



1st Global Conference on Hospitality, Tourism and Sports Management (GCHTSM)
Adelaide, South Australia
ISBN :978-0-6482404-7-1
Asia Pacific Institute of Advanced Research (APIAR)
www.apiar.org.au

PROFESSIONAL CAPABILITY REQUIREMENTS FOR OPERATIONAL ROLES IN THE HOSPITALITY INDUSTRY: THE CASE OF AUSTRALIAN HOSPITALITY GRADUATES

Hazreel Hasmi ^a, Janine Williamson ^b, Cristina Rodrigues ^c
^{abc}Le Cordon Blue Australia, Adelaide, South Australia.
Corresponding Email: hhasmi@cordobleu.edu

Abstract

Developing students' professional capabilities is crucial in meeting industry standards and requirements (Scott, 2016) and to enhance graduates' employability. Within the Australian hospitality context, there is a current labour shortage (Deloitte Access Economics, 2015), with hospitality employers increasingly demanding highly skilled candidates complete with industry experience (Jackson & Wilton, 2017). To meet industry and student needs, education providers are developing academic units which incorporate industry placements providing opportunities for students to develop their capabilities. Capability development ensures graduates not only possess competencies (skills and knowledge) necessary for them to be work ready, but also the personal, interpersonal and cognitive capabilities necessary for their career development (Scott, 2016). However, studies find that graduates are still lacking the required attributes with capability development considered to be still at a nascent stage (Sissons & Adams, 2013; Weber *et al.*, 2013; Wang & Sai, 2014). Further, even though hospitality managers value operational experience (Walter *et al.*, 2015), the majority of studies focus on entry level management roles (e.g. Sissons & Adams, 2013). Thus, this study investigates the Australian hospitality industry capability requirements for operational roles. An online country-wide quantitative survey was conducted with hospitality employers (n = 125). The study identified that personal and interpersonal capabilities were considered of greater value by employers than cognitive capabilities. To further investigate the number of constructs and structure of each capability, an Exploratory Factor Analysis was conducted. These findings are valuable for hospitality curriculum developers, with recommendations for future research related to hospitality student capability development provided.

Keywords: Hospitality, Capabilities, Graduates, Work-Integrated Learning, Career Development.
