given to the managerial skills required by a manager to function effectively in the accommodation sector and higher education programmes available that focus specifically on managerial skills development for the accommodation sector in South Africa.

☆ **Objective 3**

To analyse the perceptions and views of accommodation owners and managers regarding the managerial skills and knowledge required by graduated managerial employees within the accommodation sector.
Objective 4

To draw conclusions regarding the important managerial skills needed by accommodation managers within graded establishments in South Africa and make recommendations to higher education organisations on adapting current tourism managerial qualifications.

1.6 Method of research

This section describes the method that was followed in the research process and includes the most unbiased methods and tools for the purpose of this study (Babbie & Mouton, 2001:75). For this study a quantitative approach was used, which can be described as a method that is descriptive in nature, and as this method focuses on quantifying the research problem, statistical measures and procedures were used to solve the research question (Berndt & Petzer, 2011:47).

1.6.1 Literature study

The literature study focused on gathering information on similar previous research that had been carried out both locally and internationally. This step in the research process is thus based on secondary sources (Berndt & Petzer, 2011:65). These secondary sources included academic journals, dissertations, textbooks and the Internet. Academic databases that were used included: ScienceDirect, Emerald, SA ePublications, EBSCOhost and Google Scholar. It is important to analyse relevant publications available. The information gathered in the literature study contributed to the development of the questionnaire. The following key words played a vital role in searching for information: Tourism industry, Hospitality sector, Higher education, Human resources, Accommodation sector, Education curriculum, Managerial skills and training, Human capital.

1.6.2 Empirical survey

This section describes the specific plan followed in order to ensure valid and reliable data is gathered to answer the research question (Bergh & Theron, 2003:21). This section includes the research design, sampling frame, sampling method and the design of the questionnaire used to ensure the research objectives are reached (Babbie & Mouton, 2001:75).
1.6.2.1 Research design

The research design for this study was descriptive in nature, representing the who, what, when and how that are associated with the target population (Berndt & Petzer, 2011:343) in addition to being exploratory where a novel phenomenon is investigated (Saunders, Lewis & Thornhill, 2000:97). This was done by means of self-administered questionnaires that were electronically mailed to the sample of respondents. This method is appropriate due to its cost effectiveness and the ease of automating the data entry (Saunders et al., 2000:283; Sternberg, 2001:45).

1.6.2.2 Selection of sampling frame

The target population consisted of tourism product managers on different management levels within the accommodation sector inclusive of all nine provinces in South Africa. The sampling frame that was used is the Tourism Grading Council of South Africa (TGCSA) which assigns star-grading to participants after assessment. The TGCSA has been in operation for the past 13 years and is a recognised quality assurance body for the accommodation sector, consisting of hotels, guesthouses, self-catering units, caravan and camping parks. TGCSA is thus a very important role-player within the accommodation sector (TGCSA, 2013). The TGCSA grades on five levels ranging from one star status to five star status of which one star grading indicates basic room options and facilities to five star grading indicating luxury accommodation with a diverse range of facilities available to guests (TGCSA, 2013).

Currently there are 5 400 graded accommodation establishments registered with TGCSA in the nine provinces of South Africa (TGCSA, 2013) and these served as the sampling frame.

1.6.2.3 Sampling method

Probability sampling was implemented in this research, which can be defined as “a controlled procedure that assures that each population element of the chosen population has a known chance of being selected as part of the sample” (Berndt & Petzer, 2011:175). A more specific simple random sampling technique was used since a list of respondents could be obtained from TGCSA and put in provincial order.
followed by alphabetical order to ease selection. The total number of graded establishments per province was obtained from TGCSA.

According to Krejcie and Morgan (1970:607) a population size (N) of 5400, as provided by TGCSA, is represented by a sample size (n) of 360. For this study, every 15th establishment on the list was selected to participate in the survey. If any of the pre-selected respondents declined the request to participate in the research, the next respondent on the list was chosen (Berndt & Petzer, 2011:175).

It was distributed over a period of eight weeks, starting from 7 July 2014 until 9 September 2014. After each electronic questionnaire was sent out, a notification stating that the questionnaire had been received was sent back to the sender and a follow up email was sent after every five days in order to ensure the questionnaire is completed and received back in the allocated time.

1.6.2.4 Development of questionnaire

Very little previous research made provision for measuring all the managerial skills required within the accommodation sector in South Africa, and therefore a new questionnaire was developed to answer the research problem. Based on an in-depth literature analysis, a questionnaire was thus developed to address the research question for this study. Specific sources, focusing on managerial skills within the tourism industry and even more specifically the accommodation sector, were consulted in developing the questionnaire, and included the work from Zehrer and Mössenlechner (2009), Raybould and Wilkins (2005), Nolan et al. (2010), Jacob et al. (2006). The questionnaire was also analysed by four experts (two from academia and two from the accommodation sector) to ensure face validity. The questionnaire was then finalised and administered. Reliability was also ensured by calculating the Cronbach Alpha thereof.

The final questionnaire consisted of four sections that included: Demographic information about the establishment, personal information about the respondent, characteristics of an effective accommodation manager and the managerial skills necessary for an effective accommodation manager.
1.6.2.5 Data Analysis

The data was captured by means of Survey Monkey and analysed in SPSS 21.0 (SPSS Inc 2011). The Statistical Services at North-West University, Potchefstroom Campus, assisted with the processing of the data. For this study, descriptive statistics, exploratory factor analysis, ANOVA’s and t-tests were done.

Descriptive statistics simply summarise a set of observations from respondents as they are statistical calculations that describe the quality of the sample (Babbie & Mouton, 2001:641). The factor analysis that was used is a complex algebraic method that determines the factors that exist within a set of concrete observations, summarising these factors into smaller components that fit together (Pallant, 2010:181). For this study an exploratory factor analysis was used in an attempt to produce a smaller number of linear combinations of the original variables in a way that captured most of the variability in the pattern of correlations (Pallant, 2010:181).

ANOVA’s and t-tests were also performed. According to Pallant (2010:249), an ANOVA is used to compare two mean scores of more than two groups and determine significant differences. For example differences in critical skills based on the different positions within an establishment. The independent sample t-tests are used when a comparison between the mean score of two (2) groups want to be determined (Pallant, 2010:239).

1.7 Defining the concepts

The following key concepts are used in this study and therefore need clarification:

1.7.1 Tourism industry

Tourism is the experience that begins and develops from the moment that there is an interaction between tourists, job providers, government systems and communities (Saayman, 2002:2). The tourism industry aims to attract, entertain, transport and accommodate tourists that are not in their usual habitat (Pizam, 2011:4). The industry has an impact on both guests and hosts socio-cultural, economic and physical environments (Pike, 2008:22). Therefore one can see that the tourism industry comprises a combination of role players, facilities and services offered to tourists (McIntosh, Goeldner & Ritchie, 1995:15).
1.7.2 Human Capital (Employees)

Human capital is a key management component and will add value to any establishment if it is developed, managed and sustained correctly (Zwane, 2012:18). Human capital can refer to employees within an accommodation establishment (Phelan & Mills, 2010:113) that contribute to service quality, customer’s satisfaction and loyalty, ensuring competitive advantage and organisational performance (Kusluvan et al., 2010:171). By analysing these two definitions one can see that the correct managerial skills and education in order to provide a service is important.

1.7.3 Higher education

According to Azcona, Chute, Dib, Dookhony, Klein, Loyacano-Perl, Randazzo and Reilly (2008:5) “Higher education refers to all post-secondary education, including but not limited to universities”. Universities are clearly a key part of all higher education systems, but the diverse and growing set of public and private higher education organisations in every country – colleges, technical training institutes, community colleges, nursing schools, research laboratories, centres of excellence, distance learning centres and many more- forms a network of institutions that support the production of higher-order capacity, necessary for development”. Higher education also develops more than one specific skill to ensure that different tasks can be completed (Christou, 1999:685). Higher education can thus be described as programmes focussing on the development of critical skills that are industry specific.

1.7.4 Accommodation sector

Stats SA (2009:4) and Naude (2010:16) quoting Slabbert and Saayman (2003:16) and Mullins (1995:4) defines the accommodation sector as a sector that consists of guesthouses, B&B’s, guest farms, caravan parks, camping sites, hotels, motels, inns, lodges and game reserves. Kasavana and Brooks (2001:5) define hotels as the primary supplier of accommodation with added services that include food and beverage, housekeeping and bell and door attendant services and dry cleaning. Accommodation within the context of the tourism industry can be defined as commercialised facilities primarily intended to accommodate tourists for an overnight stay (Weaver & Opperman, 2000:167). If one takes all these definitions into
consideration, the accommodation sector provides not only accommodation but also other primary tourism services.

1.7.5 Managerial skills

Management skills can be defined as the skills and competencies needed by managers to effectively execute managerial tasks (Nolan et al., 2010:343). Management skills are taught by higher education organisations but developed during operational positions held by employees (Harkison et al., 2011:381). According to Fidgeon (2010:705) managerial skills contribute to the successful planning and management of operational tasks within an establishment.

1.8 Chapter classification

This study comprises of five chapters. The following section includes a brief outline of what can be expected from each of the chapters.

Chapter 1: Introduction, research question and problem statement

This chapter will include the introduction, background to the study, problem statement, goals and objectives, method of research and defining the key concepts.

Chapter 2: Analysing management as a business function

This chapter aims to provide an analysis of the management function of an establishment by means of an in-depth literature review. Attention will be given to management theories, the different management levels, management processes and universal skills needed by managers.

Chapter 3: Managerial skills within the accommodation sector

The aim of this chapter is to analyse the application of managerial functions, but more specifically to the tourism industry and hospitality sector. Specific attention will be given to the management skills required by a manager to function effectively in the accommodation sector as well as higher education programmes available that focus on managerial skills development for the accommodation sector in South Africa.
Chapter 4: Empirical research: Methodology and results

The aim of this chapter will be to capture the perceptions and views of accommodation owners and managers regarding the managerial skills required from graduate management employees to be effective in the accommodation sector. This will be done by means of different methods and the results obtained will be reported.

Chapter 5: Conclusions and Recommendations

This closing chapter aims to draw conclusions regarding the important managerial skills needed by accommodation managers within graded establishments in South Africa and make recommendations on adapting the current tourism managerial qualifications of higher education organisations.
Chapter 2
Analysing management as a business function

2.1 Introduction

Rapid change in business structures and the way business is conducted today, play a vital role in the labour markets (Forrier & Sels, 2003:103). Companies that want to continue being competitive in the business world as we know it, must react swiftly and smartly when dealing with these changes (Van Dam, 2004:29). As a result of these changes, organisations have started to encourage employees to take active responsibility in managing their own development (King, 2004:113). These employees can, by means of career development, enhance their employability within organisations (Rothwell & Arnold, 2007:24).

Different challenges within the working environment are faced by management daily (Baker, 2001:306). Amundson (2005:92) highlights challenges effecting the working environment for new and current managers that include: greater competition and a demand for productivity, large-scale mergers and joint ventures overpowering the business world, a higher focus on making use of temporary or contract employees, more diversity within the workplace, the growing importance of technological skills, a greater focus on teamwork and continued learning and a larger income difference between managers and front line employees. Brotheridge and Long (2006:838) added two more challenges for management that include employee conflict and employees’ attitudes within organisations. Du Toit, Erasmus and Strydom (2012:537) state that due to these changing internal and external environments, many challenges for organisational managers are brought forward especially within human resource management.

Challenges faced by South Africa, especially after the end of Apartheid in 1994, are that South Africa became more involved in global trading (Jenkins, 2006:649). Globalisation has altered the way that organisations do business, due to free trading areas contributing to economic flow between countries (Sparks, Faragher & Cooper, 2001:489) and these macro changes have largely affected employment within South
African organisations (Dulebohn & Werling, 2007:198). With the variety of benefits brought about by globalisation including the promotion of new ideas, the improvement in the quality of goods and services and customer satisfaction due to an extended product offering (Niewenhuizen & Rossouw, 2012:387), Awuah and Amal (2011:123) state that globalisation forces smaller organisations to compete directly with large, international organisations which leads to SMEs in poorer countries becoming less competitive. Economic growth through globalisation can be ensured if organisations manage all processes are well managed by organisations (Aslam, Azhar, Yasmeen, Farhan, Habib & Tanveer, 2012:871).

It has become extremely important for organisations to ensure that management can handle all these challenges to succeed in the modern business world (Greenhaus, Callanan & Godshalk, 2000:4-5). Establishment survival can therefore only be ensured if managers have the necessary skills that establishments can rely on as a future asset since these skills will determine the future direction of an establishment (Anderson & Vinceze, 2000:76). According to Robert and Lussier (1997:10) management have four basic functions within an organisation. These are planning, organising, leading and controlling and these functions can only be successfully fulfilled with the correct management skills (Eraut, 2004:207).

The purpose of this chapter is to analyse the management function of a business. Attention will be given to managerial theories, the different managerial levels, managerial processes and universal skills needed by managers.

2.2 Understanding management

An organisation consists of different vital resources of which human- and financial resources are highlighted as the most important (Cardy & Selvarajan, 2006:235). Zaleznik (2004:74) describe management as using human resources to get things done. Management, as defined by George (2007:173) is the process of coordinating the physical for example, technological, financial, and materials as well as the human resources for example employees within an establishment to achieve the overall goal of the establishment. Page (2007:305) added to this definition, stating that the management of employees is the most important aspect of management as employees add value to the product or services an establishment supplies and
directly contribute to consumer satisfaction. According to Page (2007:307) the goals of managers, no matter the level of management are diverse and include:

☆ Ensuring profitability, which can be achieved through higher output, better service and attracting new customers.

☆ Ensuring that a group of people within the same working environment work efficiently to ensure that expenditure is reduced leading to cost effective outputs.

Nieuwenhuizen and Rossouw (2012:1) agree with the above authors regarding the definition of management but state that management consists of more than just using limited resources to obtain goals. Management is also a science concerning itself with the studying of the current market, establishing the needs and demand of the market, and being able to supply these needs ensuring profit for an establishment. Armstrong and Stephens (2005:3) took all the definitions into consideration, and stated that the definition of management must be amended to state that management is about getting the work done by using trained employees to effectively contribute to the goals of the establishment. Therefore, managers are one of the major role players within any organisation concerning themselves with reaching establishment goals by managing human resources effectively (Ehlers & Lazenby, 2007:3).

Managers are the creators of establishment dreams, or a vision towards which an establishment strives (Rossouw, Le Roux & Groenewald, 2007:15). To ensure that an establishment survives in the current competitive environment, Omerzel and Gulev (2011:336) state that the correct management structures are of the upmost importance. These management structures must contribute to achieving organisational goals even when limited resources are available (Erasmus et al., 2013:168).

One of the most important contributors to organisational success is well-trained and competent managers (Jeou-Shyan et al., 2011:1045). South Africa, however, is struggling with a shortage of well-trained managers (Cronje, Hugo, Neuland & Van Reenen, 1996:421, Erasmus & Breier, 2009). South African establishment managers, to ensure business success, must be experts in all the different
departments of an establishment, and be able to coordinate all organisational activities contributing to the achievement of the goals of the establishment on all three levels of management- top, middle and front line managers (Ehlers & Lazenby, 2007:2).

2.2.1 Levels of management

Managers, different from operational employees, are defined as a specific person, on any of the three levels of management, setting goals and guiding operational employees to reach these goals (Robbins & DeCenzo, 2008:5). Three distinct levels of management have been identified, each having a direct influence on the level above as well as below (Smit & Cronje, 2003:11). Managers, on any of the management levels, must therefore be competent in their position (Cardy & Selvarajan, 2006:237). According to Saayman (2009:144) levels of management within an organisation is important for all employees to understand who has authority over whom. For this study, top management is of the upmost importance due to being the level of management that defines the purpose and long term goal of the establishment (Nieuwenhuizen & Rossouw, 2012:44).

As seen in Figure 2.1 the three levels of management ensure specific accountability given regarding organisation goals (Du Toit et al., 2012:216).

![Figure 2.1: Levels of Management](Source: Ehlers & Lazenby, 2007:10)

Top management; consists of a small group of managers, referred to as the executive and includes the CEO, managing director, board of directors and partners
(Smit & Cronje, 2003:11). Top management are well known for their task as strategic planners within an establishment, and contributors to the establishment as a whole (Nieuwenhuizen & Rossouw, 2012:44). Due to all the actions taken by this level of management, long term planning, the design of a broad organisation structure and creating a business culture within the organisation form part of the main responsibilities of this management level (Goldman, Maritz, Nienaber, Pretorius, Priilaid & Williams, 2009:16). This level of management also concerns itself with the external environment and monitors this ever-changing phenomenon (Cronje et al., 2006:127; Erasmus et al., 2013:174).

The second level of management also known as middle management is responsible for specific departments or functions and includes branch managers, division managers and functional heads (Smit & Cronje, 2003:12). This level of management is specifically concerned with implementing the policies, plans and strategies formulated by top management (Cronje et al., 1996:76; Robbins & DeCenzo, 2008:5) to ensure that medium and long term goals are reached effectively (Erasmus et al., 2013:175). This contributes to the overall goal of the organisation (Niewenhuizen & Rossouw, 2012:45). Due to weakening economies all over the world (Shinkle & Kriauciuunas, 2012:448) and advancements in technology, for example computers replacing information-gathering tasks (O’Connor & Murphy, 2004:474), Smit and Cronje (2003:12) are of the opinion that middle management has been superseded. However, this level of management should not be overlooked as it is these managers’ core responsibility to communicate information to the front line supervisors and provide feedback to top level management (Nieuwenhuizen & Rossouw, 2012:45).

The bottom level of management, or also known as front line supervisors, includes a larger group of managers in positions such as supervisors and team leaders (Smit & Cronje, 2003:13). This level is one of the most vital forces within organisations (Cronje et al., 2006:127) and the core function of this level of management is to do short term planning, implementing plans of middle management and apply all policies and rules provided by top management (Niewenhuizen & Rossouw, 2012:45). Front line supervisors spend a large amount of time supervising operational employees in different departments (Robbins & DeCenzo, 2008:5). These managers, specifically on the front line level of management, have the power
to increase or decrease productivity (Smit & Cronje, 2003:13) because these managers are the direct communication link between middle management and operational employees (Erasmus et al., 2013:218).

It is very important to note that the levels of management can vary between different types of organisations, due to a variation in size, nature of the establishment and the competitive and market environments in which the establishment operates (George, 2007:174; Erasmus et al., 2013:176).

Management and management practices are, however not a recent phenomenon and can be traced back to 5000 B.C where ancient Sumerians assisted governmental and commercial activities (Thekiso, 2011:49). Some of the best examples of management can be traced back to industry changes that took place in the 1700s due to the Industrial Revolution and the idea of the economist Adam Smith and Henry Ford to mass produce through specialised tasks and division of labour (Schermerhorn, 1999:70).

In the following section, an overview will be given on how management developed to the system we use today.

2.2.2 Historic theories of management

Management theories can be seen as a group of assumptions made to explain possible effective productivity methods within an establishment (Smit & Cronje, 2003:36). Figure 2.2 indicates the different theories:
It is very important to understand the history of management up till the 21st Century due to new conditions and challenges (Hunsaker, 2004:24). The following approaches will be discussed in this section namely, Classical approach, Human Resource approach and the Modern approach

2.2.2.1 Classical Approach (1890-1935)

This approach consists of three forms of management namely Scientific Management, Administrative Management and Bureaucratic Management (Saayman, 2009:40) and focuses on the development of management principles that are universal and can be used in a variety of management situations (Thekiso, 2011:49). It is called the classical approach due to the group of practitioners and writers that set the theoretical foundations for management (Robbins & DeCenzo, 2008:23) and the classical approach extended from the late eighteen century to the 1930’s (Smit & Cronje, 2003:37).
2.2.2.1.1 *Scientific Management Theory*

The founding father of the scientific approach was Frederic Winslow Taylor in 1911 (Cronje *et al.*, 2006:135). The driving force behind Taylor’s theory was to increase productivity and, being an engineer at the time for Midvale Steel, Taylor felt the need for more efficient work performance (Erasmus *et al.*, 2013:181). Taylor noticed that many employees did their tasks in their own way and without clear direction from management leading to inefficient time management (Scherrmerhorn, 1999:74). In his quest for productivity, Taylor developed four principles of management and argued that if these principles were incorporated, both management and employees would prosper (Hough & White, 2001:519; Smit & Cronje, 2003:38). The principles included:

☆ Each task must be analysed and scientific methods used to determine the best method for each and every task.

☆ Each worker’s physical ability must be taken into account when tasks are assigned.

☆ An integral part of the management is that, after screening, employees had to be trained by experts in the field.

☆ Although a clear distinction had to be made between management and employees, management had to assist employee with tasks and encourage teamwork.

Taylor’s management principles are still important and implementable today (Hough & White, 2001:590). McKinley, Mone, and Moon (1999:640) as quoted by Thekiso (2011:53) state that the principles still visible in today’s management settings include:

☆ Making results-based compensation a performance incentive.

☆ Carefully designing of jobs with efficient work methods.

☆ Careful selection of employees with the correct abilities and training to do the tasks at hand.

☆ Providing training for employees to perform jobs to the best of their abilities.
Providing training to supervisors to support workers so they can perform jobs to the best of their abilities.

The scientific theory ensures a competitive advantage to the companies that adopted Taylor’s principles as the companies focused on effective planning and scheduling of work (Saayman, 2009:41).

Taylor’s ideas inspired others to study and develop methods of scientific management that included: Henry Gantt, Frank and Lilly Gilbreth and Harrington Emerson (Schmerhorn, 1999:74; Cronje et al., 2006:135). Gantt made his contribution to management with this task bonus (incentive) system for both employee and supervisor level management (Smit & Cronje, 2003:38). Gantt believed in higher productivity at floor level (by supervisors), and his biggest contribution to scientific management was by introducing a chart showing the relationship between work planned and the time in which the task is completed as seen in Figure 2.3 (Robbins & DeCenzo, 2008:396). The Gantt chart serves as a management control mechanism to ensure that the task at hand gets done on time as proposed by the employees’ direct manager (Saayman, 2009:45).

![Gantt Chart](Source: Robbins & DeCenzo, 2008:396)

Henry Gantt, Frank and Lilian Gilbreth and Harrington Emerson are, to this day, known for their determination and enthusiasm towards one goal, “the elimination of waste and the discovery of the one best way of doing work” (Saayman, 2009:47).

In 1949 two prominent researchers namely Fayol and Follett contributed to the classical approach. These researchers tried to document the experiences of successful managers (Reid, 1995:29).
2.2.2.1.2 The Administrative Management Theory

This theory was developed by Henry Fayol due to more complex establishments that started to operate in the 1900’s, searching for managerial guidelines to increase outputs within an organisation, by means of productive employees (Erasmus et al., 2013:181). Fayol’s experience and knowledge led him to conclude that there are five basic functions of a manager, planning, organising, commanding, coordinating and controlling the actions of employees within an organisation (Smit & Cronje, 2003:40). Fayol formulated fourteen (14) guidelines to ensure effective management as he saw effective management as a skill that can be taught (Wren, 2001:479):

☆ Division of work due to specialisation will create more efficient output results.
☆ Authority must be in place in the form of managers to provide direct orders.
☆ Employees must show discipline and there must be a clear understanding between management and employees regarding the rules of the establishment.
☆ Only one superior should give direct orders to an employee to prevent confusion.
☆ Each group of employees with the same goal must be directed by one manager.
☆ The personal interests of employees must not exceed those of the organisation employing them.
☆ Employees must be paid a fair wage.
☆ Employees must be involved in decision-making procedures.
☆ Communication from the top level of management to the lowest level of management must be effective and the hierarchy must be clearly communicated to every employee within an organisation.
☆ Employees and any operational resources, for example raw material, must be in the right place at the right time.
☆ Managers must be kind and fair toward their employees.
☆ Management must do proper employee planning and prevent high employee turnover within an organisation.
Employees must be allowed to express their own initiative even though some mistakes may result.

Team spirit must be encouraged within the organisation.

The second contributor to the administrative management theory was Mary Parker Follett and, according to Graham (1995:322), Follett regarded groups (managers and employees) as individuals with a variety of skills that, through combining their forces, can lead to better performance.

In the late 19th century, Max Weber, also a very prominent contributor to the classical approach, believing that people were in authority positions due to their social standing or privileged status and not their job-related capabilities (Parayitam, White & Hough, 2002:1007), thus contributing to the classical approach.

2.2.2.1.3 **Bureaucratic Management Theory**

Max Weber focused on the hierarchical structure of establishments (Robbins & DeCenzo, 2008:26). Fuller and Mansour (2003:428) state that bureaucracy was the main motivation behind Weber’s theory and Weber’s bureaucratic management theory was characterised by the following elements:

- Clear division of labour and well-defined tasks.
- Clear hierarchy of authority and that each level must report to a higher level.
- Formal rules and procedures written in files and kept for historical records.
- Every rule must apply to all employees with no special treatment for anyone.
- Employees will be promoted on performance.

One of the major limitations of this theory was that managers were compensated for doing what they were told, and not given the opportunity to think and improve their current practice (Smit & Cronje, 2003:42). Weber’s theory, today, is not as popular as it was a decade ago, but certain elements for example: team building within organisations, still support this theory (Robbins & DeCenzo, 2008:26).

As the years pass, establishments, especially in the service industry, realised that they depend on people to perform tasks (Buultjens & Cairncross, 2004:104).
Various researchers started to focus their management theories on the Human Capital development (Robbins & DeCenzo, 2008:28) and hence the human resource approach were followed and researched. The basic principles of this approach are that psychological and sociological factors contribute just as much to reaching goals within an organisation as physical strength (Erasmus et al., 2013:183).

2.2.2.2 Human Resource Approach (1935-1945)

The approach to the human relations management approach includes a number of contributors: Hugo Munsterberg, Elton Mayo, Chester Barnard Douglas McGregor, Abraham Maslow and Chris Argyris (Thekiso, 2011:58; Saayman, 2009:52). The human resource approach came into being due to the failure of the classical approaches (Erasmus et al., 2013:183). The realisation that human capital is more important than set rules within an organisation became vital due to economic, political, social and technological changes (Smit & Cronje, 2003:43). In 1924, Elton Mayo determined that effective productivity did not depend on well-planned tasks, as believed by the classical approach, but rather by the relationship between employees and management (Smith, 1998:232; Cronje et al., 2006:135).

Robert Owen proposed a Utopian workplace, where employees would not be intimidated by management, but where the suffering of the working class would be reduced (Robbins & DeCenzo, 2008:28). Hugo Munsterberg created the field of industrial psychology, specifically focusing on studying human beings and their physiological behaviour to ensure adjustment and acceptance resulting in greater productivity (Robbins & DeCenzo, 2008:28).

As seen in Table 2.1, a number of other researchers and writers contributed to the human relations theory as discussed by Saayman (2009:52-57), Robbins and DeCenzo (2008:29) and Smith (1998:226).
Table 2.1: Contributors to Human Relations theory

<table>
<thead>
<tr>
<th>CONTRIBUTOR</th>
<th>CONTRIBUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Owen (1771-1858)</td>
<td>This contributor was one of the earliest management thinkers that focused on the well-being of the employees. Owen believed that employees are influenced by their working environment and suggested that limited working hours should be implemented and restricts the use of child labour. Even though his theory was not accepted by all other organisation, Owen is seen as a forerunner of human relations due to his concern for employees.</td>
</tr>
<tr>
<td>James D Mooney (1869-1947) and Allan Reiley (1884-1957)</td>
<td>These authors stated that four basic principles must be incorporated within the business environment that include, uniformity in the pursuance of simple goals by means of authority, there must be a hierarchy of authority with the delegation of activities to every successive level within the organisation, there must be a clear difference between normal duties and employee specialisation and lastly personnel units must be created and available to employees in order for these employees to receive advice and for management to provide information to these employees.</td>
</tr>
<tr>
<td>Luther Gulick (1892-1993)</td>
<td>This contributor set out seven (7) functions for management that were vital for effective general management within an organisation. These function include: Planning, Organisation, Staffing, Directing, Co-ordinating, Innovation, Reporting and Budgeting. The higher the manager is up on the hierarchy within the organisation, the better he must be able to implement these seven (7) principles.</td>
</tr>
<tr>
<td>Chester Barnard (1886-1961)</td>
<td>Barnard saw organisations as social systems that required human cooperation. Barnard believed that the main function of a manager is to communicate and stimulate subordinates because a major part of an organisation’s success depends on the cooperation of its employees. Barnard also argued that a good relationship with the people with whom the organisation regularly interacts will contribute to the overall success of the organisation.</td>
</tr>
<tr>
<td>Hugo Munsterberg (1863-1961)</td>
<td>Hugo Munsterberg created the path for industrial psychology within organisations. Munsterberg suggested that managers must, by means of psychological tests, improve their employee selection, ensure that the correct training is provided to employees and be able to implement motivational techniques to ensure the effectiveness of their employees.</td>
</tr>
</tbody>
</table>

(Sources: Saayman, 2009:36; Robbins & DeCenzo, 2008:29; Smith, 1998:226)

It is clear, from Table 2.1 that the human element was the main motivation for all of these authors and they all believed in teamwork. When one look at these findings, it
is clear that management plays a vital role in managing not only the employees, but also the working environment for employees.

### 2.2.2.2.1 Motivation Theory

Motivation by organisations directly influences the behaviour of consumers and employees (Cronje et al., 2006:184). Among Maslow's research, the key area was "human needs" (Kirkman & Rosen, 2000:65). Maslow’s theory implies that higher productivity can be reached by managers that contribute to the fulfilment of the needs of employees (Schermherhorn, 1999:78). Maslow stated that there are five needs contributing to human satisfaction (Robbins & DeCenzo, 2008:267). As seen in Figure 2.4, Maslow's hierarchy of needs consists of five levels, and each level must be satisfied before the next need, higher up on the hierarchy, becomes dominant (Saayman, 2009:184).

![Maslow's Hierarchy of needs](source)

**Figure 2.4: Maslow’s Hierarchy of needs**
(Source: Shiffman & Kanuk, 2010:116)

According to Maslow's theory, the lower order needs must be satisfied first and therefore take priority (Shiffman & Kanuk, 2004:120). It is however very important to note, that even though basic human needs are universal, managers must know what the individual preferences are of their employees and therefore, Maslow had a very big impact on Douglas McGregor’s Theory X and Theory Y type of leader approaches (Thekiso, 2011:62).
2.2.2.2 Theory X and Y

Douglas McGregor is best known for his assumption regarding human nature (Robbins & DeCenzo, 2008:30). According to McGregor (1960:42), there are two (2) types of managers: Theory X and Theory Y managers.

Theory X managers assume that employees are distasteful towards tasks at hand and employees must be motivated by force, money or praise (Saayman, 2009:170). Carson, Revelle and Landsberg (2000:37) state that employees are given very little personal say in the tasks handed to them by theory X managers and that this type of managers can tend to create passive and reluctant employees.

Theory Y managers, on the other hand, see employees as people that want to learn more while doing their assigned tasks and these employees see tasks as an opportunity to develop their talents (Robbins & DeCenzo, 2008:268). Managers that uphold the theory Y management perspective believe in self-fulfilling prophesies that allow employees to contribute their thoughts (Priem & Rosenstein, 2000:510).

The Classical and Human Resource approach is respected by modern researchers, but they believe is that no theory can apply in all organisations (Bloisi, Ccok & Hunsaker, 2003:83).

2.2.2.3 Modern approaches to management

During the second half of the twentieth century, different internal and external factors influenced the business environment (Erasmus et al., 2013:184) and new challenges emerged (Cronje et al., 2006:136). This contributed to new approaches being researched as, over time, it was discovered that talents and capabilities can be harnessed and developed within organisations (Robbins & DeCenzo, 2005:32). Classified under the modern approaches to management, the system- and contingency approach will be discussed:

2.2.2.3.1 Systems Approach

A system, according to Smit and Cronje (2003:46) states that an organisation consists of different elements, but all contribute to the overall goal of the organisation (Robbins & DeCenzo, 2008:34). The systems approach differentiates between an open and a closed system (Nel, Van Dyk, Haasbroek, Schultz, Sono & Werner,
2004:12). An open system requires certain input from the external environment in order to develop but in contrast, the closed system is not affected by any external factors (Saayman, 2009:60). According to Erasmus et al. (2013:184) this approach did not include the impact of the external environment in full and an organisation cannot manage separate parts independently.

According to Saayman (2009:60) an example of the systems approach, as seen in Figure 2.5 consists of five steps that, together, form a productive system.

![Figure 2.5: Systems Approach](Source: Saayman, 2009:60)

The following elements form part of the systems approach and influence each other (Saayman, 2009:60):

- **Input** – This is what makes the system for example information provide about the task at hand.
- **Process** – This is the heart of the system and the flow of resources.
- **Output** – This is the result of the processing and is the existence of the system.
- **Feedback** – Information regarding the output is given.
- **Environment** – This is anything outside the system that does not belong to the system.

Robbins and DeCenzo (2008:35) note that although various rules and principles are set by research, management could not be set on that alone and therefore the principles for the contingency approach were formed.
2.2.2.3.2 Contingency approach

The Contingency approach aims to integrate different principles of all existing theories (Erasmus et al., 2013:184) and adapt to the ever changing environment in which organisations find themselves (Smit & Cronje, 2003:46). The contingency approach focuses on four distinct variables that include: Size of the establishment, complexity of technology, locality of management and differences of subordinates, each having a direct influence on the management principles incorporated by an organisation (Saayman, 2009:61).

After all these theories have been discussed, researchers have come to the conclusion that there is a certain process consisting of the four management principles that each manager must follow to ensure operational success (Erasmus et al., 2013; Cronje et al., 2006; Saayman, 2009; Robbins & DeCenzo, 2008; Smit & Cronje, 2003).

2.2.3 Fundamentals of the management process

The management process and the four functions of management are encountered on all levels of management and in all departments of organisations (Nieuwenhuizen & Rossouw, 2012:42) and can be traced back to Gulick’s theory as previously discussed (Saayman, 2009:54). The four fundamentals of management, as described by various researchers (Erasmus et al., 2013:173; Cronje et al., 2006:123), consist of Planning, Organising, Leading and Control.

The management process can be seen, as described by Nieuwenhuizen and Rossouw (2012:156) as functions or fundamental tasks that need to be executed by all levels of management in order to achieve the organisation’s goals. Figure 2.6 adapted from Erasmus et al. (2013:174) indicate this clearly. It is very important to note that all four of these principles must be applied by managers to ensure success within an organisation (Smit & Cronje, 2003:8).
As mentioned previously, all levels of management require these four fundamentals of management but, according to Smit and Cronje (2003:13) and Robbins and DeCenzo (2008:10), each level of management will spend a different proportion of their time on each managerial activity as indicated in Table 2.2:

<table>
<thead>
<tr>
<th></th>
<th>PLANNING</th>
<th>ORGANISING</th>
<th>LEADING</th>
<th>CONTROL</th>
</tr>
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<tbody>
<tr>
<td>Top Management</td>
<td>28%</td>
<td>36%</td>
<td>22%</td>
<td>14%</td>
</tr>
<tr>
<td>Middle Management</td>
<td>18%</td>
<td>33%</td>
<td>36%</td>
<td>13%</td>
</tr>
<tr>
<td>Front Line Supervisors</td>
<td>15%</td>
<td>24%</td>
<td>51%</td>
<td>10%</td>
</tr>
</tbody>
</table>

(Source: Smit & Cronje, 2003:13; Robbins & DeCenzo, 2008:10)

Each of these fundamentals will now be discussed in detail and the first step is planning.

2.2.3.1 Planning

Planning determines the mission and long term goals of an organisation (Cronje et al., 2006:124). During the planning phase, direction is given towards the organisation and forces managers to predict future changes that will have a direct influence on the organisational goals (George, 2007:173). Planning, as it is the first
step in the management process (Figure 2.4), enables managers to ensure that an unstable economic or social environment does not harm any business activity, or prohibit any goals to be reached (Rossouw et al., 2007:3). According to Erasmus et al. (2013:192) benefits of planning include the following:

☆ Provide direction by setting goals and blueprints for future development.

☆ Reduce the impact of change in the micro and macro environment so that maximum benefits can be harvested by an organisation.

☆ Promote coordination in order to ensure that all departments work together in sync towards the planned long term goals.

☆ Ensure cohesion for top management to manage the organisation as a total system.

☆ Facilitate control to ensure that, throughout the process, effective control systems will be in place to ensure that goals are reached.

Nieuwenhuiizen and Rossouw (2012:53) state that top management must strategically plan within an organisation. Strategic planning, according to Ehlers and Lazenby (2007:2) is the process whereby all the functions and resources of an organisation are combined, aligned and co-ordinated to ensure that the impact of the external environment is minimised. Saayman (2009:117) adds that strategic planning is long term by nature and that strategic planning is done by top management.

To ensure that strategic planning takes place, top management must be able to formulate a vision and mission, do a situation analysis, formulate strategic plans, have the skill to implement these plans and after the tasks are completed, be able to provide feedback (Goldman et al., 2009:15). This will determine if the establishment needs any change to their current product or service (Moutinho, 2000:263; Saayman, 2009:123).

The second step in the management process is organising and the organising function considers ways that resources should be arranged and distributed to complete the planned tasks (Gosling & Mintzberg, 2003:58).
2.2.3.2 Organising

Organising as described by Saayman (2009:144) is the task of a manager in which he arranges duties, responsibilities and authority within the organisation. Niewenhuisen and Rossouw (2012:58) add that organising creates a structure within an organisation contributes to employees reaching all organisational goals. According to Du Toit et al. (2012:193) organising is important within an organisation, due to the following reasons:

- Organising ensures that the necessary resources are being used effectively as every employee within the organisation knows what is expected of him.
- Through organising, the total workload of employees is divided and all activities can be performed comfortably.
- Employees know who to report to.
- Organising contributes to the influence of behaviour of all employees within the organisation.
- Specialisation departments can be created if work is properly distributed.

Part of organising is to ensure specialisation as described by Robins and DeCenzo (2008:132) and can take place if tasks within the organisation are broken down into individual steps and distributed to specific individuals. Griffin (2013:342) indicated that there are certain benefits and limitations of specialisation as seen in Table 2.3:

*Table 2.3: The benefits and limitations of specialisation*

<table>
<thead>
<tr>
<th>BENEFITS OF SPECIALISATION</th>
<th>LIMITATIONS OF SPECIALISATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees perform small and simple tasks and become very proficient at each task</td>
<td>Employees who perform highly specialised jobs may become bored and dissatisfied, which may lead to absenteeism and a lower quality of work</td>
</tr>
<tr>
<td>The transfer time between tasks decreases. If employees perform several different tasks, time is lost as they stop doing a task and move to the next task</td>
<td>The anticipated benefits of specialisation do not always occur</td>
</tr>
<tr>
<td>The more narrowly defined a task, the easier it is to develop specialised equipment to assist with that job</td>
<td></td>
</tr>
</tbody>
</table>
When an employee who performs a highly specialised job is absent or resigns, the manager is able to train somebody new at relatively low cost

(Source: Griffin, 2013:342)

Organisation also includes building an organisation structure. Organisational structures consist of five building blocks according to Erasmus et al. (2013:210) namely: Designing of jobs, grouping jobs (departmentalisation), establishing reporting relationships, establishing authority relationships and co-ordinating activities. One of the most important blocks for a manager when designing the organisation structure is the division of work (departmentalisation) (Erasmus et al., 2013:212). Saayman (2009:147) states that departmentalisation is a basic principle to organising and various departments form part of the organisational structure within the establishment (Du Toit et al., 2012:196).

As seen in Figure 2.7 departments are designed to ensure that all activities concerned with the production of a product or service are grouped together. Also indicated in Figure 2.7 is the distribution of authority and responsibility. According to Cronje et al. (2006:166) authority can be defined as the right for a manager to give orders based on position within the organisation of a person giving the orders whereas authority can be divided into line- and staff authority (Robbins & DeCenzo, 2008:137). Line authority refers to those positions in the organisation that are directly responsible for achieving its primary goals whereas staff authority refers to positions within the organisation that exist to provide service to line positions (Saayman, 2009:151).

Responsibility is the obligation to perform assigned activities (Cronje et al., 2006:166) and added by Robbins and DeCenzo (2008:135) allocating authority and not responsibility can create an opportunity for abuse by operational employees.
After organising has taken place, managers must implement all plans, and ensure that all employees are assisted and directed in completing their tasks at hand (Gosling & Mintzberg, 2003:58).

2.2.3.3 Leading

Leading, according to George (2007:173) involves giving orders to employees within an organisation. Leadership is one of the most researched but one of the most controversial topic in management (Du Toit et al., 2012:210). Leadership can be defined as influencing, giving instructions, motivating and rewarding people for their performance (Nieuwenhuizen & Rossouw, 2012:62). However, management and leadership, according to Saayman (2009:164) are very different. Erasmus et al. (2013:225) explains that management is a broader concept where leading is only one of four important functions and people that cannot influence others cannot be seen as true leaders. Organisations seek good managers but, today, also realise that it is important to train managers to be good leaders in order to be successful (Du Toit et al., 2012:240). After looking at all of the above definitions and explanations, leadership consist of five important components according to Cronje et al. (2006:178). These are:

Authority: A leader must give tasks to employees but he must also be able to get response from the employees.

Figure 2.7: Department Division
(Source: Saayman, 2009:153; Cronje et al., 2006:167)
Power: A leader must be able to influence employees’ behaviour towards the tasks given to ensure successful output.

Influence: A leader must be able to use the authority given to him or her in order to influence employees to make personal sacrifices in order to reach organisational goals.

Accountability: A leader must be able to evaluate employees’ performance but cannot delegate responsibility.

Delegation: A leader must be able to assign tasks to the employees with a specific skill to complete the specified task.

One of the most important aspects of leadership is power (Erasmus et al., 2013:226). Managers who are strong leaders will be able to influence their employees but without power, a manager will not be able to ensure that all goals within an organisation are reached (Du Toit et al., 2012:213). Saayman (2009:167) and Nieuwenhuizen and Rossouw (2012:64) indicate that there are five types of power that leaders must have and apply in an organisation: Legitimate power, Reward power, Coercive power, Referent power and Expert power.

Leaders are not always people born with the ability to lead people, but most leaders fall into one (1) of the following categories demonstrated by Fox (2006:69): leading leaders that are born with leadership traits, trained leaders that demonstrate leadership in their daily lives but have been trained on leadership traits, potential leaders who have been exposed to leadership very recently and possess the self-discipline to become leaders and limited leaders that have very little exposure to leadership training but they have the drive to become leaders. According to Cronje et al. (2006:182) characteristics of an effective leader include intelligence, initiative and self-confidence. Nieuwenhuizen and Rossouw (2012:78) add that an effective leader must also be able to handle discipline within an organisation and Du Toit et al. (2012:218) add that an effective leader must be able to motivate groups of employees to work in teams. Saayman (2009:168) quoting Burrow, Kleindl and Everard (2008:298) add to these components with the following:

Intelligence: A leader is willing to improve their current management skills and learn new ones.
Judgement: Leaders must be able to make clear decisions based on facts present.

Objectivity: Leaders must be able to look at all the sides of a situation and not make biased statements.

Initiate: A leader must have ambition and persistence and must be able to start a plan to reach organisational goals.

Dependability: Leaders must be consistent in their actions and build trust.

Cooperation: Leaders understand the importance of human capital and enjoy working with operational employees.

Honesty: A leader must be honest and have high standards and morals.

Courage: Leaders must be able to make unpopular decisions within an organisation.

Building trust is also critical for effective leadership as part of any leader’s task is to work effectively with people, and solve problems and this can only be done if employees trust their leaders (Robbins & DeCenzo, 2008:314). There are different styles of leadership (Cronje et al., 2006:182) and these styles have been researched (Saayman, 2009:169; Cronje et al., 2006:182). These leadership styles include:

☆ Natural leaders that consist of people that let employees work as a team by making use of their inborn abilities.

☆ Management leaders are people that are good leaders and managers within an organisation.

☆ Autocratic- or task oriented leaders are people that are very dominant and make decisions by themselves, affecting all employees.

☆ Democratic- or relationship-orientated leaders are leaders that believe in teamwork and allow operational employees more freedom in their tasks as Autocratic leaders.

☆ Laissez Faire leaders are some of the most extreme types of leaders regarding democracy in the work place as they tend to assume that
operational employees know to complete their tasks and therefore there are very little leading involved.

☆ Theory X leaders believe that most employees are lazy and must be supervised and forced to work continuously.

☆ Theory Y leaders believe that all people like to work and therefore operational employees will accept responsibility for all their actions.

There are certain factors that influence effective leadership as identified by Stoner, Freeman and Gilbert (1995:481) which include: Expectations and behaviour of superior, requirement of the job, expectations and behaviour of association, behaviour expectations, characteristics of subordinates, organisational culture, policy and personality, experience and expectations of the leader. As supported by Cronje et al. (2006:183), these factors all have an effect on how effective leadership can be implemented within an organisation.

The final step in the management process is control. Controlling is when the manager determines if the organisational goals are reached as planned (Gosling & Mintzberg, 2003:58).

2.2.3.4 Control

Organisations can formulate great future goals and plans to reach organisational goals, set great structures in place and apply great leadership principles (Du Toit et al., 2012:229), but the fourth management fundamental is of the utmost importance and must be done pro-actively and continuously (Rossouw et al., 2007:3). Organisations use control procedures to follow progress within the organisation towards the set goals (Ehlers & Lazenby, 2007:276). As stated by Nieuwenhuizen and Rossouw (2012:80), control is important for the following reasons:

☆ Control forms part of all three managerial fundamentals and without control, planning is pointless.

☆ Control helps companies to adapt to changing environments and help management to cope with internal change.

☆ Control limits or prevents errors and contributes to the effective flow of tasks.
If correctly applied, control minimises production cost within an establishment as raw materials can be monitored and not wasted.

The control process ensures that actual performance can be measured against the proposed or planned performance (Du Toit et al., 2012:230) and consists of four stages as seen in Figure 2.8.

![Control Process Diagram](image)

**Figure 2.8: The Control Process**
(Source: Erasmus et al., 2013:245, Du Toit et al., 2012:230)

The first step of the control system entails that performance standards must be set in place (Smit & Cronje, 2003:393). Performance or control standards, as defined by Erasmus et al. (2013:245) are a planned target against which the actual performance will be measured. To ensure that the standards are reached, these standards must be realistic and measurable. The second step is the measurement of the actual performance (Du Toit et al., 2012:231). In this step all relevant information and reports are collected but these reports must be reliable (Erasmus et al., 2013:246). For this step to be effective, management must be very accurate when recording the data (Smit & Cronje, 2003:391). The third step consists of evaluating deviations (Nieuwenhuizen & Rossouw, 2012:81). In this step the gap between the desired performance and the actual performance must be identified (Cronje et al., 2006:267), as well as reasons for the gap must be identified (Saayman, 2009:215). There are various reasons why the gap between the desired- and the actual performance exist (Du Toit et al., 2012:231) and one of the most common causes is unreachable standards set by top management (Erasmus et al., 2013:247). The final step in the control process consists of taking action to minimize the gaps identified in the
previous step. According to Smit and Cronje (2003:395), management has three possible choices of action: To improve actual performance and reach the original set standards, to revise strategies to accomplish the set goals or to lower performance standards.

From this discussion, it is very clear that management must have certain skills that will assist them to fulfil these managerial functions. Managerial skills are necessary to make sure that the best service is provided to consumers (Maumbe & Van Wyk, 2011:366; Baum & Devine, 2007:277) and with specific managerial skills and excellent service, managers can ensure that their organisations obtain a competitive advantage (Hai-Yan & Baum, 2006:509).

2.2.4 General Management skills

Management skills have been researched since the 1980’s, when employers convinced government to review the traditional curricula due to perceptions that these were out of date with establishment needs (Bennet, Dunne & Carre, 2000:1). The pressure was further increased with taxpayers wanting to see their next generation prepared for successful careers and good living conditions (Oliver, Russell, Gilli, Hughes, Schuder, Brown & Towers, 1997:47). According to Bailey (1997:27) these concerns drove the education system to reform after a decade and a half.

Today, various researchers have found that managers must be able to sense opportunities and threats even before they occur, seize opportunities at any given time and be able to restructure all resources within the organisation to protect the organisation and ensure a competitive advantage (Killen et al., 2011:527). To do this, skills are needed to perform management tasks (Eraut, 2004:207). Earle-Malleson (2009:315) states that there are very specific skills needed for management positions.

According to the Oxford Dictionary (2005:1378) “skill” can be defined as “the ability to do well” and employers often look for good technical skills when considering any new employee (Hill, 2007:8). Soft skills, also referred to as people skills, are vital for all employees no matter the level of employment (Chan & Kuok, 2011:426) and Bennet et al. (2000:4-14) note that employers are looking for employees that are
flexible in their positions but who are quick learners. Oliver et al. (1997:108) and Baum and Devine (2007:92) state that teamwork is also very important between employees at any level within an organisation as well as the use of technological advancements within organisations. Time management, organising and multi-tasking are strengthened when teamwork is encouraged (Fuller, Munro & Rainbird, 2004:15). Sinclair (1997:108) and Horng and Lee (2009:102) encourage the development of creative thinking skills within organisations as this leads to employees being able to work with less supervision. Other soft skills identified include honesty (Gruber, Szmigin & Voss, 2006:620), self-management and personal style (Nickson, Warhurst & Dutton, 2005:196).

2.2.4.1 Universal soft skills necessary for management

Management generally needs to be proficient in three (3) general skills areas according to Thekiso (2011:87) that include: conceptual skills, interpersonal skills and technical skills.

☆ Interpersonal skills

Interpersonal skills has to do with a manager’s ability to understand, motivate and work with other people in a group and as managers get their tasks done through others, this skill is vital (Thekiso, 2011:87).

Communication skills are a vital part in guaranteed success and many employers state in various studies that communication skills are one of the most desirable skills looked for when hiring employees (Chan & Kuok, 2011:426; Baum & Devine, 2007:277). The ability to speak fluently and on one’s feet when attending to customers is essential (Johanson et al., 2010:7). Although good oral and written communication skills are of the most important, no matter the department or level of management, English is the most widely used international language (Bobanovic & Grzinic, 2011:10-11).

Managers spend up to 80% of their day using interpersonal communication (Lolli, 2010:1). Interpersonal communication happens between two individuals having something specific in common but due, to the technological advances of today, many more conversations take place online for example via email and chat groups (DeVito, 2004:4-6). Information systems have a direct influence on decision making by
managers (O'Connor & Murphy, 2004:474-478). In the service industry, to know your client’s needs in order to provide excellent service, computer technology skills are of the upmost importance (Law & Jogaratnam, 2005:170). By means of technology, proactive service can be provided and external factors that can have a direct influence on any establishment can be foreseen by managers (Buhalis & Law, 2008:614).

Teamwork is a skill that has been researched since the mid-1960s (Rodriquez & Gregory, 2005:43). Managers and employees must share their ideas in order for new and creative products to emerge (Hu, Horng & Sun, 2009:41). Meliou and Maroudas (2011:229) state that if managers allow this social interaction between employees and build good relationships with employees, teamwork will be top priority among co-employees. Because many working environments support a more diverse workforce that includes different cultures, gender and people with disabilities, it has become vital for managers to facilitate any differences between employees as this places a barrier on teamwork (Paez, 2010:43). If teams do not work together, conflict can erupt and this will not contribute to team success (Richards, Chillas & Marks, 2012:239).

Conceptual skills

Conceptual skills are those skills that managers need in order to see how things fit together and these skills help with good decision making (Thekiso, 2011:88). This includes creative thinking and problem solving (Wong & Pang, 2003:34a).

As seen in Table 2.4 there are nine (9) stimulants that can lead to creative thinking, and these stimulants must be applied by managers within the workplace (Horng & Lee, 2009:102).

Table 2.4: Stimulants that lead to creative thinking

<table>
<thead>
<tr>
<th></th>
<th>Freedom within the workplace</th>
<th></th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Good project management</td>
<td>6.</td>
<td>Sufficient time</td>
</tr>
<tr>
<td>2.</td>
<td>Supply of sufficient resources</td>
<td>7.</td>
<td>Challenge</td>
</tr>
<tr>
<td>3.</td>
<td>Encouragement</td>
<td>8.</td>
<td>Pressure</td>
</tr>
</tbody>
</table>

(Source: Horng & Lee, 2009:102)
Managers in the service industry must be able to satisfy customer needs by means of problem solving skills (Chacko, 1998:135). Problem solving in a creative manner is very important and can be done if managers follow the model of problem solving as indicated in Figure 2.9:

![Figure 2.9: Model of problem solving
(Source: Middelton, 2005:62)](image)

The first step in the model of problem solving consists of all detail known about the problem or task at hand. The second step is the goal state and represents the solution to the problem. The space, however, between the first and the second stage is where all the ideas, or probable solutions to the problem of the customer, are gathers, sifted and the best possible solution is chosen (Middelton, 2005:62).

Problem solving skills for enable managers to continue operation in an ever changing environment (Middelton, 2002:18) and Hu et al. (2009:48) state that teams network and share their knowledge and together solve customer complaints and satisfy needs as a unit.

☆ Technical skills

Managers also need good technical skills that relate to technology knowledge, general understanding of organisational processes and specialised knowledge that relate to all departments within an organisation (Thekiso, 2011:88).

Information systems are expanding, becoming an even bigger field of study then was the case a few years ago. When making a decision, seeking information is the first and most important step (O’Connor & Murphy, 2004:474-478).

However, research found that one of the biggest barriers to the implementation of information technology is the human factor. Such barriers include the employee’s willingness to learn (Lam, Cho & Qu, 2007:51-53). In an establishment with a higher
degree of technological knowledge and skills of employees, the resistance to changing technology is much smaller. These employees are more willing to adapt and use this technology in their daily lives (Wang & Qualls, 2007:564).

2.2.5 Specific Management skills

When managing an organisation, a manager must have very specific skills (Earle-Malleson, 2009:315). Some specific managerial skills have been identified by Hunsaker (2004:10) and include: organisational coordination, controlling the organisational environment, handling information, providing growth and development, motivating employees and handling conflict as well as strategic problem solving.

2.2.5.1 Organisational coordination

Organisational coordination skills enable managers to distribute and coordinate tasks between employees (Thekiso, 2011:88). Luther Gulick states that managers must be able to plan, organise, direct, co-ordinate, do budgets, and be innovative to fulfil the requirements of their positions (Smith, 1998:226; Saayman, 2009:52; Robbins & DeCenzo, 2008:29). These key managerial skills will enable managers to adapt in an unstable economic and social environment without causing any harm to an organisation (Rossouw et al., 2007:3). Fayol, in his administrative management theory, stated that managers must be able to divide work among employees to create specialisation (Wren, 2001:479). Managers must, when doing this task, have the skills to divide tasks into manageable components (Fuller & Mansour, 2003:427). Managers must also have the skills to take the physical ability of the chosen employees and compare that to the physical need of the task and therefore, managers must be able to plan every task of employees in advance (Hough & White, 2001:519). Another managerial skill that contributes to organisational co-ordination is that managers, no matter the level of management, must have the ability to set goals within an organisation (Turkey & Brewer, 2002:84).

2.2.5.2 Controlling the organisational environment

To ensure effective control within an organisation, managers must be able to make spot decisions and control the allocated resources effectively (Thekiso, 2011:88). Monitoring of any processes or assigned tasks is a very important skill for managers
(Robbins & DeCenzo, 2008:396) to correct any changes or unforeseen problems within an organisation (Manz & Neck, 2004:89). Managers must therefore have knowledge of the Gantt chart to effectively implement this system (Saayman, 2009:45). The internal and external environments must be continuously scanned by managers to continually record information that is relevant to their organisation (Turkey & Brewer, 2002:85).

2.2.5.3 Handling information

Effective communication is one of the most important tasks of a manager (Thekiso, 2011:88). Managers are assigned to create a vision, draw up operational plans and motivate high performance from employees, but this will only be possible if a manager can communicate effectively (Mayfield & Mayfield, 2004:48). Fayol identified that managers must be able to give clear and direct instructions to employees and as a result, confusion of assigned tasks will be restricted (Wren, 2001:479). If managers have the right communication skills, relationships will be built between management and employees (Robbins & DeCenzo, 2008:29).

2.2.5.4 Providing growth and development

A very important skill for managers is the ability to, through time, develop their own skills (Saayman, 2009:168) as well as the skills of their employees (Robbins & DeCenzo, 2008:30; Thekiso, 2011:88). For managers to develop themselves, Sternberg and Zhang (2000:56) found that feedback from employees is very important. Effective listening is therefore a very important skill for a manager as this will enhance feedback from employees (Hunsaker, 2004:12). Self-knowledge is not enough for managers to develop themselves; they must be willing to change themselves (Thekiso, 2011:90).

If employees are inexperienced, lack skills or are not motivated to perform their tasks, managers must be able to provide effective training opportunities for employees (Hough & White, 2001:519). As part of providing these opportunities for growth, managers must have the skill to create an environment where teamwork is encouraged among co-employees (Wren, 2001:479). In cases where employees have come from a culture where individual performance was rewarded, managers
must have the skill to illustrate that teamwork can enhance conflict resolution, active listening and problem solving skills among employees (Fuller & Mansour, 2003:62).

2.2.5.5 Motivating employees and handling conflict

Enhancing a positive atmosphere in the workplace is a skill that managers must obtain to prevent conflict between management and co-employees (Thekiso, 2011:88). This is not always easy for a manager due to conflict situations that arise between employees due to but not limited to cultural differences and these have the ability to destroy working relationships (Wilmot & Hocker, 2001:37).

Managers therefore must have the skill to assist employees and understand their needs (Harter, Schmidt & Hayes, 2002:271) as well as be able to encourage employees to follow organisational rules (Wren, 2001:479). Robbins and DeCenzo (2008:314) state that managers must also be able to build trust among employees. This will, as stated by Smith (1998:226), build good relationships between employees, management and consumers, since good relationships and trust will contribute to customer loyalty.

2.2.5.6 Strategic problem solving

Managers must have the skill to make employees part of the decision-making process, but still keep the goals of the organisation in mind when doing so (Wren, 2001:479). Managers must therefore have the skill to effectively manage their time (Manz & Neck, 2004:89) and when problems within an organisation arise, they must be able to solve effectively (Drucker, 2002:95). According to Thekiso (2011:88) if managers are able to encourage employee participation when solving problems, this will enhance the capabilities of employees to the benefit of the organisation.

Other authors, as seen in Table 2.5, identified other specific managerial skills necessary for organisation managers that include: Employee motivation (Erasmus et al., 2013; goalsetting for an organisation (Nieuwenhuizen & Rossouw, 2012 and project management skills (Du Toit et al., 2012)
Table 2.5: Specific Managerial Skills

<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>IDENTIFIED MANAGERIAL SKILLS</th>
</tr>
</thead>
</table>
| Erasmus et al. (2013)         | • Act as a representative figure  
• Provide training for employees  
• Motivate employees  
• Build and maintain relationships with co-employees and consumers  
• Communicate effectively with co-employees  
• Be able to analyse information  
• Analysing the external and internal environment for threats and opportunities that will have an influence on the organisation  
• Make effective decisions within an organisation  
• Be an entrepreneur and take risks  
• Be able to allocate resources effectively  
• Be a negotiator in case of conflict  
• Demonstrate planning, organising, leading and controlling skills |
| Nieuwenhuizen & Rossouw (2012)| • Creative problem solving skills  
• Setting goals and objective for an organisation and employees  
• Issue instructions to employees  
• Provide direction to employees through set structures and provided rules  
• Effectively divide tasks according to employee ability  
• Practice financial management within an organisation |
| Du Toit et al., (2012)        | • Financial management skills  
• Project management skills  
• Human relations skills  
• Overseeing all departments within the organisation  
• Encourage teamwork  
• Effective listening |
| Thekiso (2011)                | • Self-awareness skills  
• Self-career planning skills  
• Valuing diversity within the workplace  
• Acting respectfully and ethically in the workplace skills  
• Time management skills  
• Stress management skills  
• Be able to influence employees positively |

(Source: Author’s own compilation)
When analysing previous research done on managerial skills, it is clear that there are various skills that overlap within these studies. Erasmus et al. (2013), Thekiso (2011), Nieuwenhuizen and Rossouw (2012) and Du Toit et al. (2012) all identified that managers must obtain the skills to effectively plan, organise, lead and control employees and resources within the organisation. Erasmus et al. (2013) added that managers must be able to train their employees, build relationships with them, communicate effectively and negotiate with various role players. Niewenhuizen and Rossouw (2012) identified that managers must be able to motivate employees, solve problems, set goals within the organisation and manage the finances within an organisation. Du Toit et al. (2012) supports Niewenhuizen and Rossouw’s (2012) statement about a manager needing the ability to motivate employees, but adds that a manager must also be able to do organisational marketing and encourage teamwork. Thekiso (2011) adds that it is very important for managers to understand different cultures within an organisation and the effect that cultural differences can have on an organisation. This author adds that managers must be able to manage stress within the workplace and influence employees to complete their assigned tasks successfully.

2.3 Conclusion

The aim of this chapter was to conduct an in-depth study on the literature available on general management and included: managerial theories, the different management levels, managerial processes and skills needed by managers.

It is very important to note that a tourism organisation is managed the same way as any other product or service orientated organisation. Even though the tourism industry does not have a physical production function and cannot be physically measured, but can be defined as something that starts with interaction between tourists and different tourism role players aiming to attract, entertain, transport and accommodate tourists.

Within the tourism industry, specifically, managers must be trained to deliver quality service to guests and managers must have in depth product knowledge as this will serve as the main motivation for consumer purchasing (O’Neill & Charters, 2000:144). According to George (2007:173) tourism managers must be skilled in
order to ensure that they can act proactively, must be goal orientated and must be trained to ensure that the establishment has the best competitive advantage.

Therefore, the next chapter will discuss the tourism industry and the hospitality sector as well as the specific managerial skills required by accommodation managers to successfully manage accommodation establishments. The next chapter will also outline the importance of tourism education regarding skills development of accommodation managers.
Chapter 3
Managerial skills within the accommodation sector

3.1 Introduction

Tourism, defined by the World Tourism Organisation (1991) as quoted by Saayman and Geldenhuys (2003:15), involves interaction with a different environment than one finds at home. This interaction is referred to as the impact that tourism has and can be categorised into three main types, economic impact, social impact and environmental impact. Mathieson and Wall (1982:1) also recognise these impacts in their definition of tourism. Holloway (1998:2) states in his definition that tourism can only take place when people are present and where a short term movement takes place outside their normal day-to-day activity environment (for example their work and stay environment) but this does include day trips. When all the above definitions are considered the definition by Saayman (2007:2) is considered appropriate to this study where he states that tourism can be seen as the experience that begins and develops from the moment that there is an interaction between tourists, job providers, government systems and communities aiming to attract, entertain, transport and accommodate tourists.

The tourism industry has developed very quickly since World War II (Saayman & Geldenhuys, 2003:83) and has become one of the largest industries in the world (Inui et al., 2006:26). Tourism in South Africa has grown with 3.3 % since 2010 (Stats, 2010:9) in terms of tourists visiting the country and contributes to 8.6% of the total GDP (WTTC, 2012:1). In the tourism industry in South Africa 3 million overnight trips were taken and tourists spent 2-4 nights at their destination according to Stats SA (2010:2). The accommodation sector is the largest sector within the tourism industry as stated by Stats SA (2009:4) with 65% of all tourism employees found in hotels, motels and inns. The growth of tourism, however, has not been achieved by little effort (Grobler, Warnich, Carrell, Elbert & Hatfield, 2006:82, Department of Tourism, 2011:14) and today there has been an increase in competition between
various destinations, not only for new markets, but also for existing markets (Dwyer et al., 2009:63).

The government supports the tourism industry greatly (Baum & Szivas, 2008:783) as tourism is an industry that can ensure economic growth, especially for developing countries such as South Africa (Kaplan, 2004:217). This is due to various reasons that include: the earning of foreign exchange, spurring investments in new infrastructure, stimulating other economic industries by direct, indirect and induced effects (Schubert, Brida & Risso, 2011:377), enhancing employment possibilities and increasing community income (Cleveland, O'Neill, Himelright, Harrison, Crouter & Drago, 2007:275). However, in contrast to other industries, the tourism industry comprises a range of services that, together, make up a “holiday experience” (Weiermair, 2000:398). Transport, entertainment, attractions, accommodation and catering are main aspects or elements that are essential for tourism to take place (Slabbert & Saayman, 2003:3).

One of the greatest challenges for the tourism industry is the rise of competition within the industry itself as this brings increased choice for tourists, tourists seeking greater value for money and tourists are expecting greater service from tourism employees (Kandampully & Suhartanto, 2000:346). Another challenge for the tourism industry is that the production and consumption of the tourism product happens at the same time (Chapman & Lovell, 2006:79). Therefore, the satisfaction of the tourist is directly influenced by the service offered by tourism managers (Kusluvan et al., 2010:172).

The aim of this chapter is to analyse the application of managerial functions, but more specifically to the tourism industry and hospitality sector. Specific attention will be given to a broad overview of the accommodation sector, and the managerial skills required by a manager to function effectively in the accommodation sector. Higher education programmes, focussing on managerial skills development for the accommodation sector will also be discussed.

3.2 Understanding the accommodation sector

Accommodation forms a very important part of the total experience for guests within the tourism industry and has developed dramatically (Brotherton, 1999:167, Davies,
Taylor & Savery, 2001:367). The accommodation sector started in a very small way with bed and breakfasts, inns and hotels (Jones, 2002:25). One of the oldest professional activities that can be found in the hospitality industry, is the provision of accommodation and accommodation establishments which can be traced back to Biblical, Roman, Egyptians and Greek times (Wearne & Morrison, 1996:2).

According to the Department of Labour (2008), accommodation can be divided into two categories namely: serviced and self-catering. Serviced accommodation consists of Hotels, Game Lodges and Guesthouses. Self-Catering accommodation consists of Apartments, Rooms, Caravan Parks, Holiday Resorts and Game Parks.

The South African accommodation sector is recognized as one of the most important industries in the South African economy (McManus, 2000:131). McManus (2000:131) further states that the accommodation sector in South Africa can be characterised by the presence of many international hotel groups established in the country such as Sun International, Holiday Inn and Hyatt (Petzer, 2005:9). The accommodation sector, in South Africa, has developed since 2002 as shown by the annual tourism report released by The South African Tourism Strategic Research Unit. This reports states that in 2009, the bed nights spent in South Africa was ZAR55.8 million but in 2010 it exceeded this to ZAR66.9 million that means a ZAR11,1 million growth in the total bed nights (Stats, 2010).

When looking at the accommodation sector, different departments play a vital role in ensuring a satisfying overall guest experience and these departments include: Marketing, Financial and Human Resource Departments (Saayman, 2009:127). George and Hancer (2008:366) add that front office and housekeeping departments are also prime contributors to good service and ensuring great experiences. Erasmus et al. (2013:174) state very clearly that all four managerial fundamentals must be present in all the departments to ensure organisational success. Added to this service delivery is also a key function in the accommodation sector.

❖ Housekeeping

The responsibility of the housekeeping departmental manager is that of planning in advance how many rooms must be cleaned and available to guests, ensuring that employees deliver the product, namely a clean room, to guests and checking
whether the rooms within the accommodation establishment are up to the expected standard by making use of a checklist (Hayes & Ninemeier, 2004:17).

☆ Front office

The front office department forms part of accommodation and, as defined by Baum and Devine (2007:271) this department is the main contact point for guests, but varies from establishment to establishment due to the size, location and market focus of each establishment. Front office includes areas where meeting and greeting of guests takes place, where guests can get any information during their stay, payments are made and checkout takes places when guests depart (Baum, 2007:90).

☆ Human resource management

Human resource management is becoming more important for the accommodation sector as there is an increasing demand for skilled employees to satisfy the ever changing consumer needs for exceptional service (Bagri, Babu & Kukreti, 2010:288). It is also the task of the human resource manager to ensure that there is a positive relationship between all management and employees on an operational level (Kusluvan et al., 2010:171). The human resource department directly influences all operations within the accommodation establishment (Davidson, McPhail & Barry, 2011:502) as employees are hired by this department, motivated and controlled by implemented policies (Nel et al., 2004:5).

☆ Marketing management

Marketing, as defined by Nieuwenhuizen and Rossouw (2012:148) is the process of planning and executing the conception, marketing communication ideas and services to create an exchange with which the individual’s needs are satisfied by the offering. Marketing is essential for any accommodation establishment (Bennet, Jooste & Strydom, 2011:195). Market research (Tassiopoulos, 2004:271), a detailed marketing plan (George, 2013:100) and the executing of the marketing goals (Saayman, 2009:431-442) contribute to the overall success of an establishment (Du Toit et al., 2012:415). Therefore it is very clear that marketing efforts should not be taken lightly but careful planning and execution of these plans must be carried out by the marketing manager (Slabbert & Saayman, 2003:168).
Financial management

Financial management involves the overall monitoring of an establishment’s financial position and can be divided into three main functions namely: Analysing the financial position in the current market, managing the assets of the establishment and managing the financial assets such as profits and loans (Lovemore & Brummer, 2010:5). Financial managers, according to Slabbert and Saayman (2003:174) must plan the budgets and ensure that the right price is asked for the service offered (Saayman, 2009:323). The financial manager must also practice control over the financial position of the establishment by monitoring financial reports where the budget and the actual spending is compared (Bennet et al., 2000:271). The financial manager plays a vital role within any accommodation establishment as he also directly influences all the other departments within the establishment (Erasmus et al., 2013:491).

3.2.1 The role of service within the accommodation sector

Customer service, as defined by Sekajja (2006:35) can be seen as the way accommodation managers’ deal with their guests. Accommodation managers have to focus on certain important aspects regarding service that includes building customer relations and delivering a product as promised since these aspects can lead to future selling opportunities and customer loyalty according to O’Neill and Charters (2000:112).

The quality of service delivery is of the upmost importance for accommodation establishments, but the concept of service quality has been debated by various authors (Kandampully, 2000; O’Neill & Charters, 2000; Hudson, Hudson & Miller, 2004; Sekajja, 2006; Eraqi, 2006). For this study, service quality, will be defined according to George (2001:277) and Sekajja, (2006:36) who state that service quality is the delivery of excellent service relative to the consumer’s expectation and if experience and expectation does not fall in line, then the perceived quality is poor, leading to dissatisfaction.

Accommodation managers must, however, monitor consumer satisfaction because customer dissatisfaction will lead to consumers seeking products from other suppliers (Scanlan & McPhail, 2000:493). For that reason, accommodation
managers must know the basic characteristics of service offerings and George (2001:19) states that the four basic characteristics include: variability, inseparability, perishability and intangibility.

Variability is the first concept of service and is unique to each customer according to Zeithaml, Bitner and Gremier (2009:21). The accommodation product constantly varies due to different staff delivering the product (George, 2011:21), consumers consuming the same product twice but having different demands, expectations, moods or perceptions each time, making it impossible to deliver identical service each time (Piercy, 2002:239).

The second aspect of quality service consists of inseparability as the service and consumption of the product happens at the same time (Chapman & Lovell, 2006:79). The accommodation product is sold, produced and consumed at the same time and therefore the service provider must be effectively trained to manage this phenomenon (George, 2004:20).

The third concept is perishability. Perishability consists of experiences that cannot be saved, stored or returned (George, 2001:21). Accommodation managers must take note of this very important characteristic due to the effect it has on the development of pricing strategies (Sekajja, 2006:38).

The last characteristic that the accommodation manager must understand is Intangibility. Intangibility indicates that the product on offer cannot be seen, touched or smelled before purchase (George, 2001:20). As stated by Zeithaml et al. (2009:20) a very important role played by the accommodation manager is how he or she markets the overall experience to guests, but then also supplies the promised service in order to create a satisfying experience.

Service orientated organisations can differentiate themselves from their competitors by delivering constant quality service products (Kotler & Armstrong, 2004:302). It is easy to say that service organisations must deliver great service, but there are four identified barriers that influence service quality (Kandampully, 2000:11). These barriers include: Misconceptions by managers regarding service expected by consumers, inadequate financial resources to deliver good service, Lack of training
or recruitment experience when selecting service delivering employees and over promise- but under delivering of services to guests.

It is thus clear that accommodation managers must have very specific skills to manage such a service orientated sector.

3.3 **Skills necessary for accommodation establishment managers**

Accommodation managers need to be proactive and create a competitive advantage for the establishment they are employed at (George, 2007:173). The term manager must, however, first be understood to realise the important skills that are needed by this title and it is very important to realise that each industry has specific requirements for its managers (Hurd, Barcekona & Meldrum, 2008:3). According to Edginton, Hudson, Dieser and Edginton (2004:502) effective management of resources can only take place if the traditional core managerial functions are combined by specialised knowledge of a specific field and, therefore, it is very important for accommodation managers to retain a high level of commitment (Mullins, 1995:8).

Management has shifted over the last few years as stated by Drucker (1999:37) from management concerning just general business management activities to management concerning specific tasks within an organisation. Ultimately it is the responsibility of accommodation managers to ensure that each department within the accommodation establishment runs smoothly, and in line with the service goal of the accommodation sector (Hayes & Ninemeier, 2004:4). Accommodation establishment managers have a direct influence on the guest and the guest experience having the ability to tailor this experience in real-time by not only what the guest experiences but how the guest experiences the service offered to him (Bettencourt & Gwinner, 1996:4). Accommodation establishment managers do not only interact with guests, but they also enhance the image of the establishment and improve the authenticity of the establishment that can ultimately lead to higher profitability (Karatepe et al., 2012:66).

Therefore, general management are concerned with the overall management of an establishment, but service orientated organisations for example accommodation establishment managers have more specific job responsibilities (Kraus & Curtis,
Various studies have been done to identify the skills necessary for tourism and hospitality management and the skills that overlapped in these studies can be seen in Table 3.1:

**Table 3.1: Identified hospitality managerial skills through different studies**

<table>
<thead>
<tr>
<th>SKILLS IDENTIFIED</th>
<th>STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry forecasting skills</td>
<td>Saayman &amp; Saayman, 2008; Louw, 2011; Jeou-Shyan et al., 2011.</td>
</tr>
<tr>
<td>Strategic management skills</td>
<td>Okumus &amp; Wong, 2005; Nag et al., 2007; Harrington &amp; Ottenbacher, 2010; Killen et al., 2011.</td>
</tr>
<tr>
<td>Information technology skills</td>
<td>Day, Faulkner &amp; Happold, 2006; Lee, Park &amp; Han, 2011; Sun &amp; Howard, 2004; Piccoli, 2008; Matjila 2008; Ewan, 2012.</td>
</tr>
<tr>
<td>Customer service skills</td>
<td>Allen, 2004; Kotler, Bowen &amp; Makens, 2006; Cant &amp; Van Heerden, 2008; Brink &amp; Berndt, 2008; Lovelock &amp; Wirtz, 2011; George, 2013.</td>
</tr>
<tr>
<td>Marketing and market analysis skills</td>
<td>Tassiopoulos, 2010; Cant, Gerber-Nel, Nel &amp; Kotze, 2008; George, 2013.</td>
</tr>
</tbody>
</table>

(Source: Authors’ Own compilation)

Each of these skills, as set out in Table 3.1 will now be discussed in more detail:

### 3.3.1 Industry forecasting skills

Effective forecasting is a vital skill for accommodation managers when making business orientated decisions, for example, expanding facilities or hiring new employees (Saayman & Saayman, 2008:82). Therefore, according to Louw (2011:30), managers in the tourism and hospitality sector, which includes
accommodation managers, must be able to predict future developments in order to successfully determine tourist behaviour and influence consumer demand.

Variables that managers must focus on when doing their forecasts include: Income, service prices, transport costs, exchange rates, culture and population (Louw, 2011:30-40). Each will now be discussed to indicate the importance of each variable and the role that each variable plays when a manager predicts future trends:

☆ Income

Proença and Soukiazis (2005:6) found that income per person is a very important variable that determines the travel behaviour of accommodation guests due to tourism being seen as a luxury good and is only considered after all the basic needs are satisfied (Brakke, 2005:15).

☆ Service Prices

Prices of services can hinder the demand for these services due to consumers always comparing prices before making their choices (Louw, 2011:31). Price competitiveness forecasting and monitoring is therefore a very important skill that an accommodation manager must have in order to prevent guests from choosing a different supplier (Lim, 1997:843). Accommodation managers must also have the skill to implement realistic price increases due to the risk that price increases might causing a decline in demand (Perloff, 2007:15).

☆ Transport costs

Transport costs are regarded as a very important deciding factor when tourists travel and directly affect the choice of travelling distances (Lim & McAleer, 2001:4). Transport costs tend to cause substitution of domestic travelling with international travelling (Walsh, 1996:13) and also the method of travelling for example air transport, land transport or sea transport (Brakke, 2005:13). According to Louw (2011:34) service providers in the accommodation industry must actively monitor these changes to ensure they attract the markets available.
Exchange rates

Exchange rates influence the competitiveness of a destination directly (Forsyth & Dwyer, 2009:85). When the exchange rate fluctuates it can lead to a decrease in foreign arrivals (Louw, 2011:34).

Culture

Tourists choose holiday destinations according to their cultural preferences and also their needs to learn more about cultures (Foo & Rossetto, 1998:10). Cultural offerings in the tourism and hospitality sector include festivals, museums and even architectural sites (Getz, 2008:404), which can be an ideal element to be offered by accommodation managers if managed correctly due to higher expenditure of cultural tourists in a more focused area (Silberberg, 1995:363).

Population

Population density according to Hamilton (2004:8); the population density of countries influence tourism demand due to tourists’ need to seek natural areas.

3.3.2 Strategic management skills

Strategic management is a very important aspect, recognised by various Higher education organisations, as a vital managerial skill due to the holistic approach managers must take to make industry decisions (Okumus & Wong, 2005:260).

A study conducted by Nag, Hambrick and Chen (2007:936) identified a definition for strategic management after these researchers took 447 articles related to all aspects of strategic management and analysed each. This study concluded that strategic management consists of “the major intended and emergent initiatives taken by managers on behalf of owners involving utilisation of resources to enhance the performance of firms in their external environments” (Nag et al., 2007:942). According to one of the first studies concerning strategic management, the concept includes (Schendel, Ansoff & Channon, 1980:4):

Goal formulation processes.

Environmental analysis.
Public policy formulation.

Practising strategic control.

Identifying social responsibility issues.

Organisational planning and implementing of all planned aspects.

Managing change within an organisation.

After the publication from Okumus and Wong (2005), various other authors (Enz, 2010; Olsen, West & Tse, 2008) have indicated that the difference between hospitality managers and other organisational managers regarding strategic management include the following (Harrington & Ottenbacher, 2010:442):

The hospitality industry is both capital and labour intensive and therefore strategies for both these factors must be implemented by the hospitality manager.

The hospitality industry comprises of various sectors (for example food servers, lodging, leisure and travel establishments, attractions, meetings, tradeshows, conferences and exhibitions), all of which have a service and product element making this field more complex.

The hospitality field consists of a variety of business structures that range from direct ownership to franchising.

The demand and supply of hospitality products differs widely from product-only organisations.

Thus, to ensure strategic management within the tourism-and hospitality industry, knowledge transfer from managers to employees contributes to delivering intellectual capital within an organisation (Shaw & Williams, 2009:326). Knowledge about different aspects must be shared between management and employees which include: experience, operational knowledge and customer knowledge (Walsh, Enz & Canina, 2008:302).

This is just one aspect of ways that strategic management can take place within an organisation. Killen et al. (2011:525) found that other key elements of strategic
management are strategic research in order for an organisation to determine how it can be more successful than its direct competitors. However industry knowledge and academic research sometimes do not support each other and therefore a tourism and hospitality manager must be able to incorporate the academic knowledge with industry experiences through network sharing (Cooper, 2006:49).

A third aspect of strategic management as stated by Jeou-Shyan et al. (2011:1049) is that tourism and hospitality managers must be able to set goals for their organisations, and be able to evaluate the applicability of these goals towards the vision of the organisation. Saayman (2009:123) stated that strategic management consists of more than just a vision and mission, but also situational analysis that includes all aspects of the external environment, formulation of strategic plans for an establishment to survive during any change in the external environment, the ability to implement the strategic plans and to ensure that strategic control is practised regarding the strategies implemented.

Managers must be able to react swiftly to changing environments (Van Dam, 2004:29). “On the spot “decision making skills have been seen by role players in the tourism and hospitality industry as a very important aspect of strategic management due to the need for managers to think on their feet and make instant decisions that may have long term effects (Connolly & McGing, 2006:55).

Managers in the hospitality industry also have the responsibility that an integral part of all strategic management plans must be done in a sustainable way (Page & Thorn, 2010:59). Sustainable management practices as defined by Mukhtar (2013:419) consist of effective resource management without depleting the natural and cultural resources or degrading the environment. This is very important due to the direct economic and social impacts of tourism and hospitality organisations have (Simpson, 2010:6). One of the biggest impacts of tourism and hospitality practices is on communities and therefore tourism and hospitality managers must have the skill to plan accordingly to ensure that communities are also positively involved and impacted by all tourism and hospitality practices (Ruhanen, 2004:248).

Looking at all of the above research by various authors, stretching over more than 10 years, it is clear that strategic management consist of managers ensuring that plans are in place to ensure that all their resources are used effectively. One resource that
managers must be able to plan and manage is human resources (Nieman & Nieuwenhuizen, 2014:143). Brownell, (2008:145) found that within tight economic times, managers tend not to invest in human resource development even though employee development is a vital element to maintain a competitive advantage.

3.3.3 Human resource management

Human resources and the management thereof form the basis of many managerial textbooks (Guerrier & Deery, 1998:147). What makes the human resources within the service sector different is that the service sector relies on good customer service delivered by employees due to the intangible and inseparable elements of production and consumption happening at the same time (Haynes & Fryer, 2000:241). Therefore, managers within service-orientated organisations for example accommodation establishments must realise the important role played by service employees in service and these managers must be able to ensure effective human resource management as indicated in Figure 3.1 (Tsaur & Lin, 2003:473).

Figure 3.1: Model of relationship between Human resource management practices, service behaviour and service quality
(Source: Tsaur & Lin, 2003:473)

Figure 3.1 indicates very clearly that managers require very specific knowledge of the type of employee they want to hire to deliver service because the training and development will have an impact on service. This figure not only indicates this, but
also that managers must have knowledge of compensation and benefits that will act as organisational motivators for employees to perform even better. When this is all in place, a manager within the service industry can practise successful performance evaluation that complies with Gantt’s theory as discussed in Chapter 2.

When all of these factors are considered and practised by managers, only then will employees offer quality service. Figure 3.1 also indicates that that if managers influence the service behaviour of employees, through training courses (Tsaur & Lin, 2003:478), then employees will deliver even better service due to self-motivation.

Even with this knowledge, human resources within a hospitality organisation are often seen as a cost centre due to the turnover rate being so high within this sector (Cho, Woods, Jang & Erdem, 2006:267). Gustafson (2002:107) conducted a study to determine the factors that contribute to employee turnover and found that within the hospitality industry, the following factors contribute to this managerial challenge:

☆ Rate of pay.
☆ Lack of recognition of a job well done.
☆ Communication problems between management and employees.
☆ Conflict with management.
☆ Lack of advancement opportunities.

A later study conducted by Karatepe and Sokemen (2006:259) found that the main reasons that employees leave the industry or change their positions so often is due to the unsocial work hours and heavy workloads that contribute to employees not being able to balance work and social responsibilities. More recently, Baum (2012:126) identified factors that also contribute to employee turnover and suggests that hospitality managers require the skills to eliminate these factors that included:

☆ Tendency to low wages.
☆ Unsocial hours and family-unfriendly shift patterns.
☆ Not providing equal opportunity policies that eliminate male dominance.
☆ Informal recruitment practices.
Failure to adopt an effective development system for employees.

Not providing union presence.

Not offering effective employee retention strategies.

For effective human resource management, accommodation managers must implement quality focused human resource strategies to ensure effective customer service (Haynes & Fryer, 2000:246). As stated above, however, managers face these challenges on a daily basis, and to cope with these challenges, Pearlman and Schaffer (2013:218) found that the strategies managers use to minimize these challenges for example hiring illegal aliens, hiring temporary employees, devising inefficient development programmes or just doing nothing at all about employee turnover, is leading to industry downfall.

Seasonality is a second factor that managers face within the hospitality industry (Baum, 2012:125). Seasonality has a very large impact on the management of human resources due to employees, trained by managers for a specific task, only stay within an organisation for a short period (Jolliffe & Farnsworth, 2003:312).

A third factor, according to Zhang and Wu (2004:424) with which managers struggle in the hospitality industry due to a rapid increase in competition and a higher demand for qualified employees is to find job applicants that have the necessary skills. Therefore, the selection pool of employees is so much smaller and managers must have the skill to be able to determine which employees can be trained to ensure business success (Chan & Kuok, 2011:422).

Ahmad and Schroeder (2003) state that managers can manage their employees more effectively if the following factors are incorporated within the management style of the hospitality managers: Eliminating employment insecurity, involve employees when making operational decisions, encourage teamwork and problem solving, assist employees to execute tasks, provide reward offerings when goals are reached consistently, provide status incentives, communicate all strategies to employees that involve them and provide feedback on employee performance (Ahmad & Schroeder, 2003:24).
Managers within accommodation establishments have to be able to encourage positive attitudes as employees take pride in their jobs and negative impacts of their working circumstances can be minimised (Chow, Lo, Sha & Hong, 2006:483). To do this, employees must feel that they have the opportunity to grow within an organisation, encouraged to display creativity, motivated to commit to their job and encourage high levels of energy to be displayed by the hospitality employees (Karatepe et al., 2012:67).

Managers can retain their employees if they implement effective retention strategies as indicated by Yang, Wan and Fu (2012:842) that include, arranging social activities, enhancing the working environment, paying employees on time and challenging their employees within their positions. Managers must have the skills to know how to satisfy these basic needs of employees in order to keep the trained employees happy in their positions and therefore they must understand the basic principles of Maslow’s Hierarchy of Needs (Martin, MacTaggart & Bowden, 2006:383).

Baum (2007:1383) states that managers within a hospitality establishment have a responsibility to train and develop employees through continued learning and career development since managers have a commitment towards their organisation to provide a service that gives them a competitive advantage (Wong & Pang, 2003:552b). Before managers can eliminate or implement any of the above, they must possess the skill of making informed decisions, solving daily problems and being able to practice effective crisis management (Richie, 2005:674).

3.3.4 Problem solving- and crisis management skills

Hospitality managers must have the skill to identify, challenge and implement new strategies to solve every day problems to create a successful future for an organisation (Brownell, 2008:138). Thompson, Martin, Richards and Branson (2003:186) identified that there is an urgent need for hospitality managers to have critical thinking skills to solve problems as to keep the hospitality industry competitive in the changing world in which we live. This is due to the need to consider other viewpoints and options for a situation before coming to a conclusion. For managers to be able to solve problems effectively on a daily basis, they must be able to know
how to operate calmly in a pressured environment and in crisis situations (Kay & Russette, 2000:53).

Problem solving skills cannot be overlooked as stated by Connolly and McGing (2006:56) due to these skills being a priority to keep customers happy. According to Kay and Russette (2000:57) managers must also have the skill to solve problems with a win-win resolution approach for both the organisation and the consumer through understanding and sensitivity.

Problems that managers must have the skill to solve on a daily basis include (Velo & Mittaz, 2006:497-501):

☆ Political instability in various countries.
☆ Development of managerial talent.
☆ Working with inexperienced employees.
☆ Absenteeism of employees due to family responsibility.
☆ Various infrastructure challenges especially communication structures.
☆ Lack of initiative and self-direction by employees.
☆ Lack of social attitude and etiquette by employees.

A very big contributor to the problems that managers must solve within the tourism and hospitality industry is a result of a variety of disasters and risks ranging from natural- to human influenced incidents (Richie, 2005:669). Therefore, hospitality managers must have the skill to predict any risk and the effects that this risk will have before the risk present itself (Tassiopoulos, 2010:228).

Risks within the tourism and hospitality industry must be managed to ensure growth within this industry according to Shaw (2010:5) and some of the risks that managers must be able to manage include (but are not limited to):

☆ Nature risks (natural disasters, weather and climatic conditions, climate change, environmental factors).
☆ Crime risks (fraud, hijacking, acts of terrorism).
Health and safety risks (infectious diseases, malaria).

Political factors risks (war, political instability, strikes).

Economic risks (lack of funding, exchange rates, rising oil and fuel prices, recession).

Technology risks (IT, reservation systems and computer programs).

Socio-demographic risks (age and sex, family life, new/ageing markets, new routes and destinations).

All of these risks have a direct effect on the tourism and hospitality industry due to the complex and global industry managers compete in. Any risks within the tourism and hospitality industry must be managed effectively by skilled managers (Huang, Tseng & Petrick, 2008:204).

One technique that, according to Thompson et al. (2003:191) quoting Celuch and Slama (1999) can enhance problem solving skills is for managers to effectively interact with employees and the public by means of various communication methods and therefore, communication skills is the next very important skills that managers must possess.

3.3.5 Internal and external communication skills

Internal organisational communication consists of communication between two publics where there is transmission and reception of ideas, feelings and thoughts (Streuders, 2008:10). According to a study conducted by Bang (2004) people communicate to establish relationships with others, to share experiences and to persuade others to think as they do. Managers must focus very carefully on the message that they communicate internally due to the hope that the receiver (employees) will interpret the message the same as the sender (manager) (Huebsch, 1986:50).

If communication is done effectively, Brown (2001) concluded that there will be three positive outcomes namely: Employee performance, loyalty and retention of employees and good service to customers. According to Reyneke (2013:3) managers must engage in two way communication between themselves and
employees as this will contribute to employees feeling valued, participating in decision making and also contributing to reaching organisation goals.

Saayman (2009:158) identifies various communication barriers that managers must understand as these communication barriers affect the effectiveness of the message sent by managers (sender):

☆ Failure to analyse the needs of the receiver.
☆ Poor listening, lack of attention and feedback.
☆ Assuming that the receivers know more than they really do.
☆ Insensitive behaviour on the part of senders and receivers.
☆ Different cultural backgrounds.
☆ Too many people passing on the message from the sender to the receiver.
☆ Poor feedback, with filtering, omissions and errors as messages are passed on.
☆ Poor choice of language used by the sender.
☆ Information unclear from the sender.
☆ The wrong channel used by the sender to convey the message.
☆ Poor planning of information by the sender.
☆ Wrong emphasis in the information so that the receiver does not understand what the most important parts of the message are.
☆ Messages overloaded with information and therefore difficult to interpret by the receiver.
☆ Messages boring the receiver due to a lack of useful information.
☆ Written messages that have been poorly set out.
☆ Irritating mannerisms that stop receivers from listening.
Senders providing a defensive climate within the organisation that does not enhance an open space for communication.

Different perceptions of situations of messages.

Therefore, the viewpoint of Cronje, Hugo, Neuland and Reenen (1992:368) is still a valid conclusion stating that the sender must formulate the message in such a way that the receiver clearly understands the purpose and intention of the message.

According to Streuders (2008:18) there are various types of internal communication that a manager must have the skills to implement effectively within an organisation and these include: interpersonal-, intrapersonal- and extra personal (small group) communication. Mmope (2010:33) states that managers must have the skills to communicate in various directions that include: vertical, lateral and diagonal directions. Ewing (2007:13) states that managers must have knowledge about various communication channels and the effectiveness of each. However, according to Robbins (2003:290) employees still hear about most messages within an organisation through the grapevine and therefore management must have the skill to control or manage this communication channel (Mmope, 2010:39).

Organisational communication is the different communication efforts among internal and external environments and management must not only be able to communicate internally, but also externally (Skinner, Von Essen & Mersham, 2006:2). Therefore public relations forms an integral part of communication practices by managers (Guth & Marsh, 2003:138).

Public relations can be defined as the managerial function to build mutually beneficial relationships between an organisation and various external role players on whom the success of the organisation depends (Ledingham & Bruning, 1998:56). This relationship tends to convey a message between a sender and a receiver for the sender to persuade and influence the behaviour of the receiver (Porter, 2010:127; Huertas, 2008:406). This relationship also tends to portray a positive reputation and the legitimacy of an organisation to the public, and therefore forms part of managerial duties (Beurer-Zuellig, Fieseler & Meckel, 2009:271).

For many years, public relations within tourism has not been seen as an important aspect due to companies and journalists viewing the tourism and hospitality industry
as “soft news” (L’Etang, Falkheimer & Lugo, 2007:69). Today, public relations has become an integral part of the tourism and hospitality industry, and consists of various elements (Huertas, 2008:407). Corporate identity management and stakeholder relationship management are two of the most important aspects of public relations (Holtzhausen & Fourie, 2009:333). Building relationships with investors is a very important aspect of management and this can only be achieved if a manager understands the right method of communication with these stakeholders to build positive relationships (Meintjes & Grobler, 2013:3).

To achieve this, managers must have the skill to be able to create effective communication strategies within the organisation to communicate with the external role players (Wehmeier, 2006:214) but according to Porter (2010:128) all of the messages must be conveyed in an ethical manner. Ethical corporate responsibility must be practiced by organisations and encouraged by management as this is an expectance by the public (consumers, investors, employees, communities and journalists) (Capriotti & Moreno, 2007:85).

According to Cutlip, Center, Broom and Du Plessis (2002:59), managers must know which communication channel is best suited to communicate direct messages to external publics, have the skill to effectively access these communication channels and understand how to strategically plan messages for various stakeholders. These methods include: newspapers, magazines, trade publications, radio and television.

As stated previously, managers must have the skill to formulate all messages effectively by applying the 7C’s of communication according to Lubbe and Puth (2002:71) and these include:

☆ Credibility.

☆ Context.

☆ Content.

☆ Continuity.

☆ Capability of audience.

☆ Channels.
Curtis, Edwards, Fraser, Gudelsky, Holmquist, Thornton and Sweetser (2010:90) add that social media for example Facebook and Twitter has also become a communication channel that should not be overlooked by management. With more than 68 million active users of various social media (Waters, Burnett, Lamm & Lucas, 2009:102) communication has evolved from being a one way monologue to become a free interactive exchange of opinions that were previously mere recipients of communication messages and, therefore, information technology has become a skill that managers need to have (Theunissen & Wan Noordin, 2012:5).

3.3.6 Information technology skills

Technology within a hospitality organisation affects almost all departments and includes: housekeeping-, guest relations-, front office- and food and beverage department, all of which are overseen by the general manager (Lee, Barker & Kandampully, 2003:425). According to Ewan (2012:1) there is a lack of research and understanding among managers regarding the rapid development of technology and the connections between various role players. Also information technology enables fast and flexible operation within an organisation (Posavec, 2008:13). Due to this, accommodation establishments have not responded to the demand from internal and external role players when it comes to the positive contribution that Information Technology can make to an organisation (Law & Jogaratnam, 2005:171).

Due to tourism being part of the service industry, this industry needs to store and have access to large amounts of information about various aspects that influence the organisation (Stamboulis & Skayannis, 2003:37). Managers within the tourism and hospitality sector must realise that they can influence the opinion of the consumer through information technology methods and that consumers can share their experience with potentially new guests leading to positive word of mouth (Litvin, Goldsmith & Pan, 2008:459). This aspect brings various opportunities but also threats for tourism and hospitality organisations (Buhalis & Law, 2008:910).

Most probably the biggest threat that an increase in information technology systems brings, is the fact that consumers can communicate any opinion to a wide range of
other consumers to see (Xiang & Gretzel, 2010:180) and that organisation managers have no control over this option (Fraser & Dutta, 2008:2).

However, using Information technology can be a cost saver when an organisation marks their products which allow even smaller hospitality organisations to play in the same pool as large corporations (Hudson & Gilbert, 2006:102). Information technology also contributes to a wider distribution channel of products in the marketplace, in the form of computer reservation systems, leisure travel networks and teletext but the internet has become the biggest gateway of communication between the consumer and tourism organisation (Buhalis & Licata, 2002:208).

A study conducted by Law and Jogaratnam (2005) stated that accommodation establishments prefer their managers to have the skill to manage each of the following information technology systems:

☆ MS Windows.
☆ Local area networks.
☆ Microsoft office.
☆ Fidelio.

Managers must also know how to effectively use the internet, emails, computers and mobile phones as all of these form part of information technology systems (Day, Faulkner & Happold, 2006:21) and that these information technology systems have a large impact on modern societies (Sun & Howard, 2004:12).

Consumers make purchasing decisions based on internet postings and consumer-created information for example reviews when making online purchases (Lee, Park & Han, 2011:188). According to Law and Wong (2003:122) managers within the hospitality sector must be able to supply the following to online consumers if they want to be successful in influencing the purchasing behaviour:

☆ Secure payment methods.
☆ Clear outlay of prices for products and services.
☆ User friendly system.
Quick information search option.

Comprehensive destination information.

Availability of assistant functions.

Provision of related links.

Virtual tours or video files of the destination.

Good presentation style used.

In a study conducted by Chung and Law (2003) they found that an accommodation establishment’s website must include information about the facilities on offer, customer contact, reservations, surrounding area information and information on management. Managers must have the skills to use information technology in an effective way as research concluded that ease the use of websites, provide good content, ensure working linkages and support good visual appearance as these elements can lead to consumers buying even more tourism products online (Wong & Law, 2005:313). With these aspects in mind, Wang and Fesenmaier (2006:242) state that managers must not only have the skill to implement all of the above, but also derive creative ways to encourage consumers to return to a website for more information and in such a way, create loyal guests.

After managers have applied all the above, they must also, according to Matjila (2008:19) have the skill to manage information technology. This can be done by implementing three (3) technology intelligence approaches namely:

Issue management approach: Managers must be able to identify future trends in time to prevent any crisis.

Knowledge management: Use the tangible and intangible knowledge within the organisation to create the potential for competitive advantage.

Gatekeeper approach: Identify a role player that interacts with information technology systems on a daily basis to ensure that the latest knowledge is gained by managers.
Social networks can progress over the next five years to become integrated hubs for individuals to extend their networking connections, communicate important information and provide entertainment (Hruska, 2012:3). Mobile websites are also increasing in number due to more powerful devices being introduced to the markets (Geldenhuys, 2012:46).

Facebook and other social networks have forced managers to realise that the power to control information is not as easy as it used to be because of the free flow of information over social networks (Fraser & Dutta, 2008:82). According to Duhe (2007:103), these social networks can be used to build and maintain relationships between organisations and guests in a positive way. This is possible due to Facebook and Twitter making it possible to share, participate and communicate in many ways in which trust can be built and therefore the use of social media has become one of the most important strategies managers must know how to use effectively (Reyneke, 2013:46).

Hospitality organisations are currently not using information technology optimally, and therefore not seeing an increase in revenue and this is a critical role that a manager must fulfil (Piccoli, 2008:283). Technological advances within the tourism industry can ensure that accurate information can be accessed by new and existing consumers, reservations can be made in a fraction of the time. The cost for marketing and communication strategies has decreased and there is a decrease in inconvenient operating methods (Buhalis & Law, 2008:610). Today, according to Lee et al. (2003:424) technology is not just a method of increasing productivity, but also leads to added value services.

Therefore, if hospitality managers apply information technology in the correct manner, employees will be able to offer better service to consumers due to the employees being more informed about the various aspects that can contribute to a positive purchasing decision by consumers (Cohen & Olsen, 2013:245).

3.3.7 Customer service skills

Customer service is the provision of service to guests pre-, during- and after their product purchase (Brink & Berndt, 2008:56). This plays a vital role in managing accommodation establishments and forms part of one of the sub-competencies for
management as identified by Jeou-Shyan et al. (2011:1049). Any organisation that offers a service must develop a service culture that focuses on the serving and satisfying of guest's needs and this service culture starts with top management (Kotler, Bowen & Makens, 2006:41). Very often, companies tend to apply only one, universal, principle of customer service within their organisation, and neglect to individualise the service to meet the needs of the consumer (Allen, 2004:99).

Guests tend to experience poor customer service due to reasons that include billing errors, service catastrophe, management and employees being uncaring, impolite, unresponsive and having restricted product knowledge as well as employees either being negative or reluctant to offer service (Lovelock & Wirtz, 2011:359). To minimise or eliminate elements that contribute to guests experiencing ineffective service, a manager must have the skill to practice the 13 E’s of customer service as explained in Table 3.2 to personalise customer service (Allen, 2004:101-123).

Table 3.2: 13 E’s of customer service

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Manager must, before conducting business, determine what the expectation of guests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excel</td>
<td>A manager must be able to determine the aspects of value regarding his service in order to excel within these areas in future</td>
</tr>
<tr>
<td>Embrace</td>
<td>A manager must be able to satisfy the needs of guests without them needing to ask</td>
</tr>
<tr>
<td>Enlighten</td>
<td>A manager must be able to ensure that the service offered to guests will enlighten their experience with the organisation</td>
</tr>
<tr>
<td>Educate</td>
<td>A manager must be able to educate their guests when they use specific services for example: computers, and a manager must also be able to assist in planning a guest’s programme during their stay</td>
</tr>
<tr>
<td>Enrich</td>
<td>A manager must be able to provide an enriched experience to their guests</td>
</tr>
<tr>
<td>Energize</td>
<td>Managers must be able to energize their employees so that they also positively influence the guests that make use of accommodation facilities</td>
</tr>
<tr>
<td>Excite</td>
<td>A manager must be able to display excitement towards guests even in tiring times</td>
</tr>
<tr>
<td>Environment</td>
<td>A manager must be able to provide a safe environment for guests as this is one of their basic needs according to Maslow’s hierarchy of needs</td>
</tr>
<tr>
<td>Employees</td>
<td>A manager must have the skill to ensure that employees with the right skills are assigned to the tasks at hand in order for guests to experience good service</td>
</tr>
<tr>
<td>Efficiency</td>
<td>A manager must be able to execute all the proposed plans effectively in order to</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Managers must have the skill to evaluate their performance and measure this performance against the level of satisfaction of guests</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Ethics and etiquette</td>
<td>A manager must be able to practice business ethics and etiquette in everything he or she does as this will lead to excellent customer service</td>
</tr>
</tbody>
</table>

(Source: Allen, 2004)

If all of these principles are practiced as mentioned in Table 3.2, then customer relationships will be built (Brink & Berndt, 2008:57). Cant and Van Heerden (2008:81) state that these are not the only aspects managers must be able to implement to supply effective services but compiling a guest profile will lead to managers being able to provide an even more successful guest experience through service. These authors add that managers must have the following skills that will contribute to building customer relationships (Cant & Van Heerden, 2008:82):

☆ Knowledge of the unique features of the product on sale.

☆ Knowledge of effective communication channels between various role players.

☆ Expert knowledge of the specific industry.

☆ Knowledge of industry competitors.

☆ Knowledge of technology to enhance service.

☆ Knowledge about one’s ability to sell an intangible service.

Providing a service and measuring the cost of service is a challenge faced daily by accommodation establishment managers due to the complex relationship between price and quality perceived (George, 2013:26). Therefore, as stated by Jeou-Shyan et al. (2011:1049), a manager must have financial skills to address and manage this important aspect of an accommodation establishment.

### 3.3.8 Financial management skills

Financial management, as defined by Bowdin, Allen, O’Toole, Harris and McDonnell (2011:295) consist of all the decisions that are made when sourcing, planning, allocating, monitoring and evaluating money resources within an organisation. Various accommodation establishments has admitted in the past that outsourcing
their financial accounting function is beneficial, but this is not always the case due to the complexity and variety of all the internal departments as well as management control issues and therefore, managers must be able to conduct all financial matters within the organisation (Burgess, 2007:164).

Many SMME organisation managers, including accommodation organisations, face various challenges when it comes to financial management (Mia & Patiar, 2001; Burgess, 2007; Lamminmaki, 2008) and managers must have the skill to identify these challenges but also manage these challenges effectively (Jeou-Shyan et al., 2011:1052).

The first of these challenges is the challenge of gaining access to start up and developmental capital even though there have been many government organisations that attempted to implement various schemes for these organisation managers to overcome this problem (Fuller, Buultjens & Cummings, 2005:893). Managers must therefore know where and how to gain start up or development capital from financial providers as mentioned by Nieman and Nieuwenhuizen (2014:191).

A second challenge that managers face regarding financial decision making is that due to the production and consumption of products and services happening at the same time, no product can be stored for later use leading to financial waste within the organisation (Mia & Patiar, 2001:114).

A third challenge that managers must be able to manage when it comes to finances is the cost of employee turnover and this challenge can only be managed if human resource management structures are included in the budget for example bonuses and awards (Subramaniam, McManus & Mia, 2002:304).

Therefore, managers managing financial resources within a tourism or hospitality organisations must have various skills and includes the skill to analyse the internal- and external environment, as seen in Figure 3.2, effectively due to both these environments directly influencing an organisation’s activities and performance (Saayman, 2009:295).
When looking at the external environment, managers must be able to ensure that there is a relationship build between the seller and the consumer and to ensuring that the sale is secured requires a very specific approach according to Cant and Van Heerden (2008:179):

- The manager must know how to keep the consumer part of the transaction.
- The manager must be able to reconfirm the benefits of the purchase.
- The manager must be able to answer any outstanding questions from the consumer regarding his purchase decision.
- A manager must know how to ensure that no other competition influences the consumer’s decision during the purchasing phase.

According to Tassiopoulos (2010:149) successful financial management can only happen within an organisation if a manager has the skill to do mathematical
calculations, the ability to draw up and interpret income statements, balance sheets and cash flow statements, the ability to manage current financial assets, the know how to work with an establishment's capital by means of the three theories of working capital, the know how to invest capital in order to gain a good return on investment and how to determine a break even analysis. Bowdin et al. (2011:301) add that any manager working with finances within an organisation must be able to construct a budget by either using the Master budget approach that focuses on the overall cost and revenue or the Functional budget approach that is only compiled for one aspect or department within the organisation.

Budgeting for a manager within the hospitality industry is very important (Allen, 2004:190). When it comes to planning a budget, a study conducted by Subramaniam et al. (2002:315) found that when a manager plans a budget, the input of employees and other level management must also be taken into consideration in order to positively influence the commitment of employees towards the organisation.

In order to do this, Bowdin et al. (2011:302) indicate that there is a budget process that a manager must be able to follow as seen in Figure 3.3:

1. Establish what the economic environment is

2. Establish budget guidelines to fit financial objectives

3. Identify and estimate cost areas and revenue sources

4. Prepare a draft budget for committee and approval

5. Evaluate draft budget and prepare final budgets and control ratios

Figure 3.3: The budget process
(Source: Bowdin et al., 2011:302)

Going into more detail regarding step three of the budget process, it is clear that determining the right price is very important. The price of the service on sale must be calculated effectively by taking all the expenses that contribute to the service
delivery into consideration (Slabbert & Saayman, 2003:177). Price determination can also be done by a manager by referring to his competition, customer psychology approach, or the time invested in producing the service (Pellinen, 2003:221). There are nine pricing strategies that a hospitality manager must have the skill to implement effectively. These are determined by the chosen market and include (Saayman, 2006:136):

- Reduced prices.
- Market price.
- Price higher than market price.
- Differential price policy.
- One price for all.
- Cost plus.
- Variable pricing.
- Product-line pricing.
- Promotion prices.

The price that an accommodation establishment charges for the product and service must be sufficient to cover all expenses. The biggest expense that an accommodation manager must keep in mind is the cost of marketing (Kotler et al., 2006:554) and therefore an accommodation manager must be able to implement creative ways in which he or she can save on the marketing cost, without influencing effective marketing strategies (Allen, 2004:177).

3.3.9 Marketing and market analysis skills

Tourism and hospitality marketing as defined by Saayman (2009:409) can be seen as a set of processes for creating, communicating and delivering services to consumers that will satisfy their needs but within hospitality the main focus on marketing is on building long term relationships. The biggest difference between product marketing and tourism- or hospitality marketing according to George (2013:23) is the fact that a tourism or hospitality manager is competing for the
consumers’ spare time and disposable income which are two elements that are very limited in the economy of today.

Marketing management is as important to small organisations as it is to large organisations and an effective marketing plan will ensure that consumers are aware of all products or services on offer (Slabbert & Saayman, 2003:133). According to George (2013:14) managers must have expert knowledge in the field of marketing due to the fact that marketing affects everyday life as we know it and with effective marketing campaigns, a competitive advantage for a hospitality organisation can be gained. A marketing manager must have the skill to balance the six (6) P’s of marketing in order to create an unique marketing mix according to Tassiopoulos (2010:254) and the six (6) P’s of service marketing include: Product, price, place, public relations, press releases and positioning.

To ensure that the marketing mix is unique and effective, market research is crucial (Zeithaml et al., 2009:141). Marketing must be carried out effectively by marketing managers as research can be used to identify and define market opportunities, generate and refine marketing actions, monitor marketing performance and supplying marketing managers with accurate and relevant information for making decisions about the marketing approaches that should be implemented (Cant et al., 2008:3). To conduct marketing research effectively, Berndt and Petzer (2011:25) indicated that a research process must be implemented and followed by marketing managers with steps that include:

- Defining the research problem and research objectives.
- Selecting a research design.
- Planning the research sample.
- Collecting data.
- Analyse the date.
- Presenting the research report.

Marketing can be influenced by various internal and external factors and even though some aspects can be controlled by a hospitality manager, a manager must
have the skill to analyse and evaluate these factors that include (Tassiopoulos, 2010:289): Location of establishment, social factors of the market, reaction of cultural influences on marketing approach, political factors, economic factors and personal philosophy.

A very important aspect that marketing managers must take note of is that when marketing a tourism or hospitality product, they will have to work with intermediaries and therefore need the skill to choose the best distribution channel for their product that can include: Wholesales, business distributors, sales branches and smaller retailers (Kotler et al., 2006:504). But one very important aspect that a hospitality manager must keep in mind is that when marketing a tourism or hospitality product, the main focus must always be on the service that is provided by the organisation (Zeithaml et al., 2009:12).

Hospitality managers, when doing marketing, must be able to identify their market and therefore have in depth knowledge about market segmentation and the five segments into which markets can be divided (George, 2013:160):

☆ Geographic segmentation.

☆ Demographic segmentation.

☆ Geo-demographic segmentation.

☆ Psychographic segmentation.

☆ Behavioural segmentation.

To conclude a successful marketing campaign, a hospitality manager must have the skill not only to implement small elements of marketing every now and again, but be able to implement all the various aspects of marketing into one plan, the strategic marketing plan, to provide guidance to all parties involved regarding the planning, organising, leading and controlling elements of product and service marketing (Bowdin et al., 2011:413).

3.3.10 Alternative skills

In addition to all of the above researchers contributing and explaining the necessary managerial skills for the tourism and hospitality industry, Page (2007:308) stated that
these are not the only managerial skills needed due to the tasks a hospitality manager must be able to fulfil. The managerial tasks identified by Page (2007:308) for accommodation managers include:

☆ The investigation of issues and problems within the organisation.

☆ Being able to negotiate with one or more people over a transaction to reach a desired outcome.

☆ Coordinate that all available resources are allocated to ensure effective job performance within the organisation.

☆ Act as controllers over operational employees.

Riley (2000:16) states that accommodation establishment managers face challenges within the working environment on a daily basis. Patiar and Mia (2009:254) identified certain characteristics of accommodation establishment managers which include:

☆ Managers must trust their employees.

☆ Managers must be able to communicate effectively with employees on all levels within the organisation.

☆ Managers must be able to promote intelligence and be able to acknowledge problem solving abilities from operational employees.

☆ Managers must have the ability to promote individuality among operational employees.

Leiper (2004:175) identified nine (9) more managerial job activity clusters more specifically aimed at the accommodation sector namely:

☆ Accommodation establishment managers are planners and need to plan for any future developments or threats that might have a direct or indirect influence on the tourism organisation.

☆ Accommodation establishment managers are evaluators of service within the organisation.
Accommodation establishment managers are also responsible for recruiting and staffing tourism organisations with skilled employees.

Accommodation establishment managers must take responsibility for all employees working within the organisation over whom the manager has direct control.

Accommodation establishment managers are decision makers and have to ensure that all necessary policies are created and implemented within the organisation.

Accommodation establishment managers must ensure that resources are made productive.

Accommodation establishment managers are mentors that assist in the development of operational employees.

Accommodation establishment managers must be able to build team spirit and be able to manage conflict within the organisation.

Accommodation establishment managers are innovators, and must ensure that, as consumer needs change, the service provided by the organisation adapts with the changing needs.

All of the functions of accommodation establishment managers create a clear indication that managers must be competent in their positions (Page, 2007:308). Inkson and Kolb (1995:32) define competence as an underlying trait of an individual for example a skill or characteristic behaviour which enables a person to perform successfully in his or her job. Leiper (2004:168) points out that there is an industry perception that top managers are not as valuable within the accommodation sector. But, as stated by Riley (2000:16), any accommodation establishment in which there are no formal management structures, the organisation will not, or only partially, fulfil its purpose. Some organisations have practiced this principle, with either very little or even no success in future development (Leiper, 2004:170). This indicates clearly that formal, well-qualified managers are very important for the accommodation sector.
3.4 An overview of tourism and hospitality education in South Africa

Graduate programmes, delivered and taught by universities specifically, produce competent employees (Baum & Szivas, 2008:783). Universities equip students with management skills and knowledge that increase the employability of students within the accommodation sector (Inui et al., 2006:33).

According to Van Der Merwe (1999:12) the purpose of education and training is to ensure that the right abilities are developed to satisfy the current and future needs of organisations and important aspects of Higher education include:

☆ Ensuring skill development through a learning experience.

☆ Equipping students with the skills necessary to complete the task at hand.

Employees, according to industry needs, must be competent in their jobs, with competencies referring to all the mental resources of individuals that are used to acquire knowledge and master their tasks at hand (Mulder, Weigel & Collins, 2007:69). Therefore, gaining a higher education qualification attaches an economic value to graduates as various skills are taught at a Higher education level to satisfy the need for these skills within organisations (Dwyer et al., 2009:66).

In 1994 various industry role players that include: The National Training Board, Business organised labour, The State and Education providers came together to establish a universal qualification standard in South Africa and named this the National Qualification Framework (NQF) (Du Toit et al., 2012:59). This framework deals with all four levels of education that include: General education training from grade R up to grade 9, Future education and training from grade 10 to grade 12, Higher education consisting of Higher education training within a specific field of study and lastly, In-career or lifelong development (Slabbert & Du Plessis, 2011:7; Breen, 2002:3). Each of the higher education NQF level descriptors provide indepth guidelines as to what can be expected by employers when confronted with managerial qualifications and outlines the structure as to which educators must teach potential managerial candidates dependent on the enrolled qualification. Each level can be seen in Table 3.3
### Table 3.3: Level descriptors to describe the learning outcomes of Higher education NQF levels

<table>
<thead>
<tr>
<th>NQF 5</th>
<th><strong>(Outline for higher certificate and advance national vocational certificate qualification)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Scope of knowledge, in respect of which a learner is able to demonstrate an informed understanding of the core areas of one or more fields, disciplines or practices, and an informed understanding of the key terms, concepts, facts, general principles, rules and theories of that field, discipline or practice.</td>
</tr>
<tr>
<td>b.</td>
<td>Knowledge literacy, in respect of which a learner is able to demonstrate the awareness of how knowledge or a knowledge system develops and evolves within the area of study or operation.</td>
</tr>
<tr>
<td>c.</td>
<td>Method and procedure, in respect of which a learner is able to demonstrate the ability to select and apply standard methods, procedures or techniques within the field, discipline or practice, and to plan and manage an implementation process within a well-defined, familiar and supported environment.</td>
</tr>
<tr>
<td>d.</td>
<td>Problem solving, in respect of which a learner is able to demonstrate the ability to identify, evaluate and solve defined, routine and new problems within a familiar context, and to apply solutions based on relevant evidence and procedures or other forms of explanation appropriate to the field, discipline or practice, demonstrating an understanding of the consequences.</td>
</tr>
<tr>
<td>e.</td>
<td>Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to take account of, and act in accordance with, prescribed organisational and professional ethical codes of conduct, values and practices and to seek guidance on ethical and professional issues where necessary.</td>
</tr>
<tr>
<td>f.</td>
<td>Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to gather information from a range of sources, including oral, written or symbolic texts, to select information appropriate to the task, and to apply basic processes of analysis, synthesis and evaluation on that information.</td>
</tr>
<tr>
<td>g.</td>
<td>Producing and communicating information, in respect of which a learner is able to demonstrate the ability to communicate information reliably, accurately and coherently, using conventions appropriate to the context, in written and oral or signed form or in practical demonstration, including an understanding of and respect for conventions around intellectual property, copyright and plagiarism, including the associated legal implications.</td>
</tr>
<tr>
<td>h.</td>
<td>Context and systems, in respect of which a learner is able to demonstrate the ability to operate in a range of familiar and new contexts, demonstrating an understanding of different kinds of systems, their constituent parts and the relationships between these parts, and to understand how actions in one area impact on other areas within the same system.</td>
</tr>
<tr>
<td>i.</td>
<td>Management of learning, in respect of which a learner is able to demonstrate the ability to evaluate his or her performance or the performance of others, and to take appropriate action where necessary; to take responsibility for his or her learning within a structured learning process; and to promote the learning of others.</td>
</tr>
<tr>
<td>j.</td>
<td>Accountability, in respect of which a learner is able to demonstrate the ability to account for his or her actions, to work effectively with and respect others, and, in a defined context, to take supervisory responsibility for others and for the responsible use of resources, where appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NQF 6</th>
<th><strong>(Outline for higher diploma and advanced certificate qualification)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Scope of knowledge, in respect of which a learner is able to demonstrate: detailed knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice to unfamiliar but relevant contexts; and knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.</td>
</tr>
<tr>
<td>b.</td>
<td>Knowledge literacy, in respect of which a learner is able to demonstrate an understanding of different forms of knowledge, schools of thought and forms of explanation within an area of study, operation or practice, and awareness of knowledge production processes.</td>
</tr>
<tr>
<td>c.</td>
<td>Method and procedure, in respect of which a learner is able to demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.</td>
</tr>
</tbody>
</table>
| NQF 7 (Outline for bachelor's degree and advanced diploma qualification) | d. Problem solving, in respect of which a learner is able to demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.

e. Ethics and professional practice, in respect of which a learner is able to demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.

f. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.

g. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies for a given context.

h. Context and systems, in respect of which a learner is able to demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.

i. Management of learning, in respect of which a learner is able to demonstrate the ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate.

j. Accountability, in respect of which a learner is able to demonstrate the ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate. | a. Scope of knowledge, in respect of which a learner is able to demonstrate integrated knowledge of the central areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice; and detailed knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.

b. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding of knowledge as contested and the ability to evaluate types of knowledge and explanations typical within the area of study or practice.

c. Method and procedure, in respect of which a learner is able to demonstrate an understanding of a range of methods of enquiry in a field, discipline or practice, and their suitability to specific investigations; and the ability to select and apply a range of methods to resolve problems or introduce change within a practice.

d. Problem solving, in respect of which a learner is able to demonstrate the ability to identify, analyse, evaluate, critically reflect on and address complex problems, applying evidence-based solutions and theory-driven arguments.

e. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to take decisions and act ethically and professionally, and the ability to justify those decisions and actions drawing on appropriate ethical values and approaches within a supported environment.

f. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to develop appropriate processes of information gathering for a given context or use; and the ability to independently validate the sources of information and evaluate and manage the information.

g. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to develop and communicate his or her ideas and opinions in well-formed arguments, using appropriate academic, professional, or occupational discourse.

h. Context and systems, in respect of which a learner is able to demonstrate the ability to manage processes in unfamiliar and variable contexts, recognising that problem solving is context and system bound, and does not occur in isolation. |
i. Management of learning, in respect of which a learner is able to demonstrate the ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes.

j. Accountability, in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and limited accountability for the decisions and actions of others in varied or ill-defined contexts.

| NQF 8-10 (Outline for honours degree, post graduate diploma, professional qualifications, masters degree and doctoral degrees) |
| a. Scope of knowledge, in respect of which a learner is able to demonstrate knowledge of and engagement in an area at the forefront of a field, discipline or practice; an understanding of the theories, research methodologies, methods and techniques relevant to the field, discipline or practice; and an understanding of how to apply such knowledge in a particular context. |
| b. Knowledge literacy, in respect of which a learner is able to demonstrate the ability to interrogate multiple sources of knowledge in an area of specialisation and to evaluate knowledge and processes of knowledge production. |
| c. Method and procedure, in respect of which a learner is able to demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in a specialised field, discipline or practice. |
| d. Problem solving, in respect of which a learner is able to demonstrate the ability to use a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to a field, discipline or practice. |
| e. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific contexts. |
| f. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to critically review information gathering, synthesis of data, evaluation and management processes in specialised contexts in order to develop creative responses to problems and issues. |
| g. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context. |
| h. Context and systems, in respect of which a learner is able to demonstrate the ability to operate effectively within a system, or manage a system based on an understanding of the roles and relationships between elements within the system. |
| i. Management of learning, in respect of which a learner is able to demonstrate the ability to apply, in a self-critical manner, learning strategies which effectively address his or her professional and ongoing learning needs and the professional and ongoing learning needs of others. |
| j. Accountability, in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and full accountability for the decisions and actions of others where appropriate. |

(Source: SAQA, 2012)

Tourism education has come a very long way. It began in Europe where vocational schools were started to focus on training people on the basic management skills needed to be successful in the tourism and hospitality sector (Morgan, 2004:94). As the interest grew, so did universities regarding tourism education departments at higher education level (Craig-Smith & Ding, 2007:51). Various researchers have
shown that tourism education is highly vocational, focusing specifically on creating employment-ready graduates (Wong, 2008:23).

Universities, colleges and other Higher education and training organisations act as information distributors and are one of the biggest contributors to a developing economy within any country (Iatagan, Dinu & Stoica, 2010:5141). Universally, there are many universities that offer tourism management career qualifications, many with international departments that therefore attract students from all over the world to study full time or shorter exchange courses (Hjalager, 2003:27). South Africa’s higher education system currently consists of twenty three (23) publicly funded universities, FET colleges and private education establishments since 1994. All universities in South Africa offer Bachelor, Honours, Master and Doctorate degrees with some even offering diplomas and certificates. Over 1 million students enrol yearly at these establishments, but are admitted according to their Admission Point Scores (APS) calculated from their matriculation examination marks (Anon, 2012).

However, not all Higher education organisations in South Africa offer a qualification in tourism and hospitality management and in Table 3.4, a summary of the various higher education organisations in South Africa offering Tourism and Hospitality qualifications can be seen. Some of these education programmes offer internships or student work experience with their higher education qualification so that students not only learn management theory, but also have the opportunity to practice these taught skills in the industry:

**Table 3.4: Education establishments in South Africa offering Tourism Management and Hospitality qualifications**

<table>
<thead>
<tr>
<th>NAME</th>
<th>TYPE OF INSTITUTE</th>
<th>FOCUS</th>
<th>COURSE TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of KwaZulu-Natal</td>
<td>Traditional University</td>
<td>Cultural and Heritage Tourism</td>
<td>BA Cultural and Heritage Tourism</td>
</tr>
<tr>
<td>North-West University</td>
<td>Traditional University</td>
<td>Tourism Management</td>
<td>BA Tourism Management BA Cultural and Heritage Tourism BSc Tourism Management BCom Tourism Management BCom Tourism and Marketing</td>
</tr>
<tr>
<td>University of Pretoria</td>
<td>Traditional University</td>
<td>Tourism Management</td>
<td>BCom Tourism Management</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------</td>
<td>--------------------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| University of Johannesburg | Comprehensive University | Tourism Development | BTech  
BA Tourism Development  
BA Honours Tourism Development  
Diploma: Tourism Management  
Hospitality Management | BTech  
Block Release (Part Time Programme)  
Diploma: Hospitality Management |
| Nelson Mandela Metropolitan University | Comprehensive University | Tourism Management | National Diploma  
Btech  
BCom Honours  
BCom General Tourism |
| University of South Africa (UNISA) | Comprehensive University | Tourism Management | National Diploma  
BCom |
| University of Venda | Comprehensive University | Tourism Management | BCom |
| University of Zululand | Comprehensive University | Recreation and Tourism Management | B. Tourism Studies  
B. Honours  
Postgraduate Diploma in Recreation and Tourism |
| Cape Peninsula University of Technology | University of Technology | Hospitality Management, Event Management and Tourism Management | National Diploma  
B.Tech |
| Central University of Technology | University of Technology | Hospitality Management, Tourism Management and Sport Management | National Diploma  
B.Tech |
| Durban University of Technology | University of Technology | Eco Tourism Management, Tourism and Hospitality Management | National Diploma  
B.Tech |
| Tshwane University of Technology | University of Technology | Adventure Tourism Management, Ecotourism Management, Event | National Diploma  
B.Tech |
<table>
<thead>
<tr>
<th>Institution</th>
<th>Type of Institution</th>
<th>Course</th>
<th>Diploma/ Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaal University of Technology</td>
<td>University of Technology</td>
<td>Tourism Management, Hospitality Management and Public Relations Management</td>
<td>National Diploma B.Tech</td>
</tr>
<tr>
<td>Midrand Graduate Institute</td>
<td>Private University</td>
<td>Tourism Management</td>
<td>BCom Tourism Management</td>
</tr>
<tr>
<td>Steden University</td>
<td>Private Hospitality School</td>
<td>Hospitality Management</td>
<td>BCom Hospitality Management</td>
</tr>
<tr>
<td>Boston College</td>
<td>Business college</td>
<td>Event Management</td>
<td>Diploma: Event Management</td>
</tr>
<tr>
<td>Prestige Academy</td>
<td>Private college</td>
<td>Tourism Management</td>
<td>Diploma: Tourism Management</td>
</tr>
</tbody>
</table>

(Source: Author’s Own Compilation)

The development of the NQF provided South Africa with a competitive advantage in higher education (Saayman & Geldenhuys, 2003:85), but there is still a lack of confidence by employers in higher education organisations due to the uncertainty of the skills developed by higher education organisations (Wong, 2008:23). Mayaka and Akama (2007:299) state that this can be due to the lack of agreement between government and the private sector about all the aspects that comprise the tourism industry, and it has become difficult for education establishments to cover all the aspects within a specific time frame (due to most university courses being three years).

Universities are thus facing challenges that have a direct impact on the tourism industry regarding the content that they teach and as knowledge changes, curricula must change too (Iatagan et al., 2010:5141). It has come to light during a study conducted by Machin and McNally (2007:4) that many higher education organisations do not correspond with the needs of the labour market in terms of the vocational programmes they offer, this being more of a problem than graduates
being over qualified. According to Jennings, Scantlebury and Wolfe (2009:195) this can also be due to the change in the external environment of higher education organisations being the growth in Generation Y students. Generation Y, as defined by Lamb, Hair, McDaniel, Boshoff, Terblanche, Elliott and Klopper (2012:50) is seen as the internet generation, born between 1980 and 1994, are seeking much more practical teaching methods, and their minds must be kept busy at all times as they get bored very easily.

Within the past years, a new movement has started, influencing employers to be doubtful about higher education qualifications namely the “Diploma Disease”. This entails that students travelling from various countries and to various higher education organisations to collect various qualifications and not necessary knowledge and wisdom in just one field of expertise (Naidoo, 2006:326).

Many employers in the tourism and hospitality sector are ceasing to demand that their employees have formal qualifications (Ayres, 2006:20), thus moving away from specific qualifications, and rather looking for someone with the capability to be proactive and someone that can react towards problems in a quick and creative manner (Zehrer & Mössenlechner, 2009:267).

When taking all of these facts into consideration, it is clear that when education and the industry come together, a significant contribution can be made towards the development and creation of a knowledgeable society (Hernandez-March, del Paso & Languen, 2009:2). Other advantages will be displayed on Micro and Macro level according to a study done by Peacock and Ladkin (2002). On macro level there will be an improvement in human resources and the micro level establishments will benefit from a better trained workforce (Peacock & Ladkin, 2002:394).

3.5 Conclusion

The aim of this chapter was to provide an overview of literature available concerning management in the hospitality sector. Specific attention was given to the managerial skills required by an accommodation manager to function effectively in the accommodation sector and higher education available that focus specifically the development of managerial skills for the accommodation sector in South Africa.
Tourism consists of the interaction between guests, job providers, government systems and communities to provide entertainment, transport, accommodation and attractions to tourists. The hospitality sector is a sub sector and significant contributor to employment growth in South Africa.

Within the accommodation sector, various skills are vital for managers to be able to successfully manage an accommodation establishment successfully and these skills include industry forecasting, strategic management, human resource, problem solving, communication, information technology, customer service, financial management, and marketing skills. Various other authors also stated that managers must be able to build trust among their employees, be able to conduct effective performance evaluation and ensure that conflict is handled effectively within the accommodation establishment.

To ensure that managers have these skills, higher education organisations offer various management qualifications to ensure that managers are skilled when completing a formal qualification. All qualifications must adhere to the various NQF levels as set out by government role players and the NQF provides South Africa with a competitive advantage above many other countries.

As time progresses between studies and new employees enter the work environment, we have seen that managers are not expecting their employees to have a formal qualification as it was the case just eight years ago. Today’s employers are looking for employees that can think on their feet, handle conflict and make quick decisions.

Therefore, the next chapter will provide an overview of the research methodology that was used to conduct this study so that the researcher could determine the management skills required to effectively manage an accommodation establishment. Furthermore, a full report will be given regarding the results found by the researcher.
Chapter 4
Empirical Research

4.1 Introduction

The aim of this chapter is to gather the perceptions and views of accommodation owners and managers to determine the managerial skills needed by graduated managerial employees within the accommodation sector. No study could conclude the managerial skills necessary for accommodation sector managers within the South African context and therefore it is important to analyse primary data. This was accomplished by means of an empirical analysis and a comprehensive report on the results of this study. A description of the research design, sample and population, development of the questionnaire, data analysis methods and the results for this study will be discussed in more detail.

For this study, a quantitative approach was used. Quantitative research focuses on quantifying the research problem, statistical measures and procedures to answer the research question (Berndt & Petzer, 2011:47). According to Welman, Kruger and Mitchell (2010:7) the advantages of a quantitative research approach include: a high efficiency for collecting demographic information and this method makes the processing of information relatively easy.

4.2 Research Design

The research design for this study is twofold. Firstly a descriptive research design was chosen for this study, representing who, what when and how that is associated with the target population (Berndt & Petzer, 2011:343). Secondly an exploratory research design was also followed so that the researcher could investigate the novelty concerning the research topic (Saunders et al., 2000:97).

4.3 Research Methodology

Research methodology, as described by Welman, Kruger and Mitchell (2010:9) is the process of explaining the scientific methods and procedures used to explore unexplained phenomena.
This section will be described in three sections, namely: Population and sampling selection, development of questionnaire and distribution of questionnaire.

4.3.1 Population and sample selection

A population as stated by Welman et al. (2010:53) consists of the full set of cases from which the study sample is taken but does not have to consist only of people. Krejcie and Morgan (1970:607) concluded that with a population size (N) of 5400, as provided by TGCSA, a sample (s) of 360 will be representative of the population. This list of TGCSA consists of 5400 establishments. Calculating a 6% error, this survey delivered a 95% confidence rate and this is acceptable for this study. Given the population size (N) and sample size (n) it was determined that every 15th establishment on the list, should be approached to participate in the survey. Thus probability sampling technique was followed for this study and more specifically random simple sampling. The latter refers to “a controlled procedure that assures that each population element of the chosen population has a known chance of being selected as part of the sampling” (Berndt & Petzer, 2011:175). If any of the pre-selected respondents declined the request to participate in the research, the next respondent on the list was chosen.

In order to be representative of the national compilation of members from TGCSA the following number of employees were deemed representative.

Table 4.1: Population (N), sample size (s)

<table>
<thead>
<tr>
<th>PROVINCE</th>
<th>NUMBER OF GRADED ESTABLISHMENTS (N)</th>
<th>EXPECTED SAMPLE SIZE (S) OF TOTAL MANAGERIAL EMPLOYEES</th>
<th>ACUTAL SAMPLE SIZE (S) TOTAL OF MANAGERIAL EMPLOYEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Cape</td>
<td>693</td>
<td>47</td>
<td>22</td>
</tr>
<tr>
<td>Free State</td>
<td>123</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>Gauteng</td>
<td>801</td>
<td>54</td>
<td>32</td>
</tr>
<tr>
<td>KwaZulu-Natal</td>
<td>747</td>
<td>50</td>
<td>37</td>
</tr>
<tr>
<td>Limpopo</td>
<td>264</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>289</td>
<td>18</td>
<td>35</td>
</tr>
<tr>
<td>North-West</td>
<td>185</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Northern Cape</td>
<td>199</td>
<td>14</td>
<td>16</td>
</tr>
</tbody>
</table>
4.3.2 Development of questionnaire

The questionnaire consisted of questions from the work done by Zehrer and Mössenlechner (2009), Raybould and Wilkins (2005), Nolan et al. (2010), Jacob et al. (2006). The questionnaire was then reviewed by four experts (2 from academia and 2 from the accommodation sector) to ensure face validity. The questionnaire consisted of four sections and included the following questions.

**Section A: Establishment information**

This section was used to determine the demographic profile of the accommodation establishment and questions included: province in which the establishment is situated, years of existence of the establishment, level of TGCSA star grading of establishment, number of rooms, level of management of the respondent and the number of staff within the establishment.

In this section, closed and open-ended questions were used (Berndt & Petzer, 2011:187).

**Section B: Personal Information**

This section determined the personal information of the respondent and included open and closed questions (Berndt & Petzer, 2011:187). Questions in this section included: highest tertiary education qualification of the respondent, the current department in which the respondent is employed and the current position in which the respondent is employed.

**Section C: Characteristics of an effective manager**

This section determined the characteristics of an effective manager. For this section, a 5-point Likert scale was used where the respondent had to indicate the importance of the various characteristics: 1 = Not at all Important, 2 = Less Important, 3 = Important, 4 = Very Important and 5 = Extremely Important.
These characteristics included, being trustworthy, being resourceful, being successful and being a good leader.

**Section D: Management skills:**

This section determined the management skills needed by accommodation managers. Managerial skills included communication-, accounting-, team working-, self-management-, customer relations-, leadership- and marketing skills. For this section, a 5-point Likert-scale was used where the following had to be indicated 1 = Not at all Important, 2 = Less Important, 3 = Important, 4 = Very Important and 5 = Extremely Important.

**4.3.3 Distribution of the questionnaire**

Surveys are used to collect primary data from respondents via mail, telephone or in person (Cant, Gerber-Nel, Nel & Kotze, 2008:89). Surveys can lead to certain errors with, but these errors. These errors can be minimised when the following is in place by the researcher (Cant et al., 2008:89):

- The population is well defined.
- The sample is representative of the whole population.
- The respondents are carefully selected and available for the study.
- The questions are clearly understood by the respondents.
- The questions are clearly understood by the interviewer who records the answers from the respondents where needed.

This survey followed a quantitative research method by means of self-administrated questionnaires. This method is appropriate due to the cost effectiveness and the ease of automating the data entry (Saunders et al., 2000:283; Sternberg, 2001:45).

The survey was conducted from 7 July 2014 until 9 September 2014. The questionnaire was developed and loaded onto Survey Monkey and distributed via email using the same programme. The results obtained were from every 15th establishment registered at the TGCSA consisting of the accommodation establishment owners and/or managers, on all the different levels of management.
The questionnaire was sent to different TGCSA graded accommodation establishments inclusive of guesthouses, guest farms, caravan parks, camping sites, hotels, motels, inns, lodges and game reserves. These establishments consisted of different numbers of employees and varied in occupancy capacity. After each electronic questionnaire was distributed, a notification stating that the questionnaire had been received was sent back to the sender and a follow up email was sent after every five days in order to ensure the questionnaire was completed and sent back in the given time period. A total of 254 completed questionnaires were returned from all participants in all nine provinces. Krejcie and Morgan (1970:607) state that a population size (N) of 5 400, as provided by TGCSA, is represented by a sample size (s) of 360. Therefore, this study had a 70% response rate.

In some cases, more than the required number, as per Table 4.1, was received due to more than one manager per accommodation establishment completing the questionnaire.

4.4 Statistical data analysis

Microsoft Excel and Survey Monkey were used to capture the data and do the descriptive analysis. The data was then further analysed in SPSS 21.0 (SPSS Inc 2011). The Statistical Services at the North-West University, Potchefstroom Campus, assisted with the processing of the data. For this study, descriptive statistics, exploratory factor analysis, ANOVA, Spearman rank order correlations and t-test analyses were used to interpret the data.

Section A: Demographic profile of the accommodation establishment and Section B: Personal information of the respondent

Descriptive statistics, according to Welman et al. (2010:231) is the description of data obtained for a group or individual unit. For both these sections, frequency tables and figures were used to analyse and report the data gathered by means of open- and close-ended questions.

Section C: Characteristics of an effective manager and Section D: Managerial skills

For section C and D, descriptive tables were formulated from the results. To simplify the interpretation of the tables, the mean value of each item was used to rank the
most important to the least important characteristics of an effective manager as well as the most important and least important managerial skills. Thus frequency tables and figures were reported to analyse the data gathered by means of a five-point Likert scale.

Additional to the descriptive results for these two sections exploratory factor analyses were performed to determine the underlying factors of managerial skills in the accommodation sector as well as personal characteristics of managers. The exploratory factor analyses attempted to produce a smaller number of linear combinations of the original variables in a way that captured most of the variability in the pattern of correlations (Pallant, 2010:181). The results of the factor analyses were utilised in the ANOVAs and t-tests where the relationship between for example a specific position and the skills identified as important by a manager within these specific positions were analysed.

According to Pallant (2010:249), an ANOVA is used to compare two mean scores of more than two groups and determine significant differences. Tukey B tests were done to identify and interpret the significant differences and the effect sizes were calculated to determine the practical significance of the results. Independent sample t-tests were used to compare the mean score of two groups, for example gender and the managerial skills identified (Pallant, 2010:239).

4.5 Challenges experience during this study

The following challenges were experienced during this study:

☆ The database used was updated in 2013, but not all the email addresses were in operation. Various respondents could not be reached due to this error on the TGCSA database and the next respondent had to be chosen to complete the study.

☆ Due to the questionnaire being sent electronically, not all respondents responded in the set time frame.

☆ More than one email had to be sent to respondents, leading to respondents blocking the email.
The questionnaire was anonymous, and respondents that had already responded to the questionnaire were sent more than one email. This led to some respondents answering the questionnaire more than once.

Some accommodation establishments only filled in one questionnaire. Not all the managers got the opportunity to participate in this study.

Due to the season, many managers were too busy to complete the questionnaire in time.

4.6 Descriptive results

Firstly, descriptive results will be reported to create a profile of the responding accommodation establishments and the respondents to this study. The profile is compiled from the questions asked in the questionnaire and includes: provincial location, star grading, type of accommodation establishment and number of rooms. Secondly, a profile of the respondents will also be described from the questions in Section B of the questionnaire that included: year of birth, highest qualification and department employed.

4.6.1 Profiling the accommodation establishments

In the following section, a profile of the accommodation establishments that responded to the questionnaire will be discussed:

4.6.1.1 Provincial location of the establishment

Respondents from all nine (9) provinces in South Africa participated as stated in Figure 4.1. Most participants were from the Western Cape Province consisting of 19% of the total participating establishments, followed by KwaZulu-Natal and Mpumalanga respectively with 14%, and the least number of participants were from the North-West Province and Northern Cape Province with a total of 6% of the total participants for each province. In South Africa, Cape Town, situated in the Western Cape and Durban, situated in KwaZulu-Natal are seen as the tourism hub of South Africa (White, 2014).
4.6.1.2 Star grading of the participating establishment

In Figure 4.2 the star grading of the participating establishments is indicated as follows:

Two (2) participating establishments were one star (★) graded by the TGCSA amounting to 1% of all the participants, 11 establishments were graded two (★★) star status amounting to 4% of the total, 100 participating establishments were graded three (★★★) star status amounting to 40% of the respondents, 119 participating establishments were graded four (★★★★) star status, amounting to 47% of respondents and 19 participating establishments were graded five (★★★★★) star status which amounts to 7% to the total. Three establishments of the total of 254 establishments were not graded by the TGCSA which amounts to 2% of the total respondents.

Therefore, it is clear that four star (★★★★) TGCSA graded accommodation establishments provided the greatest number of participants (47%), followed by three
star (★★★) TGCSA graded establishments (40%). One star (★) TGCSA graded establishments were the least number of participants (1%) in this study.

### Figure 4.2: Star grading status of participating establishments

<table>
<thead>
<tr>
<th>Star Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Stars</td>
<td>7%</td>
</tr>
<tr>
<td>4 Stars</td>
<td>47%</td>
</tr>
<tr>
<td>3 Stars</td>
<td>40%</td>
</tr>
<tr>
<td>2 Stars</td>
<td>4%</td>
</tr>
<tr>
<td>1 Star</td>
<td>1%</td>
</tr>
<tr>
<td>Not graded</td>
<td>1%</td>
</tr>
</tbody>
</table>

4.6.1.3 Type of establishment

Various types of establishments are represented in this study, as seen in Figure 4.3, namely: Guest houses (42%), Lodges (17%), Resorts (12%), Hotels (11%), Bed and Breakfasts' (9%), Self-catering (6%), Caravan parks (1%), Backpackers (1%) and Wine estates (1%). In South Africa, most accommodation establishments consist of guesthouses.

### Figure 4.3: Type of accommodation establishments
4.6.1.4 Average number of rooms per type of accommodation establishment

According to Table 4.2, the average number of rooms per type of accommodation varies with hotels offering the greatest number of rooms (97 rooms), followed by Resorts (78 rooms), LODGES and Self-catering units (both 20 rooms) and Backpackers (15 rooms). Bed and Breakfast establishments and Wine estates offered the smallest number of rooms (9 rooms). Caravan parks indicated the amount of stands and each stand was calculated as one room indicating that they offered an average of 81 stands.

Table 4.2: Average number of rooms per accommodation type

<table>
<thead>
<tr>
<th>TYPE OF ACCOMMODATION</th>
<th>AVERAGE NUMBER OF ROOMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed and Breakfast</td>
<td>9 rooms</td>
</tr>
<tr>
<td>Backpackers</td>
<td>15 rooms</td>
</tr>
<tr>
<td>Caravan Park</td>
<td>81 stands</td>
</tr>
<tr>
<td>Lodge</td>
<td>20 rooms</td>
</tr>
<tr>
<td>Guesthouse</td>
<td>12 rooms</td>
</tr>
<tr>
<td>Hotel</td>
<td>97 rooms</td>
</tr>
<tr>
<td>Resort</td>
<td>78 rooms</td>
</tr>
<tr>
<td>Self Catering Units</td>
<td>20 rooms</td>
</tr>
<tr>
<td>Wine estate</td>
<td>9 rooms</td>
</tr>
</tbody>
</table>

4.6.1.5 Number of employees

According to Table 4.3, it is clear that the average number of employees per type of accommodation establishment varies with hotels (61 employees) and caravan parks (62 employees) employing the highest number of employees.

From the results, it is evident that the larger the establishment, the greater the number of employees. This can be due to various reasons that include the services being provided, the nature of the establishment and the market they attract, turnover of employees at the time of the survey or due to economic constraints.
Table 4.3: Average number of employees at various types of accommodation establishments

<table>
<thead>
<tr>
<th>TYPE OF ACCOMMODATION</th>
<th>AVERAGE NUMBER OF EMPLOYEES EMPLOYED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed and Breakfast</td>
<td>5 employees per establishment</td>
</tr>
<tr>
<td>Backpackers</td>
<td>5 employees per establishment</td>
</tr>
<tr>
<td>Caravan Park</td>
<td>62 employees per establishment</td>
</tr>
<tr>
<td>Lodge</td>
<td>19 employees per establishment</td>
</tr>
<tr>
<td>Guesthouse</td>
<td>6 employees per establishment</td>
</tr>
<tr>
<td>Hotel</td>
<td>61 employees per establishment</td>
</tr>
<tr>
<td>Resort</td>
<td>46 employees per establishment</td>
</tr>
<tr>
<td>Self-catering</td>
<td>9 employee per establishment</td>
</tr>
<tr>
<td>Wine estate</td>
<td>8 employees per establishment</td>
</tr>
</tbody>
</table>

4.6.1.6 Number of years in operation

Table 4.4 show the average number of years that the accommodation establishments that participated in this study, have been in existence. Overall, the accommodation establishments have been in existence for an average of 15 years: Within South Africa, caravan parks (25 years), resorts (21 years) and hotels (20 years) have been in existence for many years but the smaller establishments for example guesthouses (11 years), bed and breakfast (11 years) and self-catering establishments (11 years) tend to open and close their doors more often than other accommodation establishments.

Table 4.4: Average years of existence of the accommodation establishments

<table>
<thead>
<tr>
<th>TYPE OF ACCOMMODATION</th>
<th>YEARS OF EXISTENCE OF THE ACCOMMODATION ESTABLISHMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed and Breakfast</td>
<td>11 years</td>
</tr>
<tr>
<td>Backpackers</td>
<td>10 years</td>
</tr>
<tr>
<td>Caravan Park</td>
<td>25 years</td>
</tr>
<tr>
<td>Lodge</td>
<td>13 years</td>
</tr>
<tr>
<td>Guesthouse</td>
<td>11 years</td>
</tr>
<tr>
<td>Hotel</td>
<td>20 years</td>
</tr>
<tr>
<td>Resort</td>
<td>21 years</td>
</tr>
<tr>
<td>Self-Catering Units</td>
<td>11 years</td>
</tr>
<tr>
<td>Wine estate</td>
<td>12 years</td>
</tr>
<tr>
<td>Average</td>
<td>15 Years</td>
</tr>
</tbody>
</table>
4.6.1.7 Employment possibilities of graduate students

Accommodation establishments that participated in this study stated that 60% of respondents employ higher education qualified employees and 40% stated that they do not employ higher education qualified employees. Therefore, it is clear that most of the participants employ higher education qualified employees. These statistics motivate and support the study conducted by Jacob et al. (2006:6) where it was found that most employers hire graduates because of their willingness to work for a lower income.

![Employment possibilities of graduate students](image)

**Figure 4.4: Employment possibilities for graduate students**

4.6.2 Profiling respondents to this study

This section describes a profile of the respondents that participated in the study.

4.6.2.1 Age of participants

The highest percentage of respondents falls in the age category 33-43 years of age. These participants were born between 1971 and 1981. The youngest participant in the study was born in 1993 which calculates to 21 years of age and the oldest participant was born in 1938, which indicate that this participant is 76 years of age in 2014. There is thus a fairly good distribution between the various age groups.
The participants in this study hold a variety of qualifications that range from Grade 8 to an MBA degree as seen in Figure 4.6. Two percent (2%) of the participants have only Grade eight, sixteen percent (16%) have Grade 12, two percent (2%) hold a post-matric certificate, thirty-three percent (33%) have a higher education Diploma,
thirty-four percent (34%) have a higher education degree, ten percent (10%) have an Honours degree, one percent (1%) have a Master’s degree, one percent (1%) have a PhD and one percent (1%) have an MBA degree.

4.6.2.3 Department of employment

Participants in this study are employed in more than one department within the different accommodation establishments. As seen in Table 4.5, the highest percentage of participants is not employed in a specific department, but form part of the overall operations with a total of 49%. This can be because most participants are employed in guesthouses. With an average of only 6 employees per establishment it is important to note that more then just one task must be executed by each employee supporting this finding. The second highest percentage of participants was employed in the Front Office department with a total of 9%. However, these results indicated that 27% of all participants had to engage in all business activities, and not just one position. The results indicate that of the 27% in the Overall category, 10% of the participants were the owners of the establishments and 9% of the participants formed part of the general management of the establishments. This indicates that a manager must be able to fulfil all the above positions and not just one. This holds important implications for training institutions.

Table 4.5: Department of employment

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>TOTAL PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall operations</td>
<td>49%</td>
</tr>
<tr>
<td>Front office department</td>
<td>9%</td>
</tr>
<tr>
<td>Food &amp; beverage department</td>
<td>8%</td>
</tr>
<tr>
<td>Financial department</td>
<td>5%</td>
</tr>
<tr>
<td>Human resource department</td>
<td>2%</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>27%</td>
</tr>
<tr>
<td>Owner</td>
<td>(10%)</td>
</tr>
<tr>
<td>General management</td>
<td>(9%)</td>
</tr>
<tr>
<td>Marketing department</td>
<td>(3%)</td>
</tr>
<tr>
<td>Admin department</td>
<td>(1%)</td>
</tr>
<tr>
<td>Conference department</td>
<td>(1%)</td>
</tr>
<tr>
<td>Lecturer</td>
<td>(1%)</td>
</tr>
<tr>
<td>IT department</td>
<td>(1%)</td>
</tr>
</tbody>
</table>
4.6.2.4 Current position in the workplace

As per the questionnaire, this was an open question. The various positions that the respondents were employed in as seen in Table 4.6, indicating that the greatest percentage of participants are employed as general managers with a total of 30%, followed by owners also being the manager with 25%. Other positions identified included: Assistant general manager (9%), food and beverage manager (6%), reservations manager (4%), financial manager (4%), duty manager (2%), front of house manager (2%), marketing manager (2%), human resources manager (2%), Front office manager (2%), conference manager (2%), guest relations manager (1%), maintenance manager (1%), housekeeping director (1%), assistant financial manager (1%), assistant food and beverage manager (1%), assistant conference manager (1%) and spa manager (1). Other positions identified in this study included IT manager (2%) and Head ranger (1%).

Table 4.6: Positions of respondents

<table>
<thead>
<tr>
<th>POSITION</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>General manager</td>
<td>30%</td>
</tr>
<tr>
<td>Owner and manager</td>
<td>25%</td>
</tr>
<tr>
<td>Assistant general manager</td>
<td>9%</td>
</tr>
<tr>
<td>Food and beverage manager</td>
<td>6%</td>
</tr>
<tr>
<td>Reservation manager</td>
<td>4%</td>
</tr>
<tr>
<td>Financial manager</td>
<td>4%</td>
</tr>
<tr>
<td>Duty manager</td>
<td>2%</td>
</tr>
<tr>
<td>Front of house manager</td>
<td>2%</td>
</tr>
<tr>
<td>Marketing manager</td>
<td>2%</td>
</tr>
<tr>
<td>Human resource manager</td>
<td>2%</td>
</tr>
<tr>
<td>Front office manager</td>
<td>2%</td>
</tr>
<tr>
<td>Conference manager</td>
<td>2%</td>
</tr>
<tr>
<td>Guest relations manager</td>
<td>1%</td>
</tr>
<tr>
<td>Maintenance manager</td>
<td>1%</td>
</tr>
<tr>
<td>Housekeeping director</td>
<td>1%</td>
</tr>
<tr>
<td>Assistant financial manager</td>
<td>1%</td>
</tr>
<tr>
<td>Assistant food and beverage manager</td>
<td>1%</td>
</tr>
</tbody>
</table>
**Assistant conference manager** | 1%
---|---
**Spa manager** | 1%
**Other:** | 3%
| **IT manager** | (2%)
| **Head ranger** | (1%)

### 4.6.2.5 Duration of employment

The average duration of employment indicated by the respondents is six (6) years. The longest employed participant has been employed for 29 years at his/her particular establishment, but this respondent also indicated that he/she is the owner of the participating establishment. Figure 4.7 indicate that 62% of the respondents have only been employed at the participating establishment for 5 years or less, 21% of the respondents have been employed between 6 and 10 years and only 17% of the respondents indicated that they have been employed for more than 11 years at the participating establishment. This supports the study of Cho et al. (2006:267) indicating that the turnover rate in the accommodation sector is very high.

![Average duration of employment](image)

*Figure 4.7: Average duration of employment*

### 4.6.2.6 Higher education organisation.
From the question, where did you complete your higher education it is evident from Table 4.7, that most of the participants studied at UNISA (12%), followed by the North-West University (10%). Participants also indicated that they studied at International institutions (8%), and 26% studied at various other higher education organisations in South Africa that include: Capital Hotel School, Nelson Mandela Metropolitan University, University of Cape Town, Damelin and internally with Forever Resorts South Africa. Participants also indicated that they did not study at any higher education organisation (16%) and this correlates with Figure 4.6, stating that 16% of the participants’ highest qualification reached is Grade 10 or Grade 12.

**Table 4.7: Higher education organisation where respondent studied**

<table>
<thead>
<tr>
<th>HIGHER EDUCATION ORGANISATIONS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNISA</td>
<td>12%</td>
</tr>
<tr>
<td>North-West University</td>
<td>10%</td>
</tr>
<tr>
<td>International</td>
<td>8%</td>
</tr>
<tr>
<td>University of Pretoria</td>
<td>6%</td>
</tr>
<tr>
<td>University of the Witwatersrand</td>
<td>6%</td>
</tr>
<tr>
<td>University of Bloemfontein</td>
<td>5%</td>
</tr>
<tr>
<td>Stellenbosch University</td>
<td>3%</td>
</tr>
<tr>
<td>Centurion Akademie</td>
<td>3%</td>
</tr>
<tr>
<td>University of Johannesburg</td>
<td>2%</td>
</tr>
<tr>
<td>Rhodes University</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>26%</td>
</tr>
<tr>
<td>None</td>
<td>16%</td>
</tr>
</tbody>
</table>

4.6.2.7 Type of higher education organisations where respondents studied

According to Azcona, *et al.* (2008:5), “Higher education refers to all post-secondary education, including but not limited to universities”. In addition to the statistics, it was also found that the respondents studied at various types of higher education organisations as seen in Figure 4.8. It is however evident that most of the respondents completed their studies at universities (49%) followed by 21% of respondents completing their studies at colleges. Sixteen percent (16%) of the respondents did not study further, while 9% of the respondents stated that they studied at other higher education organisations which include private higher
education organisations. Responses showed that 5% of the respondents complete their studies at a hotel school.

![Pie chart showing the type of higher education organisations where respondents studied with University at 49%, College at 21%, Hotel School at 5%, Other at 9%, and None at 16%]

**Figure 4.8: Type of higher education organisations where respondents studied**

4.6.3 Assessment of an effective accommodation manager

The purpose of this section is to analyse the personality traits and managerial skills in depth.

4.6.3.1 Personality characteristics for an effective accommodation manager

Respondents were requested to rate the personal characteristics of an effective accommodation manager. For this question, a 5-point Likert scale was used where the respondents had to indicate the importance of the various characteristics: 1 = Not at all important, 2 = Less important, 3 = Important, 4 = Very important and 5 = Extremely important.
Table 4.8: Personality characteristics for an effective accommodation manager

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>NOT IMPORTANT</th>
<th>LESS IMPORTANT</th>
<th>IMPORTANT</th>
<th>VERY IMPORTANT</th>
<th>EXTREMELY IMPORTANT</th>
<th>MEAN VALUE</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trustworthy</td>
<td>0.39%</td>
<td>0%</td>
<td>12.20%</td>
<td>21.26%</td>
<td>66.14%</td>
<td>4.52</td>
<td>0.735</td>
</tr>
<tr>
<td>Intelligent</td>
<td>0.39%</td>
<td>0.79%</td>
<td>29.92%</td>
<td>43.70%</td>
<td>25.20%</td>
<td>3.92</td>
<td>0.782</td>
</tr>
<tr>
<td>A planner</td>
<td>0.39%</td>
<td>0.39%</td>
<td>19.29%</td>
<td>48.03%</td>
<td>31.89%</td>
<td>4.11</td>
<td>0.740</td>
</tr>
<tr>
<td>An evaluator</td>
<td>0.39%</td>
<td>1.97%</td>
<td>28.35%</td>
<td>41.34%</td>
<td>29.95%</td>
<td>3.95</td>
<td>0.820</td>
</tr>
<tr>
<td>Responsible</td>
<td>0.39%</td>
<td>0.39%</td>
<td>16.54%</td>
<td>25.59%</td>
<td>57.09%</td>
<td>4.39</td>
<td>0.799</td>
</tr>
<tr>
<td>A decision maker</td>
<td>0.79%</td>
<td>1.19%</td>
<td>19.29%</td>
<td>34.65%</td>
<td>44.09%</td>
<td>4.20</td>
<td>0.843</td>
</tr>
<tr>
<td>Resourceful</td>
<td>0.39%</td>
<td>1.58%</td>
<td>21.26%</td>
<td>36.22%</td>
<td>40.55%</td>
<td>4.14</td>
<td>0.833</td>
</tr>
<tr>
<td>Productive</td>
<td>0.39%</td>
<td>0.79%</td>
<td>18.11%</td>
<td>35.83%</td>
<td>44.88%</td>
<td>4.24</td>
<td>0.799</td>
</tr>
<tr>
<td>Sensitive</td>
<td>0.79%</td>
<td>7.88%</td>
<td>29.95%</td>
<td>35.04%</td>
<td>28.35%</td>
<td>3.82</td>
<td>0.957</td>
</tr>
<tr>
<td>A leader</td>
<td>0.79%</td>
<td>1.19%</td>
<td>20.87%</td>
<td>36.61%</td>
<td>40.55%</td>
<td>4.15</td>
<td>0.840</td>
</tr>
<tr>
<td>A fair judge</td>
<td>0.79%</td>
<td>1.97%</td>
<td>22.83%</td>
<td>37.80%</td>
<td>36.61%</td>
<td>4.07</td>
<td>0.860</td>
</tr>
<tr>
<td>A good listener</td>
<td>0.79%</td>
<td>1.57%</td>
<td>21.26%</td>
<td>42.13%</td>
<td>34.25%</td>
<td>4.07</td>
<td>0.826</td>
</tr>
<tr>
<td>Independent</td>
<td>1.19%</td>
<td>4.33%</td>
<td>23.23%</td>
<td>34.65%</td>
<td>36.61%</td>
<td>4.01</td>
<td>0.936</td>
</tr>
<tr>
<td>Motivated</td>
<td>0.39%</td>
<td>0%</td>
<td>17.72%</td>
<td>36.22%</td>
<td>45.67%</td>
<td>4.26</td>
<td>0.773</td>
</tr>
<tr>
<td>Precise</td>
<td>0.39%</td>
<td>1.58%</td>
<td>23.62%</td>
<td>37.40%</td>
<td>37.01%</td>
<td>4.09</td>
<td>0.834</td>
</tr>
<tr>
<td>Ambitious</td>
<td>0.79%</td>
<td>2.36%</td>
<td>29.13%</td>
<td>37.40%</td>
<td>30.31%</td>
<td>3.94</td>
<td>0.869</td>
</tr>
<tr>
<td>A team player</td>
<td>0.79%</td>
<td>1.97%</td>
<td>22.44%</td>
<td>35.43%</td>
<td>39.37%</td>
<td>4.10</td>
<td>0.869</td>
</tr>
<tr>
<td>Flexible</td>
<td>0.79%</td>
<td>2.37%</td>
<td>18.11%</td>
<td>36.61%</td>
<td>42.13%</td>
<td>4.16</td>
<td>0.859</td>
</tr>
<tr>
<td>Innovative</td>
<td>0.39%</td>
<td>2.76%</td>
<td>20.87%</td>
<td>41.39%</td>
<td>34.65%</td>
<td>4.07</td>
<td>0.834</td>
</tr>
<tr>
<td>Creative</td>
<td>0.39%</td>
<td>3.54%</td>
<td>23.23%</td>
<td>38.19%</td>
<td>34.65%</td>
<td>4.03</td>
<td>0.868</td>
</tr>
</tbody>
</table>
Respondents rated the personal characteristics of an effective accommodation manager on a scale of not at all important to extremely important. The results are presented in Table 4.8. To provide a better reflection of the results, the mean value (M) and standard deviation (SD) of each characteristic was calculated. Based on the mean values, it is clear that trustworthiness (M=4.52; SD=±0.73) was seen as the most important personality trait. This finding correlates with the study conducted by Patiar and Mia (2009:254) which stated that managers within the accommodation sector must show trust of their employees on all three levels of management.

Responsibility (M=4.39; SD=±0.79) was rated as the second highest personal characteristic of an effective accommodation manager. According to Cronje et al. (2006:166) a manager must be able to allocate authority, but still take responsibility for the actions of all employees. One of the core managerial functions is also to communicate any information to employees as it is the responsibility of the manager to keep all employees informed (Nieuwenhuizen & Rossouw, 2012:45). The accommodation manager not only has a responsibility towards the employees but also towards the establishments and must to ensure that all operations run smoothly (Hayes & Ninemeier, 2004:4). Baum (2007:1383) added that a manager must also be able to take the responsibility to train employees through continued learning and career development.

According to the results obtained from the respondents, a manager must be self-motivated within the working environment (M=4.26; SD=±0.77). Du Toit et al. (2012:218) and George (2007:182) stated that an effective leader must be able to motivate groups of employees to work in teams. Thekiso (2011:87) stated that due to the tasks of a manager being accomplished through employees, this characteristic is vital. Leiper (2004:175-179) also identified motivation as a key characteristic for accommodation managers but stated that more than just motivation should be displayed. A variety of functions including the ability to plan, investigate, coordinate, negotiate, evaluate, delegate and supervise all employees within an accommodation establishment are also required.

Other important characteristics included: Being productive (M=4.24; SD=±0.79), supported by Bar thorpe and Hall (2000:165), being a good decision maker (M=4.20; SD=±0.84) supported by Connolly and McGing (2006:55) and being flexible (M=4.16...
as stated by Bennet et al. (2000:4-14) and George (2007:181). From the 20 characteristics, being ambitious (M=3.94; SD=±0.86), being an evaluator (M=3.94; SD=±0.82), being intelligent (M=3.92; SD=±0.78) and being sensitive (M=3.82; SD=±0.95) were rated the lowest but it is still considered to be important.

4.6.3.2 Managerial skills

Respondents were requested to rate the importance of managerial skills of an effective accommodation manager. For this question, a 5-point Likert scale was used where the respondents had to indicate the importance of the various managerial skills: 1 = Not at all important, 2 = Less important, 3 = Important, 4 = Very important and 5 = Extremely important.

4.6.3.2.1 Forecasting skills

Respondents rated forecasting skills for an effective accommodation manager on a scale of not at all important to extremely important. The results are presented in Table 4.9. To provide a better reflection of the results, the mean value (M) and standard deviation (SD) for each skill was calculated.

According to the respondents, a manager must be able to predict the effect of increased operational costs (M=3.74; SD±0.866) within an accommodation establishment. The second most important aspect is for a manager to predict any risks that can have a direct influence on the accommodation establishment (M=3.72; SD±0.850) followed by the ability of a manager to predict the effect of seasonality on the accommodation establishment. The least important of all forecasting skills for a manager is to predict the disposable income per household (M=3.25; SD±0.915).

This is consistent with literature as stated by Louw (2011:30-40) as managers must focus on income, service prices, exchange rates and transport costs when predicting future trends and sales of a business.
Table 4.9: Descriptive analyses of forecasting skills

<table>
<thead>
<tr>
<th>FORECASTING SKILLS</th>
<th>NOT IMPORTANT</th>
<th>LESS IMPORTANT</th>
<th>IMPORTANT</th>
<th>VERY IMPORTANT</th>
<th>EXTREMELY IMPORTANT</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predict future developments that will influence expansions of the accommodation establishment</td>
<td>0.4%</td>
<td>5.9%</td>
<td>45.3%</td>
<td>26.4%</td>
<td>22.0%</td>
<td>3.63</td>
<td>0.903</td>
</tr>
<tr>
<td>Predict future human resource development and capacity building</td>
<td>0.8%</td>
<td>3.9%</td>
<td>55.1%</td>
<td>27.6%</td>
<td>12.6%</td>
<td>3.47</td>
<td>0.793</td>
</tr>
<tr>
<td>Predict future changes in consumer behaviour</td>
<td>0%</td>
<td>3.5%</td>
<td>52.0%</td>
<td>28.0%</td>
<td>16.5%</td>
<td>3.57</td>
<td>0.805</td>
</tr>
<tr>
<td>Predict influences on consumer demand</td>
<td>0%</td>
<td>4.3%</td>
<td>46.5%</td>
<td>29.5%</td>
<td>19.7%</td>
<td>3.64</td>
<td>0.843</td>
</tr>
<tr>
<td>Predict the disposable income per household</td>
<td>3.9%</td>
<td>9.8%</td>
<td>53.9%</td>
<td>21.7%</td>
<td>10.6%</td>
<td>3.25</td>
<td>0.915</td>
</tr>
<tr>
<td>Predict competitive prices for accommodation establishments</td>
<td>0.8%</td>
<td>4.4%</td>
<td>44.2%</td>
<td>29.1%</td>
<td>21.5%</td>
<td>3.66</td>
<td>0.890</td>
</tr>
<tr>
<td>Predict the effect of seasonality on the accommodation establishment</td>
<td>1.2%</td>
<td>2.4%</td>
<td>43.4%</td>
<td>29.5%</td>
<td>23.5%</td>
<td>3.71</td>
<td>0.892</td>
</tr>
<tr>
<td>Predict the effect of increased operational costs</td>
<td>0.4%</td>
<td>3.1%</td>
<td>41.3%</td>
<td>31.5%</td>
<td>23.6%</td>
<td>3.74</td>
<td>0.866</td>
</tr>
<tr>
<td>Predict accommodation preferences</td>
<td>0.8%</td>
<td>3.1%</td>
<td>45.7%</td>
<td>29.9%</td>
<td>20.5%</td>
<td>3.66</td>
<td>0.864</td>
</tr>
<tr>
<td>Predict any risks that have a direct influence on the accommodation establishment</td>
<td>0.4%</td>
<td>3.1%</td>
<td>42.1%</td>
<td>32.7%</td>
<td>21.7%</td>
<td>3.72</td>
<td>0.850</td>
</tr>
</tbody>
</table>
4.6.3.2.2 Strategic management skills

Respondents rated strategic management skills for an effective accommodation manager on a scale of not at all important to extremely important. The results are presented in Table 4.10. To provide a better reflection of the results, the mean value (M) and standard deviation (SD) for each skill was calculated.

Respondents stated that the most important aspects of strategic management skills are the ability of managers to react swiftly to changing external environments (M=3.73; SD±0.778), followed by a managers’ ability to manage internal changes (M=3.69; SD±0.818). Managers must also be able to network efficiently in the industry (M=3.66; SD±0.853) and be able to formulate goals for the establishment (M=3.66; SD±0.801). It is also evident that managers must be able to formulate strategic plans for an accommodation establishment (M=3.64; SD±0.785) and be able to plan effective resource application within the accommodation establishment (M=3.64; SD±0.755).

From the literature, Page and Thorn (2010:59), state that managers must implement sustainable management practices within an accommodation establishment to ensure that all resources are effectively utilized.
Table 4.10: Descriptive analyses of strategic management skills

<table>
<thead>
<tr>
<th>STRATEGIC MANAGEMENT SKILLS</th>
<th>NOT IMPORTANT</th>
<th>LESS IMPORTANT</th>
<th>IMPORTANT</th>
<th>VERY IMPORTANT</th>
<th>EXTREMELY IMPORTANT</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate strategic plans for an accommodation establishment</td>
<td>0.4%</td>
<td>1.6%</td>
<td>47.6%</td>
<td>33.9%</td>
<td>16.5%</td>
<td>3.64</td>
<td>0.785</td>
</tr>
<tr>
<td>Conduct environmental analyses</td>
<td>2.0%</td>
<td>11.0%</td>
<td>53.5%</td>
<td>24.8%</td>
<td>8.7%</td>
<td>3.27</td>
<td>0.844</td>
</tr>
<tr>
<td>Formulate internal policies</td>
<td>0.8%</td>
<td>3.5%</td>
<td>51.6%</td>
<td>28.3%</td>
<td>15.7%</td>
<td>3.54</td>
<td>0.826</td>
</tr>
<tr>
<td>Practice strategic control</td>
<td>0.4%</td>
<td>2.8%</td>
<td>46.5%</td>
<td>34.3%</td>
<td>16.1%</td>
<td>3.63</td>
<td>0.798</td>
</tr>
<tr>
<td>Identify social responsibility issues</td>
<td>1.2%</td>
<td>6.7%</td>
<td>51.6%</td>
<td>27.6%</td>
<td>13.0%</td>
<td>3.44</td>
<td>0.845</td>
</tr>
<tr>
<td>Implement strategic plans</td>
<td>0%</td>
<td>3.5%</td>
<td>47.6%</td>
<td>31.9%</td>
<td>20.1%</td>
<td>3.62</td>
<td>0.804</td>
</tr>
<tr>
<td>Manage change within an accommodation establishment</td>
<td>0.4%</td>
<td>1.6%</td>
<td>46.1%</td>
<td>31.9%</td>
<td>20.1%</td>
<td>3.69</td>
<td>0.818</td>
</tr>
<tr>
<td>Conduct strategic research</td>
<td>1.2%</td>
<td>7.9%</td>
<td>52.4%</td>
<td>27.2%</td>
<td>11.4%</td>
<td>3.39</td>
<td>0.836</td>
</tr>
<tr>
<td>Network efficiently in the industry</td>
<td>0.4%</td>
<td>3.1%</td>
<td>46.5%</td>
<td>29.1%</td>
<td>20.9%</td>
<td>3.66</td>
<td>0.853</td>
</tr>
<tr>
<td>Formulate goals for the accommodation establishment</td>
<td>0%</td>
<td>3.9%</td>
<td>42.5%</td>
<td>36.6%</td>
<td>16.9%</td>
<td>3.66</td>
<td>0.801</td>
</tr>
<tr>
<td>Evaluate the attainment of the vision of the accommodation establishment</td>
<td>0%</td>
<td>2.4%</td>
<td>48.8%</td>
<td>35.5%</td>
<td>15.4%</td>
<td>3.61</td>
<td>0.769</td>
</tr>
<tr>
<td>Analyse the external environment</td>
<td>1.2%</td>
<td>4.3%</td>
<td>51.6%</td>
<td>31.1%</td>
<td>11.8%</td>
<td>3.48</td>
<td>0.803</td>
</tr>
<tr>
<td>Plan effective resource application within the accommodation establishment</td>
<td>0%</td>
<td>1.2%</td>
<td>49.2%</td>
<td>33.9%</td>
<td>15.7%</td>
<td>3.64</td>
<td>0.755</td>
</tr>
<tr>
<td>React swiftly to changing environments</td>
<td>0%</td>
<td>0.4%</td>
<td>45.7%</td>
<td>33.9%</td>
<td>20.1%</td>
<td>3.73</td>
<td>0.778</td>
</tr>
</tbody>
</table>

p<0.05
### 4.6.3.2.3 Human resource management skills

**Table 4.11: Descriptive analyses of human resource management skills**

<table>
<thead>
<tr>
<th>HUMAN RESOURCE MANAGEMENT SKILLS</th>
<th>NOT IMPORTANT</th>
<th>LESS IMPORTANT</th>
<th>IMPORTANT</th>
<th>VERY IMPORTANT</th>
<th>EXTREMELY IMPORTANT</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and implement focused human resource strategies</td>
<td>0.8%</td>
<td>3.9%</td>
<td><strong>48.4%</strong></td>
<td>34.3%</td>
<td>12.6%</td>
<td><strong>3.53</strong></td>
<td>0.793</td>
</tr>
<tr>
<td>Practise successful performance evaluation</td>
<td>0.4%</td>
<td>2.8%</td>
<td><strong>52.0%</strong></td>
<td>31.1%</td>
<td>13.8%</td>
<td><strong>3.55</strong></td>
<td>0.777</td>
</tr>
<tr>
<td>Influence the service behaviour of employees, through training courses</td>
<td>0.4%</td>
<td>2.4%</td>
<td><strong>50.8%</strong></td>
<td>29.1%</td>
<td>17.3%</td>
<td><strong>3.60</strong></td>
<td>0.811</td>
</tr>
<tr>
<td>Determine the factors that contribute to employee turnover</td>
<td>0.4%</td>
<td>2.4%</td>
<td><strong>49.6%</strong></td>
<td>33.9%</td>
<td>13.8%</td>
<td><strong>3.58</strong></td>
<td>0.769</td>
</tr>
<tr>
<td>Manage the factors that contribute to employee turnover</td>
<td>0.8%</td>
<td>2.0%</td>
<td><strong>46.9%</strong></td>
<td>34.6%</td>
<td>15.7%</td>
<td><strong>3.62</strong></td>
<td>0.798</td>
</tr>
<tr>
<td>Implement quality focused human resource strategies</td>
<td>0.4%</td>
<td>4.7%</td>
<td><strong>49.2%</strong></td>
<td>31.5%</td>
<td>14.2%</td>
<td><strong>3.54</strong></td>
<td>0.807</td>
</tr>
<tr>
<td>Manage the effects of seasonal employees on an accommodation establishment</td>
<td>0.8%</td>
<td>5.1%</td>
<td><strong>46.9%</strong></td>
<td>33.1%</td>
<td>14.2%</td>
<td><strong>3.54</strong></td>
<td>0.826</td>
</tr>
<tr>
<td>Facilitate teamwork</td>
<td>0%</td>
<td>0.4%</td>
<td><strong>40.9%</strong></td>
<td>35.0%</td>
<td>23.6%</td>
<td><strong>3.81</strong></td>
<td>0.794</td>
</tr>
<tr>
<td>Facilitate problem-solving</td>
<td>0.4%</td>
<td>0%</td>
<td><strong>42.1%</strong></td>
<td>33.5%</td>
<td>24.0%</td>
<td><strong>3.80</strong></td>
<td>0.813</td>
</tr>
<tr>
<td>Match employees with available positions</td>
<td>1.2%</td>
<td>4%</td>
<td><strong>46.5%</strong></td>
<td>29.5%</td>
<td>22.4%</td>
<td><strong>3.71</strong></td>
<td>0.856</td>
</tr>
<tr>
<td>Involve employees when making</td>
<td>0.4%</td>
<td>3.1%</td>
<td><strong>50.4%</strong></td>
<td>30.3%</td>
<td>15.7%</td>
<td><strong>3.57</strong></td>
<td>0.804</td>
</tr>
<tr>
<td>operational decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Manage staff incentives</td>
<td>0%</td>
<td>1.6%</td>
<td>49.6%</td>
<td>33.5%</td>
<td>15.4%</td>
<td>3.62</td>
<td>0.758</td>
</tr>
<tr>
<td>Communicate all management strategies to employees</td>
<td>0%</td>
<td>3.1%</td>
<td>46.9%</td>
<td>34.6%</td>
<td>15.4%</td>
<td>3.62</td>
<td>0.779</td>
</tr>
<tr>
<td>Provide feedback on employee performance</td>
<td>0%</td>
<td>0%</td>
<td>44.5%</td>
<td>37.8%</td>
<td>17.7%</td>
<td>3.73</td>
<td>0.743</td>
</tr>
<tr>
<td>Motivate employees</td>
<td>0%</td>
<td>0.4%</td>
<td>40.2%</td>
<td>32.7%</td>
<td>26.8%</td>
<td>3.85</td>
<td>0.817</td>
</tr>
<tr>
<td>Provide training opportunities</td>
<td>0.8%</td>
<td>1.2%</td>
<td>46.5%</td>
<td>31.5%</td>
<td>20.1%</td>
<td>3.68</td>
<td>0.830</td>
</tr>
<tr>
<td>Create opportunities for career development</td>
<td>0.8%</td>
<td>2.4%</td>
<td>46.9%</td>
<td>31.5%</td>
<td>18.5%</td>
<td>3.64</td>
<td>0.834</td>
</tr>
</tbody>
</table>

p<0.05
Respondents rated human resource management skills for an effective accommodation manager on a scale of not at all important to extremely important. The results are presented in Table 4.11. To provide a better reflection of the results, the mean value (M) and standard deviation (SD) for each skill was calculated.

According to Guerrier and Deery (1998:147), human resource management is the basis of many managerial textbooks and that customer service is directly influenced by internal human resources (Haynes & Fryer, 2000:241). The results of this study confirms that managers must be able to motivate employees (M=3.85; SD±0.817), facilitate teamwork (M=3.81; SD±0.794) and be able to facilitate problem solving (M=3.80; SD±0.813).

4.6.3.2.4 Problem solving and crisis management skills

Hospitality managers must be able to identify, challenge and implement new strategies to solve every day problems (Brownell, 2008:138). It is very important that hospitality managers must be able to handle any situation calmly even in a pressured environment (Kay & Russett, 2000:53). Therefore, problem solving skills cannot be overlooked due to these skills contributing directly to happy customers (Connolly & McGing, 2006:56).

Respondents rated problem solving and crisis management skills for an effective accommodation manager on a scale of not at all important to extremely important. The results are presented in Table 4.12. To provide a better reflection of the results, the mean value (M) and standard deviation (SD) for each skill was calculated.

The results of this study indicates that managers must be able to act professionally in different situations (M=3.97; SD±0.868) followed by the ability to practice effective crisis management (M=3.90; SD±0.854). Respondents also indicated that it is very important for managers to lead inexperienced employees within an accommodation establishment (M=3.86; SD±0.829).
Table 4.12: Descriptive analysis of problem solving and crisis management skills

<table>
<thead>
<tr>
<th>PROBLEM SOLVING AND CRISIS MANAGEMENT SKILLS</th>
<th>NOT IMPORTANT</th>
<th>LESS IMPORTANT</th>
<th>IMPORTANT</th>
<th>VERY IMPORTANT</th>
<th>EXTREMELY IMPORTANT</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make informed decisions</td>
<td>0%</td>
<td>0%</td>
<td>37.8%</td>
<td>38.2%</td>
<td>24.0%</td>
<td>3.86</td>
<td>0.775</td>
</tr>
<tr>
<td>Solve daily problems</td>
<td>0%</td>
<td>0.4%</td>
<td>43.7%</td>
<td>29.9%</td>
<td>26.0%</td>
<td>3.81</td>
<td>0.825</td>
</tr>
<tr>
<td>Practice effective crisis management</td>
<td>0%</td>
<td>0.4%</td>
<td>40.2%</td>
<td>27.6%</td>
<td>31.9%</td>
<td>3.90</td>
<td>0.854</td>
</tr>
<tr>
<td>Identify challenges and implement new strategies to solve every day problems</td>
<td>0%</td>
<td>0.4%</td>
<td>40.9%</td>
<td>37.0%</td>
<td>21.7%</td>
<td>3.79</td>
<td>0.777</td>
</tr>
<tr>
<td>Think critically</td>
<td>0%</td>
<td>0.4%</td>
<td>42.1%</td>
<td>34.6%</td>
<td>22.8%</td>
<td>3.79</td>
<td>0.792</td>
</tr>
<tr>
<td>Act professionally in different situations</td>
<td>0%</td>
<td>0.8%</td>
<td>36.6%</td>
<td>27.2%</td>
<td>35.4%</td>
<td>3.97</td>
<td>0.868</td>
</tr>
<tr>
<td>Lead inexperienced employees</td>
<td>0.4%</td>
<td>0.4%</td>
<td>38.6%</td>
<td>33.9%</td>
<td>26.8%</td>
<td>3.86</td>
<td>0.829</td>
</tr>
<tr>
<td>Encourage employees to take initiative</td>
<td>0.4%</td>
<td>0.4%</td>
<td>39.8%</td>
<td>35.8%</td>
<td>23.6%</td>
<td>3.81</td>
<td>0.809</td>
</tr>
</tbody>
</table>

p<0.05
4.6.3.2.5 Communication skills

Respondents rated communication skills for an effective accommodation manager on a scale of not at all important to extremely important. The results are presented in Table 4.13. To provide a better reflection of the results, the mean value (M) and standard deviation (SD) for each skill was calculated.

Respondents stated that managers must be able to effectively interact with employees (M=3.83; SD±0.758) as the most important aspect regarding communication skills. This is followed by a managers’ ability to communicate effectively on different levels (M=3.78; SD±0.784) and do this in English (M=3.76; SD±0.858).

Organisational communication is very important, both internally and externally (Skinner et al., 2002:2) and this can be done by applying the 7C’s of communication as stated by Lubbe & Puth (2002:71).
Table 4.13: Descriptive analysis of communication skills

<table>
<thead>
<tr>
<th>COMMUNICATION SKILLS</th>
<th>NOT IMPORTANT</th>
<th>LESS IMPORTANT</th>
<th>IMPORTANT</th>
<th>VERY IMPORTANT</th>
<th>EXTREMELY IMPORTANT</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively interact with employees</td>
<td>0.4%</td>
<td>0%</td>
<td>36.2%</td>
<td><strong>42.9%</strong></td>
<td>20.5%</td>
<td><strong>3.83</strong></td>
<td>0.758</td>
</tr>
<tr>
<td>Interpret internal communication</td>
<td>0%</td>
<td>1.2%</td>
<td><strong>46.5%</strong></td>
<td>32.7%</td>
<td>19.7%</td>
<td>3.70</td>
<td>0.791</td>
</tr>
<tr>
<td>Manage communication barriers</td>
<td>0%</td>
<td>0.4%</td>
<td><strong>44.9%</strong></td>
<td>34.6%</td>
<td>20.1%</td>
<td>3.74</td>
<td>0.776</td>
</tr>
<tr>
<td>Implement effective internal communication strategies</td>
<td>0%</td>
<td>0.8%</td>
<td><strong>45.3%</strong></td>
<td>34.3%</td>
<td>19.7%</td>
<td>3.72</td>
<td>0.780</td>
</tr>
<tr>
<td>Communicate on different levels</td>
<td>0%</td>
<td>0.4%</td>
<td><strong>42.9%</strong></td>
<td>35.0%</td>
<td>21.7%</td>
<td><strong>3.78</strong></td>
<td>0.784</td>
</tr>
<tr>
<td>Build industry relationships</td>
<td>0.4%</td>
<td>1.2%</td>
<td><strong>47.6%</strong></td>
<td>29.5%</td>
<td>21.3%</td>
<td>3.70</td>
<td>0.827</td>
</tr>
<tr>
<td>Manage the corporate identity</td>
<td>0.4%</td>
<td>2.8%</td>
<td><strong>45.7%</strong></td>
<td>29.5%</td>
<td>21.7%</td>
<td>3.69</td>
<td>0.852</td>
</tr>
<tr>
<td>Build relationships with investors</td>
<td>3.1%</td>
<td>3.9%</td>
<td><strong>44.5%</strong></td>
<td>28.0%</td>
<td>20.5%</td>
<td>3.58</td>
<td>0.960</td>
</tr>
<tr>
<td>Select the most appropriate communication channels</td>
<td>1.2%</td>
<td>1.6%</td>
<td><strong>47.2%</strong></td>
<td>32.7%</td>
<td>17.3%</td>
<td>3.63</td>
<td>0.826</td>
</tr>
<tr>
<td>Do presentations</td>
<td>3.1%</td>
<td>8.7%</td>
<td><strong>50.0%</strong></td>
<td>27.2%</td>
<td>11.0%</td>
<td>3.34</td>
<td>0.900</td>
</tr>
<tr>
<td>Speak english fluently</td>
<td>0.8%</td>
<td>1.6%</td>
<td><strong>42.1%</strong></td>
<td>31.9%</td>
<td>23.6%</td>
<td><strong>3.76</strong></td>
<td>0.858</td>
</tr>
<tr>
<td>Negotiate to reach a desired outcome</td>
<td>0.8%</td>
<td>0.8%</td>
<td><strong>44.9%</strong></td>
<td>33.1%</td>
<td>20.5%</td>
<td>3.71</td>
<td>0.823</td>
</tr>
</tbody>
</table>

*p<0.05*
4.6.3.2.6 Information technology skills

Respondents rated information technology skills for an effective accommodation manager on a scale of not at all important to extremely important. The results are presented in Table 4.14. To provide a better reflection of the results, the mean value (M) and standard deviation (SD) for each skill was calculated.

Respondents stated that managers must be able to effectively use social media platforms to provide information to guests (M=3.71; SD±0.847) and this was followed by the ability of managers to use different technologies within an accommodation establishment (M=3.70; SD±0.757). The respondents also stated that accommodation managers must be able to operate MS Office (M=3.68; SD±0.850).

Technology within the hospitality industry effects all departments (Lee et al., 2003:425). Using information technology can be a cost saver for any organisation (Hudson & Gilbert, 2006:102), and information technology directly influence the purchasing behaviour of consumers (Lee et al., 2011:188).
### Table 4.14: Descriptive analysis of information technology skills

<table>
<thead>
<tr>
<th>INFORMATION TECHNOLOGY SKILLS</th>
<th>NOT IMPORTANT</th>
<th>LESS IMPORTANT</th>
<th>IMPORTANT</th>
<th>VERY IMPORTANT</th>
<th>EXTREMELY IMPORTANT</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use different technologies</td>
<td>0.4%</td>
<td>0.8%</td>
<td><strong>43.3%</strong></td>
<td>39.4%</td>
<td>16.1%</td>
<td>3.70</td>
<td>0.757</td>
</tr>
<tr>
<td>Operate MS Office</td>
<td>1.2%</td>
<td>0.8%</td>
<td><strong>47.2%</strong></td>
<td>29.9%</td>
<td>20.9%</td>
<td>3.68</td>
<td>0.850</td>
</tr>
<tr>
<td>Initiate new forms of technology for the accommodation establishment</td>
<td>.4%</td>
<td>2.8%</td>
<td><strong>48.0%</strong></td>
<td>34.3%</td>
<td>14.6%</td>
<td>3.59</td>
<td>0.782</td>
</tr>
<tr>
<td>Operate a global distribution system for example GALILIO</td>
<td>3.5%</td>
<td>7.5%</td>
<td><strong>51.6%</strong></td>
<td>27.2%</td>
<td>10.2%</td>
<td>3.33</td>
<td>0.889</td>
</tr>
<tr>
<td>Initiate creative ways to encourage a consumer to return to the website for more information</td>
<td>2.0%</td>
<td>2.8%</td>
<td><strong>42.5%</strong></td>
<td>36.2%</td>
<td>16.5%</td>
<td>3.62</td>
<td>0.860</td>
</tr>
<tr>
<td>Effectively use social media platforms to provide information to your guests</td>
<td>0.4%</td>
<td>3.9%</td>
<td><strong>39.8%</strong></td>
<td>35.4%</td>
<td>20.5%</td>
<td>3.71</td>
<td>0.847</td>
</tr>
</tbody>
</table>

p<0.05
4.6.3.2.7 Customer service skills

Respondents rated customer service skills for an effective accommodation manager on a scale of not at all important to extremely important. The results are presented in Table 4.15. To provide a better reflection of the results, the mean value (M) and standard deviation (SD) for each skill was calculated.

According to Kotler et al. (2011:1049), any business that offers a service must develop a service culture that focuses on serving and satisfying guests needs. This is enhanced by building customer relations (Brink & Berndt, 2008:57).

The respondents stated that building customer relationships (M=3.98; SD±0.833) and providing sustainable customer satisfaction (M=3.98; SD±0.845) were seen as the most important for an accommodation manager. This was followed by a managers ability to develop a service culture among employees (M=3.96; SD±0.847) and the ability to deliver a product as promised (M=3.95, SD±0.894).
Table 4.15: Descriptive analysis of customer service skills

<table>
<thead>
<tr>
<th>CUSTOMER SERVICE SKILLS</th>
<th>NOT IMPORTANT</th>
<th>LESS IMPORTANT</th>
<th>IMPORTANT</th>
<th>VERY IMPORTANT</th>
<th>EXTREMELY IMPORTANT</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build customer relations</td>
<td>0.4%</td>
<td>0.4%</td>
<td>31.9%</td>
<td><strong>35.0%</strong></td>
<td>32.3%</td>
<td><strong>3.98</strong></td>
<td>0.833</td>
</tr>
<tr>
<td>Deliver a product as promised</td>
<td>0%</td>
<td>0.8%</td>
<td><strong>39.8%</strong></td>
<td>22.4%</td>
<td>37.0%</td>
<td><strong>3.95</strong></td>
<td>0.894</td>
</tr>
<tr>
<td>Monitor consumer satisfaction</td>
<td>0%</td>
<td>0.8%</td>
<td><strong>38.2%</strong></td>
<td>29.9%</td>
<td>31.1%</td>
<td><strong>3.91</strong></td>
<td>0.848</td>
</tr>
<tr>
<td>Develop a service culture among employees</td>
<td>0%</td>
<td>0%</td>
<td><strong>37.4%</strong></td>
<td>28.3%</td>
<td>34.3%</td>
<td><strong>3.96</strong></td>
<td>0.847</td>
</tr>
<tr>
<td>Provide sustainable customer satisfaction</td>
<td>0%</td>
<td>0.4%</td>
<td>35.4%</td>
<td>29.9%</td>
<td>34.3%</td>
<td><strong>3.98</strong></td>
<td>0.845</td>
</tr>
<tr>
<td>Develop a customer satisfaction/loyalty programme</td>
<td>1.2%</td>
<td>3.1%</td>
<td><strong>42.1%</strong></td>
<td>29.5%</td>
<td>24.0%</td>
<td><strong>3.72</strong></td>
<td>0.904</td>
</tr>
<tr>
<td>Develop and provide new ways of improving sustainable quality</td>
<td>0%</td>
<td>0.4%</td>
<td>39.4%</td>
<td>35.8%</td>
<td>24.4%</td>
<td><strong>3.84</strong></td>
<td>0.794</td>
</tr>
</tbody>
</table>

p<0.05
4.6.3.2.8 Financial management skills

Respondents rated financial management skills for an effective accommodation manager on a scale of not at all important to extremely important. The results are presented in Table 4.16. To provide a better reflection of the results, the mean value (M) and standard deviation (SD) for each skill was calculated.

According to the results, a manager must be able to monitor all financial activities of the accommodation establishment (M=3.89; SD±0.829) and be able to determine the right price for products and services (M=3.84; SD±0.833). It was also indicated that managers must be able to construct and develop a budget within an establishment (M=3.80; SD±0.871), followed by the ability to identify financial challenges (M=3.76; SD±0.843).

Many SMME organisations face various financial challenges (Mia & Patiar, 2001). One of the biggest challenges managers face is the cost of employee turnover and the effects that have on the internal environment (Subramaniam et al., 2002:304) and this corresponds with the findings in this study.
Table 4.16: Descriptive analysis of financial management skills

<table>
<thead>
<tr>
<th>FINANCIAL MANAGEMENT SKILLS</th>
<th>NOT IMPORTANT</th>
<th>LESS IMPORTANT</th>
<th>IMPORTANT</th>
<th>VERY IMPORTANT</th>
<th>EXTREMELY IMPORTANT</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor all financial activities of the accommodation establishment</td>
<td>0.4%</td>
<td>0.8%</td>
<td>35.4%</td>
<td><strong>35.8%</strong></td>
<td>27.6%</td>
<td><strong>3.89</strong></td>
<td>0.829</td>
</tr>
<tr>
<td>Identify financial challenges</td>
<td>0.8%</td>
<td>1.6%</td>
<td><strong>40.6%</strong></td>
<td>34.6%</td>
<td>22.4%</td>
<td><strong>3.76</strong></td>
<td>0.843</td>
</tr>
<tr>
<td>Interpret mathematical calculations</td>
<td>0.8%</td>
<td>3.9%</td>
<td><strong>46.1%</strong></td>
<td>33.5%</td>
<td>15.7%</td>
<td><strong>3.59</strong></td>
<td>0.827</td>
</tr>
<tr>
<td>Interpret financial statements</td>
<td>1.6%</td>
<td>2.8%</td>
<td><strong>44.1%</strong></td>
<td>32.3%</td>
<td>19.3%</td>
<td><strong>3.65</strong></td>
<td>0.875</td>
</tr>
<tr>
<td>Manage current financial assets</td>
<td>1.6%</td>
<td>2.0%</td>
<td><strong>43.3%</strong></td>
<td>31.5%</td>
<td>21.7%</td>
<td><strong>3.69</strong></td>
<td>0.883</td>
</tr>
<tr>
<td>Work with company capital</td>
<td>2.8%</td>
<td>3.9%</td>
<td><strong>41.3%</strong></td>
<td>33.5%</td>
<td>18.5%</td>
<td><strong>3.61</strong></td>
<td>0.924</td>
</tr>
<tr>
<td>Determine a break-even analysis</td>
<td>1.6%</td>
<td>3.5%</td>
<td><strong>40.2%</strong></td>
<td>34.6%</td>
<td>20.1%</td>
<td><strong>3.68</strong></td>
<td>0.887</td>
</tr>
<tr>
<td>Construct and develop a budget</td>
<td>0.8%</td>
<td>2.8%</td>
<td><strong>36.6%</strong></td>
<td>35.0%</td>
<td>24.8%</td>
<td><strong>3.80</strong></td>
<td>0.871</td>
</tr>
<tr>
<td>Determine the right price for products and services</td>
<td>0.4%</td>
<td>1.6%</td>
<td><strong>36.6%</strong></td>
<td>36.2%</td>
<td>25.2%</td>
<td><strong>3.84</strong></td>
<td>0.833</td>
</tr>
</tbody>
</table>

p<0.05
4.6.3.2.9 Marketing skills

Respondents rated marketing skills for an effective accommodation manager on a scale of not at all important to extremely important. The results are presented in Table 4.17. To provide a better reflection of the results, the mean value (M) and standard deviation (SD) for each skill was calculated.

To be an effective accommodation manager, respondents indicated that compiling a marketing plan (M=3.61; SD±0.800) is very important. It was also indicated that a manager must be able to determine the return on investment of marketing campaigns (M=3.60; SD±0.816). Respondents indicated that an effective manager must also be able to launch and manage a marketing plan (M=3.58; SD±0.813) and this was followed by determining the influence of the external environment on marketing practices (M=3.55; SD±0.782).

Marketing management is as important for small organisations as it is for large organisations (Slabbert & Saayman, 2003:133). According to Zeithaml et al. (2009:141) market research is very important to implement the marketing mix effectively. Internal and external environments, according to Tassiopoulos (2010:289) must be managed by accommodation managers.
Table 4.17: Descriptive analysis of marketing skills

<table>
<thead>
<tr>
<th>MARKETING SKILLS</th>
<th>NOT IMPORTANT</th>
<th>LESS IMPORTANT</th>
<th>IMPORTANT</th>
<th>VERY IMPORTANT</th>
<th>EXTREMELY IMPORTANT</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct market research</td>
<td>1.2%</td>
<td>4.3%</td>
<td>45.7%</td>
<td>36.2%</td>
<td>12.6%</td>
<td>3.54</td>
<td>0.812</td>
</tr>
<tr>
<td>Identify the market by means of market segmentation</td>
<td>0.8%</td>
<td>3.5%</td>
<td>57.1%</td>
<td>26.4%</td>
<td>12.2%</td>
<td>3.45</td>
<td>0.782</td>
</tr>
<tr>
<td>Interpret marketing research and findings</td>
<td>0.4%</td>
<td>4.7%</td>
<td>50.8%</td>
<td>31.5%</td>
<td>12.6%</td>
<td>3.51</td>
<td>0.788</td>
</tr>
<tr>
<td>Compile a marketing plan</td>
<td>1.2%</td>
<td>3.1%</td>
<td>42.1%</td>
<td>40.2%</td>
<td>13.4%</td>
<td>3.61</td>
<td>0.800</td>
</tr>
<tr>
<td>Launch and manage a marketing campaign</td>
<td>0.8%</td>
<td>4.3%</td>
<td>44.5%</td>
<td>36.2%</td>
<td>14.2%</td>
<td>3.58</td>
<td>0.813</td>
</tr>
<tr>
<td>Determine the influence of the external environment on marketing practices</td>
<td>0.8%</td>
<td>3.5%</td>
<td>47.2%</td>
<td>36.2%</td>
<td>12.2%</td>
<td>3.55</td>
<td>0.782</td>
</tr>
<tr>
<td>Determine the return on investment of marketing campaigns</td>
<td>0.8%</td>
<td>3.9%</td>
<td>44.1%</td>
<td>36.2%</td>
<td>15.0%</td>
<td>3.60</td>
<td>0.816</td>
</tr>
</tbody>
</table>

p<0.05
4.7 Exploratory results

In the exploratory results, factor analyses for personal characteristics and managerial skills were done to produce a smaller number of linear combinations to enable further analyses by means of ANOVA, $t$-tests and Spearman Rank Order Correlations.

4.7.1 Managerial skills and personal characteristics

For this study, factor analyses were performed on the grouped managerial skills and personal characteristics in order to determine the validity of each group, to determine any underlying skills and characteristics in each group and identify the most important factors for this study. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy as well as Bartlett’s Test of Sphericity ($p \leq 0.000$) were used to determine whether the covariance matrix was suitable for each factor analysis. Due to the exploratory nature of this section, factor loadings above 0.30 were considered adequate as stated by Tabachnick and Fidell, cited by Pallant (2010:183). This led to ten (10) factors identified in this study. A reliability coefficient, Cronbach’s Alpha (CA), was computed for each factor to estimate the internal consistency. All factors with a CA above 0.832 were considered reliable as a recommended CA for any study is $\geq 0.70$. In each case the Bartlett’s Test of Sphericity had a significant value of $p \leq 0.000$.

The exploratory factor analysis for each dataset revealed one factor per set. In all cases the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy can be seen as highly reliable since the KMO’s range between 0.832 and 0.945. In all cases more than 63% of the variance was explained which is highly acceptable. The Cronbach Alpha’s were well above the expected 0.7 (ranging between 0.891 and 0.969) which indicates a high reliability of these factors (See Table 4.18).

Table 4.18: Summative results of the exploratory factor analyses

<table>
<thead>
<tr>
<th></th>
<th>KMO</th>
<th>% OF VARIANCE</th>
<th>CRONBACH ALPHA (CA)</th>
<th>MEAN</th>
<th>INTER-ITEM CORRELATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal characteristics</td>
<td>0.947</td>
<td>67.79</td>
<td>.966</td>
<td>4.11</td>
<td>0.589</td>
</tr>
<tr>
<td>Forecasting skills</td>
<td>0.918</td>
<td>63.97</td>
<td>.935</td>
<td>3.59</td>
<td>0.593</td>
</tr>
<tr>
<td>Skill</td>
<td>Mean</td>
<td>SD</td>
<td>Crisp</td>
<td>Accuracy</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Strategic management skills</td>
<td>0.945</td>
<td>70.78</td>
<td>.955</td>
<td>3.56</td>
<td>0.605</td>
</tr>
<tr>
<td>Human resource management skills</td>
<td>0.934</td>
<td>73.39</td>
<td>.969</td>
<td>3.64</td>
<td>0.649</td>
</tr>
<tr>
<td>Problem solving and crisis management skills</td>
<td>0.929</td>
<td>78.50</td>
<td>.961</td>
<td>3.85</td>
<td>0.754</td>
</tr>
<tr>
<td>Communication skills</td>
<td>0.916</td>
<td>74.31</td>
<td>.946</td>
<td>3.68</td>
<td>0.601</td>
</tr>
<tr>
<td>Information technology skills</td>
<td>0.832</td>
<td>65.39</td>
<td>.891</td>
<td>3.60</td>
<td>0.582</td>
</tr>
<tr>
<td>Customer service skills</td>
<td>0.897</td>
<td>77.20</td>
<td>.949</td>
<td>3.90</td>
<td>0.731</td>
</tr>
<tr>
<td>Financial management skills</td>
<td>0.916</td>
<td>73.68</td>
<td>.955</td>
<td>3.72</td>
<td>0.703</td>
</tr>
<tr>
<td>Marketing skills</td>
<td>0.912</td>
<td>80.77</td>
<td>.960</td>
<td>3.54</td>
<td>0.775</td>
</tr>
</tbody>
</table>

From Table 4.18 it is evident that with regard to managerial skills personal characteristics factor was the most important factor based on the mean value of $M=4.11$. This was followed by customer service skills with a mean value of $M=3.90$. It was also clear that problem solving and crisis management skills with a mean value of $M=3.85$ were also considered as very important in this industry.

**Factor 1: Personal characteristics (cf. table 4.8)**

This factor has a mean value of 4.11 and was the most important rated factor. This factor includes aspects such as trustworthy, intelligence, a good planner, productive and sensitive amongst others. Stoner *et al.* (1995:481). Cronje *et al.* (2006:183) state that personality is a very important factor that should be considered when accepting students into education programmes.

**Factor 2: Forecasting skills (cf. table 4.9)**

This factor has a mean value of 3.59 and includes aspects such as: predict influences on consumer demand, predict the effect of seasonality on the accommodation establishment and the prediction of future changes in consumer demand. This skill was rated to be the 8th highest skill of the 10 factors identified.

Louw (2011:30) found that managers in accommodation establishments must be able to predict future developments in order to successfully interpret tourist behaviour and consumer demands.
Factor 3: Strategic management skills (cf. table 4.10)

With a mean value of 3.56, this factor was the second least important of all the factors analysed but still seen as fairly important. This factor included: formulation of goals for the accommodation establishment, conduct environmental analysis and evaluation of the attainment of the organisation’s vision. Jeou-Shyan et al. (2011:1049) state that a manager must be able to form goals within an organisation and be able to evaluate the applicability of these decisions. Saayman (2009:123) stated that strategic management consists of more than just a vision and mission, but also situational analysis that includes all aspects of the external environment, the formulation of strategic plans for an establishment to survive during any change in the external environment, the ability to implement the strategic plans and to ensure that strategic control is practiced regarding the strategies implemented.

Factor 4: Human resource management skills (cf. table 4.11)

This factor had a mean value of 3.64 and includes the following aspects: provide feedback on employee performance, manage the effect of seasonal employment on the organisation and match employees with available positions. This skill has been rated 6th on the list of the 10 identified factors.

Managers, according to Tsaur and Lin (2003:473), in service orientation organisations must realise the important role of human resource management. Building a positive relationship between management and the employees is of great importance (Kusluvan et al., 2010:171). Managers must, however be aware that seasonality has an impact on an organisation due to the short duration of time spend within the organisation by employees and managers then need to retrain new employees (Jolliffe & Farnsworth, 2003:312).

Factor 5: Problem solving and crisis management skills (cf. table 4.12)

The problem solving and crisis management skills factor includes the solving of daily problems, practising effective crisis management and acting in a professional manner in different situations. This factor has a mean value of 3.85 and rated as the 3rd most important factor. Hospitality managers must have the skills to identify, challenge and implement new strategies in order to solve everyday problems and create a successful future for an organisation (Brownell, 2008:138). Problem
solving, according to Middelton (2002:18) is a much needed skill for managers due to the ever changing environment within the accommodation sector and this skill is necessary to ensure customer satisfaction (Connolly & McGing, 2006:56).

**Factor 6: Communication skills (cf. table 4.13)**

This factor consists of the interpretation of internal communication, the management of communication barriers and implementation of effective internal communication strategies. Communication skills are vital for a manager as found by various authors (Chan & Kuok, 2011; Baum & Devine, 2007). Managers must be able to construct their message very carefully as this can be a great barrier if employees misinterpret the message provided (Huebsch, 1986). This statement is proven in this study again and Mmope (2010:33) adds that managers must be able to communicate vertically, laterally and diagonally. This factor has a mean value of 3.68 and rated as the 5th most important factor of the 10 factors identified.

**Factor 7: Information technology skills (cf. table 4.14)**

This factor consists of variables that include: the use of various technologies, initiate creative ways to encourage the consumer to return to a website and initiate new forms of technology that can be used by an accommodation establishment. This factor has a mean value of 3.60 and seen as the 7th most important factor of the 10 factors identified.

Managers in the accommodation sector must realise that they can influence the opinion of the guests by means of information technology (Litvin et al., 2008:459). Posavec (2008:13) clearly states that information technology enables fast and flexible operation but Ewan (2012:1) found that very limited understanding about the real effect that information technology has on an organisation.

**Factor 8: Customer service skills (cf. table 4.15)**

Customer service skills factor is rated as the 2nd most important factor identified and consists of variables that include building customer relationships, deliver products as promised and developing customer service loyalty programmes. Kotler et al. (2006:41) found in their research that organisations offering a service must develop a service culture, and this development starts with top management. Allen
(2004:101) states that service; if management follow the 13 E’s of customer service (cf.3.3.7) personal relationships can be built between the organisation and the guest, satisfying the accommodation and service needs.

With a mean value of 3.90 emphasis is placed on the importance of knowledge regarding customers in accommodation establishments.

**Factor 9: Financial management skills (cf. table 4.16)**

With a mean value of 3.72, this factor ranked 3rd most important among the 10 identified factors. The variables included in financial management are: the monitoring of financial activities within an accommodation establishment, interpret financial statements and determine a break-even-analysis. Many SMME organisational managers face various financial challenges (Mia & Patiar, 2001; Burgess, 2007; Lamminmaki, 2008) and therefore managers must be able to analyse and interpret the internal and external environments (Saayman, 2009:295). Bowdin et al. (2011:301) found that managers working with finances must be able to construct budgets for a whole organisation and per department.

**Factor 10: Marketing skills (cf. table 4.17)**

This was the lowest factor with a mean value of 3.54 and was identified as the least important factor of all 10 factors identified. This factor included: compiling a marketing plan, launching a marketing campaign and to identify marketing by means of market segmentation. In contrast to this finding, George (2013:14) states that marketing skills, that include compiling marketing campaigns, are vital for large and small organisations.

4.7.2 Aspects influencing the importance of managerial skills and personal characteristics

Unique to this study, is the comparison between managerial skills, personal characteristics and accommodation establishment characteristics as well as respondent profile. By comparing the above, the researcher will be able to determine the variables that influence the importance of skills.

These analyses were done by means of One-Way Analyses of Variance (ANOVA), Independent sample t-tests and Spearman rank order correlations.
4.7.2.1 Comparison between managerial skills, personal characteristics and accommodation establishment characteristics

This section determines whether managerial skills and personal characteristics should differ when graduates are employed in different provinces, in organisations with different grading status, types of accommodation establishments and so on.

4.7.2.1.1 Comparison between managerial skills, personal characteristics and the province in which the accommodation establishment is located

The results have shown, when looking at the statistical significant differences, (p-value) that the province in which the accommodation establishment is situated does not have an effect on the necessary skills of an effective manager or the ideal personal characteristics sought by accommodation establishments (p>0.05) as seen in Table 4.19. The same skills and personal characteristics are thus important for effective managers regardless of the location of the business. This contributes to the possibility of standardising qualifications.
Table 4.19: ANOVA for analysis of the province, skills and personal characteristics of accommodation managers

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>WESTERN CAPE</th>
<th>KWAZULU-NATAL</th>
<th>EASTERN CAPE</th>
<th>NORTHERN CAPE</th>
<th>FREE STATE</th>
<th>NORTH-WEST</th>
<th>GAUTENG</th>
<th>LIMPOPO</th>
<th>MPUMALANGA</th>
<th>F-VALUE</th>
<th>P-VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal characteristics</td>
<td>4.02 (±0.70)</td>
<td>4.08 (±0.71)</td>
<td>4.12 (±0.63)</td>
<td>4.11 (±0.69)</td>
<td>3.95 (±0.44)</td>
<td>3.96 (±1.04)</td>
<td>4.14 (±0.59)</td>
<td>4.21 (±0.53)</td>
<td>4.26 (±0.54)</td>
<td>0.672</td>
<td>0.716</td>
</tr>
<tr>
<td>Forecasting skills</td>
<td>3.62 (±0.71)</td>
<td>3.45 (±0.67)</td>
<td>3.40 (±0.88)</td>
<td>3.40 (±0.57)</td>
<td>3.44 (±0.77)</td>
<td>3.95 (±0.61)</td>
<td>3.66 (±0.58)</td>
<td>3.76 (±0.61)</td>
<td>3.70 (±0.64)</td>
<td>1.626</td>
<td>0.118</td>
</tr>
<tr>
<td>Strategic management skills</td>
<td>3.50 (±0.69)</td>
<td>3.51 (±0.71)</td>
<td>3.46 (±0.65)</td>
<td>3.41 (±0.56)</td>
<td>3.55 (±0.65)</td>
<td>3.65 ± (0.74)</td>
<td>3.59 (±0.62)</td>
<td>3.74 (±0.56)</td>
<td>3.70 (±0.54)</td>
<td>0.813</td>
<td>0.592</td>
</tr>
<tr>
<td>Human resource management skills</td>
<td>3.52 (±0.71)</td>
<td>3.62 (±0.78)</td>
<td>3.57 (±0.64)</td>
<td>3.47 (±0.64)</td>
<td>3.64 (±0.70)</td>
<td>3.75 (±0.60)</td>
<td>3.70 (±0.53)</td>
<td>3.76 (±0.56)</td>
<td>3.81 (±0.61)</td>
<td>0.896</td>
<td>0.520</td>
</tr>
<tr>
<td>Problem solving and crisis management skills</td>
<td>3.89 (±0.82)</td>
<td>3.82 (±0.78)</td>
<td>3.89 (±0.79)</td>
<td>3.49 (±0.60)</td>
<td>3.88 (±0.64)</td>
<td>3.95 (±0.67)</td>
<td>3.92 (±0.77)</td>
<td>3.81 (±0.65)</td>
<td>3.88 (±0.59)</td>
<td>0.639</td>
<td>0.745</td>
</tr>
<tr>
<td>Communication skills</td>
<td>3.53 (±0.66)</td>
<td>3.69 (±0.71)</td>
<td>3.47 (±0.62)</td>
<td>3.41 (±0.60)</td>
<td>3.82 (±0.67)</td>
<td>3.73 (±0.67)</td>
<td>3.75 (±0.61)</td>
<td>3.84 (±0.63)</td>
<td>3.85 (±0.62)</td>
<td>1.646</td>
<td>0.113</td>
</tr>
<tr>
<td>Information technology skills</td>
<td>3.62 (±0.74)</td>
<td>3.59 (±0.68)</td>
<td>3.46 (±0.79)</td>
<td>3.35 (±0.49)</td>
<td>3.60 (±0.57)</td>
<td>3.73 (±0.61)</td>
<td>3.59 (±0.65)</td>
<td>3.58 (±0.54)</td>
<td>3.78 (±0.70)</td>
<td>0.798</td>
<td>0.605</td>
</tr>
<tr>
<td>Customer service skills</td>
<td>3.79 (±0.80)</td>
<td>3.91 (±0.78)</td>
<td>3.94 (±0.75)</td>
<td>3.64 (±0.75)</td>
<td>3.90 (±0.72)</td>
<td>4.04 (±0.64)</td>
<td>3.99 (±0.75)</td>
<td>4.01 (±0.77)</td>
<td>3.92 (±0.66)</td>
<td>0.579</td>
<td>0.795</td>
</tr>
<tr>
<td>Financial management skills</td>
<td>3.60 (±0.75)</td>
<td>3.68 (±0.85)</td>
<td>3.71 (±0.82)</td>
<td>3.46 (±0.60)</td>
<td>3.83 (±0.70)</td>
<td>3.79 (±0.64)</td>
<td>3.73 (±0.81)</td>
<td>3.81 (±0.67)</td>
<td>3.93 (±0.60)</td>
<td>0.894</td>
<td>0.522</td>
</tr>
<tr>
<td>Marketing skills</td>
<td>3.46 (±0.72)</td>
<td>3.54 (±0.82)</td>
<td>3.43 (±0.70)</td>
<td>3.41 (±0.60)</td>
<td>3.69 (±0.70)</td>
<td>3.78 (±0.64)</td>
<td>3.45 (±0.67)</td>
<td>3.68 (±0.65)</td>
<td>3.62 (±0.77)</td>
<td>0.741</td>
<td>0.656</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
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<td>--------------</td>
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<td>--------------</td>
<td>--------</td>
<td>--------</td>
</tr>
</tbody>
</table>

p<0.05
4.7.2.1.2 Comparison between managerial skills, personal characteristics and the star grading of the accommodation establishment

In Table 4.20 Spearman rank order correlations were used to describe the strength and direction of the linear relationship between two variables. In this case the relationships were determined by analysing the skills clusters for an effective manager, their personal characteristics and the statement of the respondents regarding the grading of the establishment (open question in the questionnaire).

A correlation 0 indicates no relationship at all, a correlation of 1.0 indicates a perfect positive correlation and a value of -1.0 indicates a perfect negative correlation. The correlations were interpreted according to the guidelines of Cohen (1988) that suggested a small rho=0.10-0.29, medium rho = 0.30-0.49 and large rho = 0.50-1.00. If a correlation indicates a negative correlation coefficient, it is interpreted that as one factor increase the correlation coefficient will decrease. If a correlation indicates a positive correlation coefficient, it is interpreted that as one factor increase, the correlation to also increase.

A small negative correlation exists between forecasting skills and the star grading of the accommodation establishment ($r_s$ -0.118). If an accommodation establishment is granted a high star grading by the TGCSA, forecasting skills are seen as less important for managers. This can be due to a more established market for higher graded establishment and minimum effects of internal and external impacts.

Table 4.20: Spearman rank order correlations between personal characteristics, skills and the star grading of the accommodation establishment

<table>
<thead>
<tr>
<th></th>
<th>STAR GRADING OF THE ACCOMMODATION ESTABLISHMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal characteristics</strong></td>
<td>Correlation Coefficient: -0.015, Sig. (2-tailed) p value: 0.816, N: 254</td>
</tr>
<tr>
<td><strong>Forecasting skills</strong></td>
<td>Correlation Coefficient: -0.118, Sig. (2-tailed): 0.059, N: 254</td>
</tr>
<tr>
<td><strong>Strategic management skills</strong></td>
<td>Correlation Coefficient: -0.073, Sig. (2-tailed): 0.245, N: 254</td>
</tr>
<tr>
<td>Human resource management</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Problem solving skills</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Information technology skills</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Customer service skills</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Financial management skills</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Marketing skills</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

p<0.05

4.7.2.1.3 Comparison between managerial skills, personal characteristics and the type of accommodation establishment

When a comparison was made between the different types of accommodation establishments, the personal characteristics and the skills needed for an effective manager using a One Way ANOVA (Table 4.21), it was found that only one (1) skill factor, information technology (M=3.60; SD=0.66) showed a significant difference (p<0.49) but no practical significance difference. Information technology skills were considered more important for managers of resorts (M=3.75; SD=0.67) and hotels (M=3.71; SD=0.60) than for managers of self-catering establishments (M=3.28; SD=0.57). This can be due to the use of larger electronic reservation systems used by these establishments. Therefore in general the skills needed to be an effective accommodation manager and the personal characteristics of such a manager do not differ between the various types of establishments, except for information technology skills.
Table 4.21 ANOVA for comparison between type of establishment and skills needed for an effective manager

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>B&amp;B</th>
<th>LODGE</th>
<th>GUESTHOUSE</th>
<th>HOTEL</th>
<th>RESORT</th>
<th>SELF-CATERING</th>
<th>F-VALUE</th>
<th>P-VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal characteristics</td>
<td>4.26</td>
<td>4.02</td>
<td>4.05</td>
<td>4.08</td>
<td>4.35</td>
<td>3.96</td>
<td>1.57</td>
<td>1.67</td>
</tr>
<tr>
<td></td>
<td>(±0.52)</td>
<td>(±0.72)</td>
<td>(±0.68)</td>
<td>(±0.55)</td>
<td>(±0.57)</td>
<td>(±0.64)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forecasting skills</td>
<td>3.52</td>
<td>3.50</td>
<td>3.65</td>
<td>3.52</td>
<td>3.72</td>
<td>3.38</td>
<td>0.947</td>
<td>0.451</td>
</tr>
<tr>
<td></td>
<td>(±0.75)</td>
<td>(±0.71)</td>
<td>(±0.69)</td>
<td>(±0.59)</td>
<td>(±0.63)</td>
<td>(±0.53)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic management skills</td>
<td>3.51</td>
<td>3.55</td>
<td>3.54</td>
<td>3.62</td>
<td>3.72</td>
<td>3.36</td>
<td>0.821</td>
<td>0.536</td>
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<td>(±0.60)</td>
<td>(±0.70)</td>
<td>(±0.52)</td>
<td>(±0.59)</td>
<td>(±0.52)</td>
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<td></td>
</tr>
<tr>
<td>Human resource management</td>
<td>3.48</td>
<td>3.67</td>
<td>3.62</td>
<td>3.82</td>
<td>3.77</td>
<td>3.36</td>
<td>1.627</td>
<td>0.153</td>
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<td>(±0.52)</td>
<td>(±0.59)</td>
<td>(±0.70)</td>
<td>(±0.59)</td>
<td>(±0.65)</td>
<td>(±0.59)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solving and crisis</td>
<td>3.65</td>
<td>3.77</td>
<td>3.90</td>
<td>3.87</td>
<td>3.89</td>
<td>3.83</td>
<td>0.531</td>
<td>0.753</td>
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<tr>
<td></td>
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<td>(±0.63)</td>
<td>(±0.77)</td>
<td>(±0.70)</td>
<td>(±0.66)</td>
<td>(±0.79)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>management skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication skills</td>
<td>3.60</td>
<td>3.71</td>
<td>3.68</td>
<td>3.63</td>
<td>3.79</td>
<td>3.45</td>
<td>0.700</td>
<td>0.624</td>
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<tr>
<td></td>
<td>(±0.62)</td>
<td>(±0.66)</td>
<td>(±0.69)</td>
<td>(±0.64)</td>
<td>(±0.62)</td>
<td>(±0.51)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information technology skills</td>
<td>3.42</td>
<td>3.45</td>
<td>3.67</td>
<td>3.71</td>
<td>3.75</td>
<td>3.28</td>
<td>2.260</td>
<td>0.049</td>
</tr>
<tr>
<td></td>
<td>(±0.54)</td>
<td>(±0.60)</td>
<td>(±0.71)</td>
<td>(±0.60)</td>
<td>(±0.67)</td>
<td>(±0.57)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customer Service skills</td>
<td>3.74</td>
<td>3.94</td>
<td>3.97</td>
<td>3.87</td>
<td>3.87</td>
<td>3.61</td>
<td>0.927</td>
<td>0.464</td>
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<tr>
<td></td>
<td>(±0.67)</td>
<td>(±0.79)</td>
<td>(±0.80)</td>
<td>(±0.58)</td>
<td>(±0.70)</td>
<td>(±0.58)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial management skills</td>
<td>3.72</td>
<td>3.60</td>
<td>3.74</td>
<td>3.79</td>
<td>3.93</td>
<td>3.38</td>
<td>1.526</td>
<td>0.182</td>
</tr>
<tr>
<td></td>
<td>(±0.73)</td>
<td>(±0.64)</td>
<td>(±0.81)</td>
<td>(±0.55)</td>
<td>(±0.68)</td>
<td>(±0.73)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing skills</td>
<td>3.55</td>
<td>3.56</td>
<td>3.55</td>
<td>3.65</td>
<td>3.57</td>
<td>3.19</td>
<td>0.976</td>
<td>0.433</td>
</tr>
<tr>
<td></td>
<td>(±0.63)</td>
<td>(±0.61)</td>
<td>(±0.76)</td>
<td>(±0.63)</td>
<td>(±0.77)</td>
<td>(±0.69)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

p<0.05
4.7.2.1.4 Comparison between managerial skills, personal characteristics and the average number of rooms of accommodation establishment

A small, positive, correlation exists between strategic management skills and the number of rooms an accommodation establishment has ($r_s 0.176$). This indicates that if an accommodation establishment has many rooms, strategic management skills are becoming more important for accommodation establishment managers. A small correlation exists between human resource management skills and the number of rooms of an accommodation establishment has ($r_s 0.223$). This indicates that the more rooms an accommodation establishment has, the greater the need for effective human resource skills is for an effective manager. A small, positive correlation exists between communication skills and the number of rooms an accommodation establishment has ($r_s 0.166$). This indicates that the more rooms an accommodation establishment has the greater the need for communication skills are. A small correlation also existed between information technology skills and the number of rooms of an accommodation establishment ($r_s 0.182$). For employees to be employable respondents clearly state that the bigger the accommodation establishment is, the more important this skill will be. A small, positive correlation exists between financial management skills and the number of rooms of the establishment ($r_s 0.174$). This indicates that respondents felt that newly graduated students must have financial management skills before they apply for positions within the industry. A small, positive correlation exists between marketing skills and the number of rooms of an accommodation establishment ($r_s 0.142$). This indicates that the bigger the establishment, the more important this skill is for managers (See Table 4.22).

Table 4.22: Spearman rank order correlations between personal characteristics, skills and the number of rooms of the accommodation establishment

<table>
<thead>
<tr>
<th></th>
<th>AVERAGE NUMBER OF ROOMS OF THE ACCOMMODATION ESTABLISHMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal characteristics</td>
<td>Correlation Coefficient 0.032</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) p value 0.612</td>
</tr>
<tr>
<td></td>
<td>N 254</td>
</tr>
<tr>
<td>Forecasting skills</td>
<td>Correlation Coefficient 0.089</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) 0.156</td>
</tr>
</tbody>
</table>
Comparison between managerial skills, personal characteristics and the average number of people employed within the accommodation establishment

According to Table 4.23, a small, positive correlation between the strategic management skills and the number of employees an accommodation establishment has \((r, 0.142)\) as well as between human resource management skills and the number of employees employed \((r, 0.186)\). This indicates that the more employees in an accommodation establishment, the more important strategic management and human resource management skills are for a manager to effectively manage the accommodation establishment.
Table 4.23: Spearman rank order correlations between personal characteristics, skills and the number of employees employed within the accommodation establishment

<table>
<thead>
<tr>
<th>Personal characteristics</th>
<th>NUMBER OF EMPLOYEES EMPLOYED AT THE ACCOMMODATION ESTABLISHMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forecasting skills</td>
<td>Correlation Coefficient: 0.031, Sig. (2-tailed): 0.622, N: 254</td>
</tr>
<tr>
<td>Strategic management skills</td>
<td>Correlation Coefficient: 0.142, Sig. (2-tailed): 0.023, N: 254</td>
</tr>
<tr>
<td>Human resource management</td>
<td>Correlation Coefficient: 0.186, Sig. (2-tailed): 0.003, N: 254</td>
</tr>
<tr>
<td>Problem solving skills</td>
<td>Correlation Coefficient: 0.048, Sig. (2-tailed): 0.451, N: 254</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Correlation Coefficient: 0.112, Sig. (2-tailed): 0.075, N: 254</td>
</tr>
<tr>
<td>Information technology skills</td>
<td>Correlation Coefficient: 0.120, Sig. (2-tailed): 0.056, N: 254</td>
</tr>
<tr>
<td>Customer service skills</td>
<td>Correlation Coefficient: 0.013, Sig. (2-tailed): 0.835, N: 254</td>
</tr>
<tr>
<td>Financial management skills</td>
<td>Correlation Coefficient: 0.106, Sig. (2-tailed): 0.093, N: 254</td>
</tr>
<tr>
<td>Marketing skills</td>
<td>Correlation Coefficient: 0.104, Sig. (2-tailed): 0.099, N: 254</td>
</tr>
</tbody>
</table>

p<0.05
4.7.2.1.6 Comparison between managerial skills, personal characteristics and the number of years the accommodation establishment has been in operation

From Table 4.24 it is clear that there are no correlations between the variables. This indicates that no matter how long the establishment has been in operation, the personal characteristics and skills of a manager to be effective remains the same.

*Table 4.24: Spearman rank order correlations between personal characteristics, skills and the number of years in operation*

<table>
<thead>
<tr>
<th></th>
<th>NUMBER OF YEARS IN OPERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal characteristics</strong></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>0.015</td>
</tr>
<tr>
<td>Sig. (2-tailed) p value</td>
<td>0.806</td>
</tr>
<tr>
<td>N</td>
<td>254</td>
</tr>
<tr>
<td><strong>Forecasting skills</strong></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>-0.014</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.827</td>
</tr>
<tr>
<td>N</td>
<td>254</td>
</tr>
<tr>
<td><strong>Strategic management skills</strong></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>0.036</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.565</td>
</tr>
<tr>
<td>N</td>
<td>254</td>
</tr>
<tr>
<td><strong>Human resource management</strong></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>0.047</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.454</td>
</tr>
<tr>
<td>N</td>
<td>254</td>
</tr>
<tr>
<td><strong>Problem solving skills</strong></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>0.041</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.518</td>
</tr>
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<td>N</td>
<td>254</td>
</tr>
<tr>
<td><strong>Communication skills</strong></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>-0.033</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.601</td>
</tr>
<tr>
<td>N</td>
<td>254</td>
</tr>
<tr>
<td><strong>Information technology skills</strong></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>-0.006</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.923</td>
</tr>
<tr>
<td>N</td>
<td>254</td>
</tr>
<tr>
<td><strong>Customer service skills</strong></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>0.026</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.684</td>
</tr>
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<td>N</td>
<td>254</td>
</tr>
<tr>
<td><strong>Financial management skills</strong></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>0.031</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.627</td>
</tr>
</tbody>
</table>
4.7.2.1.7 Comparison between employability of graduates by accommodation establishments, personal characteristics and managerial skills

By means of a t-test, a comparison was made between the opinion of respondents regarding their willingness to employ graduate students, the skills needed by the managers and the personal characteristics of managers (see Table 4.25).

**Table 4.25: Independent t-test for comparison between the willingness of accommodation establishment to employ graduates from further higher education establishments, managerial skills and personal characteristics**

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>YES</th>
<th>NO</th>
<th>F-VALUE</th>
<th>P-VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal characteristics</td>
<td>M=4.14 SD±0.62</td>
<td>M=4.07 SD±0.69</td>
<td>0.224</td>
<td>0.454</td>
</tr>
<tr>
<td>Forecasting skills</td>
<td>M=3.62 SD±0.69</td>
<td>M=3.58 SD±0.67</td>
<td>0.006</td>
<td>0.725</td>
</tr>
<tr>
<td>Strategic management skills</td>
<td>M=3.65 SD±0.62</td>
<td>M=3.46 SD±0.65</td>
<td>0.345</td>
<td>0.017</td>
</tr>
<tr>
<td>Human resource management skills</td>
<td>M=3.75 SD±0.66</td>
<td>M=3.51 SD±0.61</td>
<td>0.565</td>
<td>0.004</td>
</tr>
<tr>
<td>Problem solving and crisis management skills</td>
<td>M=3.88 SD±0.70</td>
<td>M=3.81 SD±0.74</td>
<td>1.114</td>
<td>0.504</td>
</tr>
<tr>
<td>Communication skills</td>
<td>M=3.78 SD±0.65</td>
<td>M=3.54 SD±0.63</td>
<td>0.052</td>
<td>0.004</td>
</tr>
<tr>
<td>Information technology skills</td>
<td>M=3.72 SD±0.63</td>
<td>M=3.45 SD±0.68</td>
<td>0.423</td>
<td>0.001</td>
</tr>
<tr>
<td>Customer Service skills</td>
<td>M=3.98 SD±0.71</td>
<td>M=3.81 SD±0.77</td>
<td>5.994</td>
<td>0.074</td>
</tr>
<tr>
<td>Financial management</td>
<td>M=3.85 SD±0.67</td>
<td>M=3.56 SD±0.79</td>
<td>5.430</td>
<td>0.002</td>
</tr>
</tbody>
</table>
From Table 4.25, it is evident that respondents would employ graduates if they show the following skills: Strategic management skills (M=3.65; SD±0.62), Human resource management skills (M=3.75; SD±0.66), Communication skills (M=3.78; SD±0.65), Information technology skills (M=3.72; SD±0.63), Financial management skills (M=3.85; SD±0.67) and Marketing skills (M=3.65; SD±0.66).

This indicates that higher education establishments must focus on training of these skills before graduates enter the working environment. It is evident that employers would rather hire applicants having a higher education qualification than non-qualified applicants.

4.7.2.2 Comparison of managerial skills, personal characteristics and respondent profile

For this section, a comparison between managerial skills, personal characteristics and the respondents profile will be provided:

4.7.2.2.1 Comparison between managerial skills and the age of the respondents

According to Table 4.26 the year in which the accommodation manager was born ($r_s$ -0.204) has a small, negative correlation with regards to the importance of strategic management skills. This indicates that the younger the manager gets, the more important strategic management skills become. This highlights the importance of experience in industry which can be gained from work integrated learning. A small negative correlation exists between human resource management skills and the age of the manager ($r_s$ -0.198), indicating that the younger the manager, the more important human resource management skills are. A small negative correlation exists between communication skills and the age of the respondent ($r_s$ -0.179). This indicates that the younger the respondent, the higher the expectation of effective communication skills are. A small, negative correlation exists between age of the respondents ($r_s$ -0.178) and information technology skills. This indicates that the younger the manager, the more important this skill becomes. This can be due to
technology changing and a younger generation employee will be needed to implement this skill more effectively. A small negative correlation exists between marketing skills and the age of the respondent ($r_s=-0.134$). This indicates that the younger the manager, the more important marketing skills become because marketing approaches change very often. This correlates with information technology skills. It is thus clear that more of these skills are expected from managers at a younger age which emphasise the role of higher education institutions in assisting graduates to obtain these skills.

**Table 4.26: Spearman rank order correlations between personal characteristics, skills and age of the respondents**

<table>
<thead>
<tr>
<th></th>
<th>AGE OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal characteristics</strong></td>
<td>Correlation Coefficient -0.020</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) p value 0.746</td>
</tr>
<tr>
<td></td>
<td>N 254</td>
</tr>
<tr>
<td><strong>Forecasting skills</strong></td>
<td>Correlation Coefficient -0.104</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) 0.099</td>
</tr>
<tr>
<td></td>
<td>N 254</td>
</tr>
<tr>
<td><strong>Strategic management skills</strong></td>
<td>Correlation Coefficient -0.204</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) 0.001</td>
</tr>
<tr>
<td></td>
<td>N 254</td>
</tr>
<tr>
<td><strong>Human resource management</strong></td>
<td>Correlation Coefficient -0.198</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) 0.002</td>
</tr>
<tr>
<td></td>
<td>N 254</td>
</tr>
<tr>
<td><strong>Problem solving skills</strong></td>
<td>Correlation Coefficient -0.024</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) 0.704</td>
</tr>
<tr>
<td></td>
<td>N 254</td>
</tr>
<tr>
<td><strong>Communication skills</strong></td>
<td>Correlation Coefficient -0.179</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) 0.004</td>
</tr>
<tr>
<td></td>
<td>N 254</td>
</tr>
<tr>
<td><strong>Information technology skills</strong></td>
<td>Correlation Coefficient -0.178</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) 0.004</td>
</tr>
<tr>
<td></td>
<td>N 254</td>
</tr>
<tr>
<td><strong>Customer service skills</strong></td>
<td>Correlation Coefficient -0.089</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) 0.158</td>
</tr>
<tr>
<td></td>
<td>N 254</td>
</tr>
<tr>
<td><strong>Financial management skills</strong></td>
<td>Correlation Coefficient -0.112</td>
</tr>
</tbody>
</table>
4.7.2.2.2 Comparison between managerial skills, personal characteristics and the respondents’ level of education

As seen in Table 4.27, a small positive correlation can be seen between forecasting skills and the education level of respondents ($r_s 0.134$). This indicates that the more qualified the respondent, the higher the expectation of forecasting skills for new managers are. A small positive correlation exists between strategic management skills and the level of education of the accommodation manager ($r_s 0.123$). This indicates that the higher the education level of the respondent, the higher the expectation of strategic management skills for a new applicant.

Table 4.27: Spearman rank order correlations between personal characteristics, skills and the highest level of education of respondents

<table>
<thead>
<tr>
<th></th>
<th>Correlation Coefficient</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal characteristics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Correlation Coefficient</td>
<td>0.026</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) p value</td>
<td>0.677</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>254</td>
<td></td>
</tr>
<tr>
<td><strong>Forecasting skills</strong></td>
<td>Correlation Coefficient</td>
<td>0.134</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.033*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>254</td>
<td></td>
</tr>
<tr>
<td><strong>Strategic management skills</strong></td>
<td>Correlation Coefficient</td>
<td>0.123</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.050*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>254</td>
<td></td>
</tr>
<tr>
<td><strong>Human resource management</strong></td>
<td>Correlation Coefficient</td>
<td>0.079</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.207</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>254</td>
<td></td>
</tr>
<tr>
<td><strong>Problem solving skills</strong></td>
<td>Correlation Coefficient</td>
<td>-0.003</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.965</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>254</td>
<td></td>
</tr>
<tr>
<td><strong>Communication skills</strong></td>
<td>Correlation Coefficient</td>
<td>0.091</td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Correlation Coefficient</td>
<td>Sig. (2-tailed)</td>
<td>N</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------</td>
<td>-----------------</td>
<td>----</td>
</tr>
<tr>
<td>Information technology skills</td>
<td>0.018</td>
<td>0.775</td>
<td>254</td>
</tr>
<tr>
<td>Customer service skills</td>
<td>-0.025</td>
<td>0.689</td>
<td>254</td>
</tr>
<tr>
<td>Financial management skills</td>
<td>0.046</td>
<td>0.469</td>
<td>254</td>
</tr>
<tr>
<td>Marketing skills</td>
<td>0.023</td>
<td>0.716</td>
<td>254</td>
</tr>
</tbody>
</table>

p<0.05

4.7.2.2.3 Comparison between managerial skills, personal characteristics and the respondents’ current positions

As per Table 4.28, a statistically significant difference was identified for strategic management skills (p<0.007) when compared to other positions. The Tukey B tests indicated significant differences between the position of owner and manager (M=3.38; SD±0.67) and respondents in reservations management positions (M=4.03; SD±0.62). There was also a significant difference between respondents in the position of assistant manager (M=3.35; SD±0.61) and respondents in the position of reservations manager (M=4.03; SD±0.62) but it is clear that this difference is not as large.

For human resource management skills, a statistically significant difference of (p<0.001) was identified. The practical significant difference (d=1.21) indicated a difference between the owner and manager position (M=3.39; SD±0.63) and reservation managers (M=4.17; SD±0.63). A practical significant difference of (d=1.12) has also been calculated between the position of assistant manager (M=3.52; SD±0.53) and the position of reservations manager (M=4.17; SD±0.63). It is evident that respondents in reservation management positions rated this skill as very important as oppose to respondents in assistant management positions.
For communication skills, a statistically significant difference \( (p \leq 0.05) \) has been identified and the results indicate a practical significant difference \( (d=1.09) \) between the position of an owner and manager \( (M=3.72; \ SD\pm 0.78) \) and the position of reservations manager \( (M=4.15; \ SD\pm 0.59) \). The Tukey B test also indicated a significant difference between the position of assistant manager \( (M=3.54; \ SD\pm 0.54) \) and a reservation manager \( (M=4.15; \ SD\pm 0.59) \). It is evident that reservation managers see communication skills as more important than assistant managers and owners and managers.

Financial management skills showed a statistically significant difference \( (p < 0.001) \). A small practical significant difference \( (d=0.97) \) can be seen between the position of owner and manager \( (M=3.47; \ SD\pm 0.83) \) and a financial manager \( (M=4.16; \ SD\pm 0.81) \). Financial managers rated this skill as very important in practise.

Forecasting skills did not show a statistically significant difference \( (p > 0.05) \) when compared to various positions identified as seen in Table 4.10. It is therefore evident that forecasting skills are not required by a specific position.

Due to the effect sizes measuring very small practical differences, no practical significant difference was found between problem solving skills \( (p < 0.015) \), information technology skills \( (p < 0.006) \), customer service skills \( (p < 0.011) \) and marketing skills \( (p < 0.014) \) even though these factors indicated significant differences \( (p \leq 0.05) \).
Table 4.28: ANOVA for the comparison of positions and managerial skills

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>GENERAL MANAGER</th>
<th>OWNER &amp; MANAGER</th>
<th>ASSISTANT MANAGER</th>
<th>F&amp;B MANAGER</th>
<th>RESERVATION MANAGER</th>
<th>FINANCIAL MANAGER</th>
<th>OTHER</th>
<th>F-VALUE</th>
<th>P-VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forecasting skills</td>
<td>3.71 (±0.70)</td>
<td>3.49 (±0.68)</td>
<td>3.35 (±0.61)</td>
<td>3.50 (±0.63)</td>
<td>3.81 (±0.61)</td>
<td>3.76 (±0.74)</td>
<td>3.66 (±0.67)</td>
<td>1.53</td>
<td>0.168</td>
</tr>
<tr>
<td>Strategic management skills</td>
<td>3.72 (±0.68)</td>
<td>3.38 (±0.67)</td>
<td>3.41 (±0.44)</td>
<td>3.49 (±0.53)</td>
<td><strong>4.03 (±0.62)</strong></td>
<td>3.61 (±0.66)</td>
<td>3.58 (±0.53)</td>
<td>3.04</td>
<td><strong>.007</strong></td>
</tr>
<tr>
<td>Human resource management</td>
<td>3.79 (±0.71)</td>
<td>3.39 (±0.63)</td>
<td>3.52 (±0.53)</td>
<td>3.70 (±0.52)</td>
<td><strong>4.17 (±0.63)</strong></td>
<td>3.67 (±0.64)</td>
<td>3.71 (±0.54)</td>
<td>3.80</td>
<td><strong>.001</strong></td>
</tr>
<tr>
<td>Problem solving and crisis</td>
<td>4.03 (±0.75)</td>
<td>3.71 (±0.76)</td>
<td>3.50 (±0.54)</td>
<td>3.72 (±0.53)</td>
<td>4.11 (±0.84)</td>
<td>3.78 (±0.66)</td>
<td>3.91 (±0.63)</td>
<td>2.70</td>
<td><strong>.015</strong></td>
</tr>
<tr>
<td>management skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication skills</td>
<td>3.81 (±0.69)</td>
<td>3.45 (±0.65)</td>
<td>3.54 (±0.56)</td>
<td>3.73 (±0.43)</td>
<td><strong>4.15 (±0.59)</strong></td>
<td>3.65 (±0.61)</td>
<td>3.75 (±0.61)</td>
<td>3.20</td>
<td><strong>.005</strong></td>
</tr>
<tr>
<td>Information technology skills</td>
<td>3.70 (±0.69)</td>
<td>3.34 (±0.66)</td>
<td>3.52 (±0.53)</td>
<td>3.67 (±0.45)</td>
<td>3.88 (±0.66)</td>
<td>3.68 (±0.64)</td>
<td>3.78 (±0.66)</td>
<td>3.09</td>
<td>0.06</td>
</tr>
<tr>
<td>Customer Service skills</td>
<td>4.10 (±0.79)</td>
<td>3.72 (±0.78)</td>
<td>3.57 (±0.56)</td>
<td>3.86 (±0.46)</td>
<td>4.18 (±0.69)</td>
<td>3.80 (±0.77)</td>
<td>3.98 (±0.67)</td>
<td>2.84</td>
<td><strong>.011</strong></td>
</tr>
<tr>
<td>Financial management skills</td>
<td>3.92 (±0.74)</td>
<td>3.47 (±0.83)</td>
<td>3.58 (±0.55)</td>
<td>3.79 (±0.38)</td>
<td>4.11 (±0.52)</td>
<td><strong>4.16 (±0.81)</strong></td>
<td>3.64 (±0.62)</td>
<td>3.94</td>
<td><strong>.001</strong></td>
</tr>
<tr>
<td>Marketing skills</td>
<td>3.74 (±0.69)</td>
<td>3.31 (±0.78)</td>
<td>3.40 (±0.56)</td>
<td>3.68 (±0.44)</td>
<td>3.74 (±0.86)</td>
<td>3.64 (±0.63)</td>
<td>3.53 (±0.71)</td>
<td>2.73</td>
<td>0.014</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>------</td>
<td>-------</td>
</tr>
</tbody>
</table>

p<0.05
4.7.2.2.4 Comparison between managerial skills, personal characteristics and the duration of employment

According to Table 4.29 the number of months that the accommodation manager has been with the accommodation establishment ($r_s -0.168$) has a small, negative correlation with regards to the importance of strategic management skills. A small negative correlation exists between human resource management skills and the months the respondent has been employed in a specific position ($r_s -0.121$). This indicates that the less time the respondent is employed in a specific position, the more important human resource management skills and strategic management are. Maybe this can be due to the employee familiarising him/herself with the procedures and policies of the establishment.

A small negative correlation exists between the duration of employment and communication skills needed according to the respondents ($r_s -0.127$). This indicates that the shorter the time a person is employed in a specific position; the greater the importance that is placed on communication skills. Thus new managers need to be able to communicate, ask questions and provide input.

A small, negative correlation exists between the duration of employment in a specific position and information technology skills ($r_s -0.153$). Thus a higher level of information technology skills is expected from fairly new employees. New employees need to be updated on the latest technology applicable to this industry.

*Table 4.29: Spearman rank order correlations between factors, personal characteristics and duration of employment*

<table>
<thead>
<tr>
<th></th>
<th>Duration of Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal characteristics</strong></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>$-0.048$</td>
</tr>
<tr>
<td>Sig. (2-tailed) p value</td>
<td>0.450</td>
</tr>
<tr>
<td>N</td>
<td>254</td>
</tr>
<tr>
<td><strong>Forecasting skills</strong></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>$-0.070$</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.269</td>
</tr>
<tr>
<td>N</td>
<td>254</td>
</tr>
<tr>
<td><strong>Strategic management skills</strong></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>$-0.168$</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.007</td>
</tr>
<tr>
<td>N</td>
<td>254</td>
</tr>
<tr>
<td>Human resource management</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Problem solving skills</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Information technology skills</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Customer service skills</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Financial management skills</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Marketing skills</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

p<0.05

4.7.2.2.5 Comparison between higher education organisation where respondent studied, personal characteristics and the skills needed for an effective manager

It is evident in Table 4.30 that no significant differences exist between the higher education institution, personal characteristics and managerial skills. These results therefore indicate that higher education organisations in South Africa do not differ in their approach to developing managers.
Table 4.30: ANOVA for analysis of the higher education establishment where respondents studied, personal characteristics and skills needed for effective accommodation managers

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>UNISA</th>
<th>NORTH-WEST UNIVERSITY</th>
<th>INTERNATIONAL</th>
<th>UNIVERSITY OF PRETORIA</th>
<th>UNIVERSITY OF THE WITWATERS-RAND</th>
<th>OTHER</th>
<th>NONE</th>
<th>F-VALUE</th>
<th>P-VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality characteristics</td>
<td>3.95 (±0.75)</td>
<td>4.18 (±0.69)</td>
<td>3.78 (±0.58)</td>
<td>4.25 (±0.54)</td>
<td>4.43 (±0.62)</td>
<td>4.17 (±0.62)</td>
<td>4.06 (±0.69)</td>
<td>2.130</td>
<td>0.051</td>
</tr>
<tr>
<td>Forecasting skills</td>
<td>3.58 (±0.71)</td>
<td>3.69 (±0.59)</td>
<td>3.60 (±0.67)</td>
<td>3.70 (±0.76)</td>
<td>3.50 (±0.60)</td>
<td>3.61 (±0.67)</td>
<td>3.55 (±0.77)</td>
<td>0.220</td>
<td>0.970</td>
</tr>
<tr>
<td>Strategic management skills</td>
<td>3.57 (±0.66)</td>
<td>3.70 (±0.63)</td>
<td>3.48 (±0.67)</td>
<td>3.57 (±0.60)</td>
<td>3.61 (±0.37)</td>
<td>3.58 (±0.60)</td>
<td>3.51 (±0.77)</td>
<td>0.306</td>
<td>0.934</td>
</tr>
<tr>
<td>Human resource management skills</td>
<td>3.57 (±0.65)</td>
<td>3.77 (±0.63)</td>
<td>3.58 (±0.78)</td>
<td>3.72 (±0.54)</td>
<td>3.76 (±0.38)</td>
<td>3.61 (±0.59)</td>
<td>3.69 (±0.81)</td>
<td>0.434</td>
<td>0.856</td>
</tr>
<tr>
<td>Problem solving and crisis management skills</td>
<td>3.74 (±0.73)</td>
<td>3.88 (±0.70)</td>
<td>3.90 (±0.76)</td>
<td>3.87 (±0.57)</td>
<td>3.84 (±0.68)</td>
<td>3.80 (±0.69)</td>
<td>3.98 (±0.83)</td>
<td>0.449</td>
<td>0.845</td>
</tr>
<tr>
<td>Communication skills</td>
<td>3.70 (±0.65)</td>
<td>3.81 (±0.72)</td>
<td>3.65 (±0.73)</td>
<td>3.56 (±0.55)</td>
<td>3.70 (±0.42)</td>
<td>3.69 (±0.62)</td>
<td>3.64 (±0.76)</td>
<td>0.292</td>
<td>0.940</td>
</tr>
<tr>
<td>Information technology skills</td>
<td>3.53 (±0.64)</td>
<td>3.65 (±0.52)</td>
<td>3.63 (±0.87)</td>
<td>3.69 (±0.63)</td>
<td>3.67 (±0.52)</td>
<td>3.62 (±0.65)</td>
<td>3.54 (±0.75)</td>
<td>0.220</td>
<td>0.970</td>
</tr>
<tr>
<td>Customer Service skills</td>
<td>3.80 (±0.80)</td>
<td>3.91 (±0.72)</td>
<td>3.91 (±0.85)</td>
<td>3.82 (±0.63)</td>
<td>3.82 (±0.56)</td>
<td>3.94 (±0.71)</td>
<td>3.95 (±0.83)</td>
<td>0.235</td>
<td>0.965</td>
</tr>
<tr>
<td></td>
<td>Mean (SD)</td>
<td>Mean (SD)</td>
<td>Mean (SD)</td>
<td>Mean (SD)</td>
<td>Mean (SD)</td>
<td>Mean (SD)</td>
<td>p-value</td>
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<tr>
<td><strong>Financial management skills</strong></td>
<td>3.7 (±0.80)</td>
<td>3.80 (±0.82)</td>
<td>3.67 (±0.69)</td>
<td>3.70 (±0.68)</td>
<td>3.89 (±0.44)</td>
<td>3.71 (±0.65)</td>
<td>3.72 (±0.92)</td>
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<td></td>
<td></td>
<td></td>
<td>0.182</td>
<td></td>
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<tr>
<td><strong>Marketing skills</strong></td>
<td>3.52 (±0.72)</td>
<td>3.61 (±0.55)</td>
<td>3.60 (±0.75)</td>
<td>3.55 (±0.56)</td>
<td>3.67 (±0.48)</td>
<td>3.57 (±0.64)</td>
<td>3.44 (±0.99)</td>
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<td></td>
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<td></td>
<td></td>
<td>0.330</td>
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<tr>
<td>p&lt;0.05</td>
<td></td>
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</tbody>
</table>
4.7.2.2.6 Comparison between importance of practical knowledge and skills before employment

As seen in Table 4.31, a small positive correlation exists between the personal characteristics needed by an effective manager and the need for practical skills and knowledge before employment ($r_s 0.165$). This indicates that the more accommodation establishments consider practical skills to be necessary prior to employment, the more important unique characteristics become for the employers. Respondents also indicated that practical skills are very important when it comes to human resource management skills before employment ($r_s 0.151$). A positive, yet small, correlation can be seen between problem solving skills and practical knowledge and skills needed before employment ($r_s 0.145$). It is therefore evident that accommodation managers see it important for new managers to have practical skills and knowledge before employment in order to be able to practice effective problem solving skills. A small, positive correlation exists between communication skills and the need for practical skills and knowledge before employment ($r_s 0.131$). This indicates that communication skills must be developed by means of practical experience before employment. A small correlation exists between information technology skills and practical skills and knowledge before employment ($r_s 0.164$). For employees to be employable respondents clearly state the information technology skills must be developed before employment. A small, positive correlation exists between financial management skills and practical skills needed before employment ($r_s 0.135$). This indicates that the respondents felt that a new graduate must have practical skills in financial management before employment. This supports the higher education institutions that encourage work integrated learning as part of their programmes.
Table 4.31: Spearman rank order correlations between factors, personality characteristics and the importance of practical skills and knowledge before employment

<table>
<thead>
<tr>
<th>Factors</th>
<th>Correlation Coefficient</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal characteristics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forecasting skills</td>
<td>0.095</td>
<td>0.131</td>
<td>254</td>
</tr>
<tr>
<td>Strategic management skills</td>
<td>0.071</td>
<td>0.260</td>
<td>254</td>
</tr>
<tr>
<td>Human resource management</td>
<td>0.151</td>
<td>0.016</td>
<td>254</td>
</tr>
<tr>
<td>Problem solving skills</td>
<td>0.145</td>
<td>0.020</td>
<td>254</td>
</tr>
<tr>
<td>Communication skills</td>
<td>0.131</td>
<td>0.038</td>
<td>254</td>
</tr>
<tr>
<td>Information technology skills</td>
<td>0.164</td>
<td>0.009</td>
<td>254</td>
</tr>
<tr>
<td>Customer service skills</td>
<td>0.116</td>
<td>0.065</td>
<td>254</td>
</tr>
<tr>
<td>Financial management skills</td>
<td>0.135</td>
<td>0.031</td>
<td>254</td>
</tr>
<tr>
<td>Marketing skills</td>
<td>0.113</td>
<td>0.072</td>
<td>254</td>
</tr>
</tbody>
</table>

p<0.05
4.8 Conclusion

The aim of this chapter was to analyse the perceptions and views of accommodation owners and managers regarding the managerial skills required by graduated managerial employees within the accommodation sector.

The study was conducted electronically by means of self-administered questionnaires and captured using Microsoft Excel and SPSS. This was done over a period of 6 weeks and included respondents from all nine (9) provinces in South Africa. Most of the respondents are currently employed in four star accommodation establishments with 42.80% employed in guesthouses. From the 254 respondents, 57.48% stated that they do hire graduate students, preferably with a bachelor’s degree or diploma (however not specific to tourism or hospitality management), but 44.88% clearly stated that all future applicants must have practical skills and knowledge before applying for any position.

These results also identified that the top three most important characteristics of an effective manager are trustworthiness, responsibility and motivation. This correlates with existing literature.

The results also stated that the skills identified within the literature review correlates with the industry respondents but this study was able to indicate the most important skills within the accommodation sector identified by respondents in specific positions. The remaining nine (9) skill clusters that were used for this study consisted of forecasting skills, strategic management skills, human resource skills, problem solving and crisis management skills, communication skills, information technology skills, customer service skills, financial skills and marketing skills. These skills have been compared by means of One Way ANOVA’S. The results show that the province or the accommodation establishment respondents were employed in, does not have a significant or practical difference in terms of the skills needed within the specific position.

From the effect sizes, it was evident that strategic management-, human resource management-, communication-and financial skills were identified as very important by reservation managers compared to assistant managers, financial managers, owners and managers. These managers rated the same skills as important. This
can be due to reservation managers being the first contact that guests have when communicating with an accommodation establishment.

Other findings from the processed data revealed that there are no significant or practical differences between the types of accommodation establishment and province in which the establishment is located. The results also indicated that all higher education organisations identified by the respondents have developed the characteristics and skills for graduates to be employable in accommodation establishments.

Spearman rank tests and independent $t$-tests revealed that there are small positive and negative correlations between the personality characteristics and skills needed by accommodation managers but it is evident that graduate employees will be considered for employment above non-qualified applicants.

Chapter 5 will provide the findings of the research draw conclusions and make recommendations regarding the results discussed in this chapter.
Chapter 5
Conclusions and Recommendations

“Be the change that you wish to see in the world.”
Mahatma Ghandi (2012)

5.1 Introduction

Zehrer and Mössenlechner (2009:267) state that within the tourism industry a gap exists between the tourism industry’s demand for graduates and the supply from higher education organisations. The tourism industry expects more than just theoretical knowledge from newly graduated managers (Holmes & Miller, 2000:655) but employers do not have the opportunity to voice their concern, hence this gap continues to grow (Schuurman, 2004:145). Very few studies have been done to determine the exact skills needed for managerial positions in the accommodation sector (Bezuidenhout, 2011:3) even though this is very important.

Taking the above into account, the aim of this study was to analyse the managerial skills required by tourism employees within graded establishments in South Africa. This was achieved by the following objectives:

The first objective focused on an in-depth study on the literature available regarding the management function of an establishment. This was addressed by analysing managerial theories, different management levels, managerial processes and universal skills needed by managers. This objective was achieved in Chapter 2. Previous research clearly shows that there is a change in the business environment and this has a direct influence on the labour markets. It was found that there are different levels of management, and top management are the strategic planners, contributing to the whole establishment. Universal skills are necessary for these top managers to be able to fulfil their tasks and therefore, higher education and training is very important.

The second objective was aimed at literature available on the application of managerial skills in the tourism industry and hospitality sector as well as the accommodation sector. This was achieved by analysing the role and specific managerial skills required by a manager to function effectively in the accommodation
sector and higher education programmes available that focus specifically on managerial skills development for the accommodation sector in South Africa. This objective was reached in Chapter 3. The third objective aimed to analyse the perceptions and views of accommodation owners and managers regarding the managerial skills and knowledge required by graduate management employees within the accommodation sector. This objective was reached in Chapter 4, by means of a self-administered questionnaire that was sent to selected accommodation managers. The results clearly indicated the skills needed by tourism graduates from the viewpoint of employers and this should be addressed by higher education organisations whose function it is to educate managers.

The purpose of this chapter is to draw conclusions regarding the important managerial skills needed by tourism managers within graded establishments in South Africa and to make recommendations on adapting the current tourism managerial qualifications of higher education organisations where needed. This is done in the current chapter where conclusions will be drawn from the findings in chapter 2, 3 and 4. Recommendations will also be made for future research endeavours.

5.2 Conclusions

For this section, conclusions are presented regarding the literature review and the survey data that was analysed (cf.1-4).

5.2.1 Conclusions regarding the literature review

☆ South Africa relies heavily on tourism and the tourism product consists of an experience offered to the consumer. The accommodation sector is the largest sector within the tourism industry comprising 65 % of all tourism employees. As tourism grows, the need for accommodation grows and because managers are the key players within the accommodation sector, quality service can only be provided if these managers are properly trained (cf.1.2).

☆ Managers must be able to work with all people including employees and guests, be able to set objectives, execute tasks effectively, work with limited resources, work long hours and be able to adapt to a changing business environment (cf.1.3).
Chapter 2

Due to South Africa trading internationally since 1994, it has become essential for managers to be able to manage an establishment very differently than has been the case in the past. Challenges include more competition, large scale mergers, temporary employees and diversity in the workplace must be handled by managers to ensure that the tourism industry can satisfy the needs of guests and contribute to the economic growth of South Africa (cf.2.1).

Management consists of three distinct levels, namely top, middle and front line managers. Top management consists of a small group of managers referred to as executives known for their strategic plans. Middle management is more responsible for specific departments or functions and includes branch managers. These managers focus on medium and long term goals. The lowest level of management consists of front line supervisors, comprising team leaders whose core function is to implement the plans of middle management. Each level has an influence on the level of management above or underneath (cf.2.2.1).

Management theories have been in existence for many years, and can be seen as a group of assumptions made to explain possible effective productivity methods within an establishment. These theories included: the classical approach, human resource approach and the modern approach (cf.2.2.2).

Between 1890 and 1935 the classical approach was followed by managers. This approach consisted of three forms of management namely scientific management, administrative management and bureaucratic management. All three of these approaches focused on the development of management principles due to these ideas forming the theoretical foundations for management (cf.2.2.2.1).

The human resource approach came into existence between 1935 and 1945 due to the failure of the classical approach. This approach focuses on the
development of employees and the building of relationships between management and employees (cf.2.2.2.2).

☆ In the 20th century, various challenges emerged for management and this contributed to the development of modern approaches to management. The modern approaches consist of the systems approach and the contingency approach (cf.2.2.2.3).

☆ Throughout all of these theories it is still evident that the management process consists of four distinct functions of management, planning, organising, leading and controlling (cf.2.2.3).

☆ Planning is the determination and implementation of long term goals and a vision for an establishment. The planning phase has a direct influence on the future development of an organisation and ensures that there are plans in place when the business environment changes. Planning contributes to goal setting, impact reduction when environments change and the promotion of co-ordination within the working environment (cf.2.2.3.1).

☆ Organising is the arrangement of duties, responsibilities and authority within the organisation. Organising creates structure and contributes to employees achieving the overall goals of the organisation. Part of organisation is to ensure specialisation and to build an organisation structure (cf.2.2.3.2).

☆ Managers must lead their employees within an organisation and an effective leader is able to influence employees. Leadership styles can vary within an organisation, but a leader must also have power within the establishment, be able to motivate employees and build trust to ensure that employees fulfil their goals (cf.2.2.3.3).

☆ Control structures must be implemented and sustained by managers to follow progress as an organisation works towards its set goals. Control is important for various reasons that include helping the establishment cope in changing environments and ensuring limitations to errors that may present themselves (cf.2.2.3.4).
For a manager to fulfil these four (4) management functions, a manager must have certain skills. These skills include: interpersonal-, conceptual- and technical skills. Interpersonal skills include communication and team working skills. Conceptual skills consist of decision making- and problem solving skills. Lastly, technical skills consist of information technology skills needed by managers (cf.2.2.4.1).

When managing an organisation, managers must also have more specific skills than just the general skills and these skills include: Organisational coordination, controlling the organisational environment, handling information, providing growth and development, motivating employees and strategic problem solving (cf.2.2.5).

Chapter 3

Accommodation forms a very important part of a tourists overall experience and every one of the different departments contribute to this experience. These departments include: marketing-, financial-, housekeeping-, front office- and human resource departments (cf.3.2).

Service within the accommodation sector consists of satisfying the expectations of guests so that they perceive the product as one of good quality. If the expectations of guests are not satisfied, they will seek a product from a different supplier. Service quality is therefore vital for the accommodation product (cf.3.2.1).

Accommodation managers must be adaptable in an ever changing environment and the requirement for specific managerial skills is more evident today. Various studies have been done to identify the skills necessary for hospitality managers that include: Industry forecasting-, strategic management-, human resource-, problem solving-, communication-, Information technology-, customer service-, financial management-, and marketing skills (cf.3.3).

Industry forecasting skills consist of predicting future consumer demand by analysing consumer behaviour concerning their income, prices of services, transport costs, exchange rates, cultures and population. The prediction of
consumer behaviour will contribute to satisfying all the needs of consumers (cf.3.3.1).

Strategic management skills are vital for accommodation managers, and include goal formulation, environmental analysis, public policy formulation, strategic control, social responsibility, organisational planning and managing of change. Effective strategic management will contribute to the effective utilization of resources ensuring and enhancing performance in the external environment (cf.3.3.2).

Human resource management in the accommodation sector is different from any other establishment due to the provision of service to the guest. The manager must have in-depth knowledge of the employee that is the most applicable for a specific position within this establishment, as well as having the skills and knowledge to retain human resources. Managers also have the responsibility to train and develop their human resources (cf.3.3.3).

Hospitality managers must have the skill to identify, challenge and implement new strategies to solve everyday problems. Some of these problems include: Political instability, working with inexperienced employees, lack of self-direction by employees and lack of etiquette by employees (cf.3.3.4).

Managers must focus very carefully when constructing a message to employees or guests due to different interpretations of messages by different target groups. Effective internal communication will lead to better employee performance, loyalty and retention of employees. External communication through public relations or by managers themselves must follow the 7 C’s for an effective communication strategy (cf.3.3.5).

Information technology affects all departments within accommodation establishments, and through information technology, the opinion of consumers can also be greatly influenced. But managers must have the skill to practice control over any interactive communication that can take place through information technology (cf.3.3.6).

A service orientated organisation must focus on effective customer service and a manager must therefore have the skill to identify ways to influence the
guest experience positively. This can be done by means of the 13E’s of customer service but also by compiling an accurate guest profile in order to deliver effective service (cf.3.3.7).

-Managers in the accommodation sector must have the skill to make financial decisions and manage financial resources effectively. In the current economy, accommodation managers must be able to work with limited resources and must also be able to identify external and internal environments that have a direct influence on the establishments’ finances (cf.3.3.8).

-Marketing management is as important for small establishments as it is for large establishments and managers must have the skill to create and provide a specific and effective message to consumers. Market research is also a vital skill to ensure that the right market is approached therefore; an accommodation manager must have the skill to work according to the marketing research process (cf.3.3.9).

-Various authors have determined that the skills for accommodation managers are not restricted to the skills already identified (cf.3.3.1-3.3.9) but due to the ever changing environment, accommodation managers must possess skills that include: resource coordination skills, the promotion of individuality among employees, the effective evaluation of service, the responsibility for all employee actions, ensuring that all policies are implemented and followed by employees and the management of conflict within the establishment (cf.3.3.10).

-To ensure that managers have the necessary skills, graduate programmes offered by higher education organisations focus on developing the skills and knowledge of new graduate managers. Various role players contributed to education in South Africa by means of the National Qualification Framework (NQF) levels. This was necessary as industry demand must be fulfilled by higher education supply (cf.3.4).

-The tourism industry and the accommodation sector have not yet established the exact skills necessary for employees in the accommodation sector. Therefore, communication between higher education organisations and the
industry is very important to reduce or close this gap. The results from the empirical study will provide answers to the purpose of the study namely: what are the managerial skills required within graded establishments in South Africa (cf.3.5).

5.2.2 Conclusions regarding the survey

The following important conclusions are made from the survey. This study determined the skills needed for an effective manager, more specifically in the accommodation sector. Firstly conclusions are made regarding the profile of the accommodation establishments that participated in this study.

5.2.2.1 Profile of the accommodation establishment is as follows:

In terms of the profile of the accommodation establishment the following can be concluded:

☆ Most of the accommodation establishments were situated in the Western Cape province, (19%), Mpumalanga (14%) and KwaZulu-Natal (14%). These three (3) provinces are also seen as the hubs of tourism in South Africa (cf.4.6.1.1).

☆ The study was inclusive of one to five TGCSA star graded establishments, with the highest number being four star graded accommodation establishments. Four star graded establishments are also the most popular type of accommodation establishment in South Africa (cf.4.6.1.2).

☆ The study included of various types of accommodation establishments including: guesthouses, lodges, resorts, hotels, B & B’s, self-catering, caravan parks, backpackers and wine estates which provide an overall picture of the opinions of the industry (cf.4.6.1.3).

☆ The average number of rooms was calculated for each accommodation establishment that participated in the study, indicating that hotels and resorts offered the highest number of rooms. These types of accommodation establishments are also the largest hospitality establishments available to tourists in South Africa (cf.4.6.1.4).
The number of people employed at the various accommodation establishments was determined and the highest number of employees is however employed in hotels (cf.4.6.1.5).

Within South Africa, caravan parks and resorts were the longest in operation and guesthouses the shortest period of time. This can be due to smaller accommodation establishments struggling to survive in the tough economic times and investment in caravan parks in South Africa is very high (cf.4.6.1.6).

A significant finding from this study is that even though the industry complains about the quality of graduates more than fifty percent still employ graduate students. This can be due to the known potential of graduates as employees even though not necessarily considered work-ready upon graduation (cf.4.6.1.7).

5.2.2.2 Profile of the respondents that participated in the survey:

In terms of the profile of the respondents the following can be concluded:

Most of the respondents were between the ages of 33 and 43. These respondents have been in the industry for more than 10 years after finishing high school which provided ample time to complete higher education qualifications before entering the working environment or whilst in industry. These respondents can therefore provide an informed opinion regarding the research question at hand (cf.4.6.2.1).

Most of the respondents hold a bachelor’s degree obtained at a university indicating that they are well-qualified (cf.4.6.2.2).

Most respondents were employed in overall operations (cf.4.6.2.3), as general managers. This indicates that it is expected from respondents to assist in all departments of the accommodation establishments and thus have to be equipped with general managerial knowledge and skills as well to be successful (cf.4.6.2.4).

Most respondents were employed for less than 5 years in their current position. It seems from this finding that the turnover rate within the accommodation sector can be considered as high (cf.4.6.2.5).
Most respondents studied at UNISA followed by North-West University. UNISA is a correspondence university allowing for fulltime occupation and part-time studies. NWU is a residential university allowing for fulltime studies on campus. Studying through UNISA provides more opportunities for those already in industry (cf.4.6.2.6).

Most respondents studied at universities, indicating that university degrees are still in high demand for accommodation managers (cf.4.6.2.7)

5.2.2.3 Personality traits of accommodation managers:

In terms of the personality traits of accommodation managers, the following can be concluded:

In the analyses of the personality traits of accommodation managers it was clear that trustworthiness (M=4.62) was considered as the most important trait. This concludes that accommodation establishment owners seek managers that they can trust. In general trust levels in society is low and this overspills into the working environment (cf.4.6.3.1).

Responsibility (M=4.39), self-motivation (M=4.28) and motivation towards employees, being productive (M=4.24), being a good decision maker (M=4.20) and being flexible (M=4.16) within the working environment were also considered as important personality characteristics. Managers must also be able to motivate themselves within the working environment due to the long working hours demanded by the industry (cf.4.6.3.1).

Being sensitive was considered the least important personality trait of all the characteristics (M=3.82). Due to managers working with different people, guests and employees, opinions and feelings forms part of the interaction experience. Managers must be able to keep personal feelings or opinions apart from working relationships (cf.4.6.3.1).

5.2.2.4 Managerial skills analyses:

In terms of the managerial skills for accommodation managers, the following can be concluded:
5.2.2.4.1 The analyses of the managerial skills were carried out to determine the most effective managerial skills for an accommodation manager.

☆ In terms of forecasting skills it was found that accommodation managers must be able to predict the effects of increased operational costs with a mean value of 3.74, followed by the prediction of risks that can influence the accommodation establishment (3.72) (cf.4.6.3.2.1).

☆ Respondents stated that the most important aspects of strategic management include reacting to changes in the external environment (M=3.73) as well as in the internal environments (M=3.69). This was followed by the managers’ ability to network efficiently with a mean value of 3.66 (cf.4.6.3.2.2).

☆ Human resource management skills are very important and respondents indicated that a manager must be able to motivate employees (M=3.85), facilitate teamwork (M=3.81) and be able to facilitate problem solving (M=3.80) (cf.4.6.3.2.3).

☆ Accommodation managers ability to act professionally in different situations were rated the most important problem solving and crisis management skill (M=3.97) followed by the ability to practice effective crisis management (M=3.90). Managers must also be able to lead inexperienced employees (M=3.86) (cf.4.6.3.2.4).

☆ Communication skills are very important for accommodation managers and this study has shown that managers must be able to effectively interact with employees (M=3.83) followed by the ability to communicate on different levels within an organisation (M=3.78). Respondents indicated that being able to speak English (M=3.76) is important for managers in this industry (cf.4.6.3.2.5).

☆ Respondents stated that managers must be able to effectively use social media platforms to communicate with guests (M=3.71). This was followed by the ability of managers to use different technologies (M=3.70) that include MS Office (M=3.68) (cf.4.6.3.2.6).
Among customer service skills, respondents rated building customer relations (M=3.98), providing sustainable customer satisfaction (M=3.98) and with a mean value of 3.95, developing a service culture among employees as the most important (cf.4.6.3.2.7).

In terms of financial management skills, respondents stated that an accommodation manager must be able to monitor all financial activities within the accommodation establishment (M=3.89) and be able to determine the right price for products and services (M=3.84). With a mean value of 3.80, respondents also indicated that accommodation managers must be able to develop a budget for an accommodation establishment (cf.4.6.3.2.8).

Respondents stated that part of marketing skills an accommodation manager must be able to compile a marketing plan (M=3.61) and also be able to launch this marketing campaign (M=3.58). With a mean value of 3.55, the respondents indicated that accommodation managers must be able to determine the influence of the external environment on marketing practices (cf.4.6.3.2.9).

The factor analyses revealed 10 managerial factors of which personality traits were considered as the most important factor with a mean value of 4.11 on a 5-point Likert scale. It is true that good customer service within an accommodation establishment will enhance guest loyalty and improve retention (cf.4.7.1).

The following factors (in order of importance) were also considered as important: Customer service skills (M=3.90), problem solving and crisis management skills (M=3.85), financial management skills (M=3.72), communication skills (M=3.68), human resource management skills (M=3.64), information technology skills (M=3.60), forecasting skills (M=3.59), strategic management skills (M=3.56) and marketing skills (M=3.54) (cf.4.7.1).

The study also indicated that problem solving and crisis management skills are very of high importance, indicating that all managers must be able to think on their feet and make quick, effective decisions when any problem arises. These skills correlate with the skills identified in the literature (cf.4.7.1).
Novel to this study was the identification of aspects that influence the importance of managerial skills. A comparison between the managerial skills, personal characteristics and the profile of the respondents and characteristics of the establishments was also done (cf.4.7.2).

5.2.2.4.2 Comparison between managerial skills, the personal characteristics and the establishment:

In terms of the comparison between managerial skills, the personal characteristics and the establishment, the following can be concluded:

- It was found that the type of accommodation establishment does not influence the skills needed by a manager to be effective (cf.4.7.2.1.3). This means that all accommodation establishments, inclusive of hotels, guesthouses and lodges require the same skills.

- It was evident that no matter how long the establishment is in operation; all managerial skills are still seen as important (cf.4.7.2.1.6).

- No differences were identified for the various provinces and therefore graduates with the necessary managerial skills, will qualify for a position in any of the nine provinces in South Africa. This also assists employees with opportunities to change positions between provinces in South Africa (cf.4.7.2.1.1).

- It was evident that the higher the star grading of an accommodation establishment the less important was forecasting skills (cf.4.7.2.1.2).

- The more rooms an establishment has, the more important strategic management skills, human resource management skills, communication skills, information technology skills, financial management skills and marketing skills are (4.7.2.1.4). The size of the establishment thus has an influence on the managerial skills required.

- The number of employees also influences the managerial skills needed in accommodation establishments. The results indicated that the more people employed within an accommodation establishment, the more important strategic management skills and human resource management skills become.
Therefore, higher education organisations must equip graduates with these skills in order to cope within an organisation with a large workforce (cf. 4.7.2.1.5).

Respondents clearly stated that their establishment would hire graduates if they display the following managerial skills: strategic management skills, human resource management skills, communication skills, information technology skills, financial management skills and marketing skills (cf. 4.7.2.1.7).

5.2.2.4.3 Comparison between managerial skills, the personal characteristics and the profile of the respondent:

Respondents indicated that the younger a manager is, the more important strategic management skills, communication skills, marketing skills, human resource management skills and information technology skills become. Thus more are expected from younger graduates as they exit higher education and training institutions. There is a need for younger generations to fulfil these positions (cf. 4.7.2.2.1).

Respondents stated that the higher the level of education from the respondents, the higher the expectation for strategic management skills and forecasting skills from graduates. These must be developed by higher education organisations (cf. 4.7.2.2.2).

5.2.2.4.4 A comparison was done between managerial skills and the respondents’ current positions.

It was observed that different positions consider certain skills as more important. From the results it was evident that human resource management skills was seen as very important for the position of assistant manager as well as reservations manager whereas communication skills were very important for a reservation manager. Therefore, higher education organisations need to allow their students to specialise in specific positions during a post-graduate qualification (cf. 4.7.2.2.3).
The duration of employment, compared to the management skills required for an effective manager, concluded that the shorter period a person is employed within a certain position, the more important strategic management skills, human resource management skills, communication skills and information technology skills are. Thus more is expected from new employees. New employees need to be able to communicate effectively with colleagues and be able to understand and work effectively with technology (cf.4.7.2.2.4).

South African universities, according to respondents, do not differ in their approach to developing managers and therefore students studying at any higher education organisation in South Africa will develop the same skills (cf.4.7.2.2.5). This is however not the case (cf.5.3.1).

When respondents were asked to conclude whether practical skills and knowledge before employment were important, the results indicate that graduates must have practical knowledge about: human resource management skills, problem solving skills, communication skills, information technology skills and financial management skills. Higher education organisations must therefore allow students to practise these skills during their studies by means of intern programmes, exchange programmes or work integrated learning (cf.4.7.2.2.6).

5.3 Recommendations

From the results obtained in Chapter 4 and the conclusions in this chapter, the following recommendations can be made:

5.3.1 Recommendations for higher education establishments

The following recommendations can be made to higher education establishments from the results obtained by this study:

The qualifications of the various higher education organisations are not universal and therefore it is very possible that these programmes can lack more than one important subject as requested by the industry. Different higher education establishments can therefore come together and consider a universal first year with the important skills after which each institution can
specialise in one or more fields in the industry. This will ensure that the quality student produced will be able to satisfy industry demand, no matter the higher education organisations chosen, but due to the qualification.

Higher education organisations and industry role players from all provinces in South Africa must work together to offer working opportunities for graduates for a 12 month period after the first year of completion of their studies. This will assist graduate students to develop any theoretical skill in a practical manner in four star graded establishments as these establishments work with many tourists on a daily basis.

Due to most respondents stating that they employ graduate students, higher education organisations need to find out, through continuous research, exactly what attracts the tourism industry to do just this. Brainstorming sessions need to be facilitated between higher education lecturers and industry in order to determine other practical ways the demand and supply ratio can correlate. All universities can also appoint advisory boards to assist with these sessions.

This study has shown guesthouses are the shortest time in operation and thus the sustainability of these types of establishments is questionable. In order to improve the sustainability of these establishments higher education organisations should train graduates in entrepreneurship and the key success factors necessary for establishment survival in the current economy. If graduates are trained in this, they will be able to focus on the aspects ensuring success and establishment failure will be minimised.

Higher education organisations should offer a variety of qualifications so that opportunities are also provided to those currently in industry.

Due to the expectation of the industry regarding specific personal characteristics necessary for an effective accommodation manager, higher education organisations must conduct personality tests as part of the application process for potential first year students. These tests will indicate if the applicant shows these character traits before they start their studies in tourism management.
All qualifications must provide knowledge and skills for different positions in the tourism industry. This way, higher education organisations can be sure that the student graduating, have knowledge about more than one department or position making them more versatile for employment.

Higher education organisations must ensure that graduates have the following skills: forecasting skills, strategic management skills, human resource skills, problem solving and crisis management skills, communication skills, information technology skills, customer service skills, financial skills and marketing skills. All of these skills must also be implemented by means of individual subjects for example financial management, human resource management and marketing management. These subjects must form part of core modules and not just be part of Bachelors of Commerce degrees.

Higher education organisations must allow students to incorporate practical hours and short courses as part of their qualification in order to obtain the people- and practical skills.

All tourism management qualification programs must include an in depth study of strategic management. Results of this study indicated that the higher the education level of an applicant is, the higher the expectation of the industry is for this applicant to have strategic management skills.

Industry responses, as seen in this study, indicated that the bigger the accommodation establishment is, the more important skills become. It is critical for higher education organisations to include content and skills development regarding human resource management-, communication-, information technology- and financial skills. Focusing on these skills in education programs could provide a competitive advantage for graduates.

Higher education organisations must also ensure that graduates have two types of skills namely people skills and practical skills. People skills include being innovative and being able to handle complaints. Practical skills include: have knowledge to stock taking, obtain an average of 60% for a tourism qualification, have practical knowledge of the HACCP system, have previous experience using a reservation program for example Fidileo or Nightsbridge,
know how to cope with working long hours, speak more than one language, be presentable and have an eye for detail. This can be done by means of incorporating language subjects into the study course, but also providing industry knowledge to students by means of guest speakers.

★ Students must be allowed to add extra subjects into their study course, with guidance from higher education lecturers in which they will develop specific skills and knowledge. This will assist them to be able to implement business management strategies in more than one department. Practical workshops should also be arranged by all departments of a higher education organisations, and be open to all students to attend. Students will then be able to gain skills from various other study courses that can be implemented within the tourism industry.

★ Higher education organisations must ensure that forecasting skills are implemented in each year of study. The higher the level of education, example honours degree or masters degree, the more focus must be placed on forecasting skills. Market trends can be analysed through research and conclusions must be discussed by lectures and students in order to develop this skill.

★ Guest speakers and workshops where industry experts assist students with projects during real industry working hours can help minimising the gaps between students’ expectations and industry expectations.

5.3.2 Recommendations for accommodation managers

The following recommendations can be made to accommodation managers from the results obtained by this study:

★ It is recommended that accommodation establishments employ graduates with a higher education qualitification to reap the benefits over a long period of time and pay these students appropriately.

★ Managers and owners of accommodation establishments must invest in and hire graduated employees, instead of hiring the person willing to work for the
lowest salary. Industry role players should realise the value of graduates in improving the standards in the industry.

- Accommodation managers must be sent for training workshops throughout their employment to gain knowledge on how to adapt in an ever changing environment and stay on top of market changes.

- Given the importance of service provision, employees must be encouraged by management to perform to their best ability, but managers must also be motivated through financial rewards and training. This will lead to lower turnover rates and more employee satisfaction. If employees within the working environment motivate each other, the quality of the service provided will also increase which is very good for the establishment.

- Accommodation managers must focus on consumer satisfaction for guests to return. The best and most effective way to ensure that guests are satisfied is to ask the guest about their experience with rate cards and feedback strategies. These opinions must be recorded and brainstorming sessions must be held to analyse any negative opinions in order to change the experience to a positive one. Managers must therefore be trained to implement effective feedback strategies but also be able to train employees on complaint handling techniques. Only then customer satisfaction can be ensured during and after one’s stay.

5.4 Recommendations for future research

The following recommendations can be made for future research:

- Guests can also be included in a study to determine what their expectation is from employees, comparing the results with the results of this study. This will provide a view from the supply- and the demand side and possibly identify gaps. This will assist higher education organisations and accommodation managers to place more focus on the skills that will ensure consumers to return.
Future research can focus more on specific skills taught by specific education providers to determine which higher education qualification delivers the most effective trained tourism- and accommodation managers.

Other sectors within the tourism industry for example the food and beverage sector, can be researched to determine whether the skills identified in this study also contribute to their success.

From the results of this study it was evident that current managers do not stay for more than five years in a specific position. Future research can be conducted on the reasons for such a high turnover within managerial positions.

This study contributes to the tourism industry and accommodation sector and can be used to educate managers to be ready for the challenges presented by the industry.

5.5 Limitations to the study

For this study, the following limitations were experienced:

Due to the nature of the study, a larger population then just the TGCSA would have contributed to more accurate results.

Distributing the questionnaire electronically, resulted in respondents not responding in the given time frame. More results could have been captured if this study was continued over a longer period of time or if the questionnaire was hand delivered to all chosen participants.

Higher education establishments do not provide detail about study programmes on offer. It is therefore difficult to indicate which higher education establishment develops all the skills as mentioned in this study ensuring that graduates are employable.
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Appendix A
Letter of confirmation of Language editing

19 November 2014

To whom it may concern

Language Editing – MA dissertation– W.J. Wessels

I have reviewed the dissertation entitled “An analysis of management skills within graded establishments in South Africa” in terms of spelling, language, and grammar and have made recommendations to the author concerning the changes necessary.

R. Taylor
CEO

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