

Research Report

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Assessing the Contribution of Internship in Developing Australian Tourism and Hospitality Students' Management Competencies

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This study assessed students' perceptions of their level of management competence, before and after the internship component of their degree programme. A self-assessment instrument utilising the management competencies within the Competing Values Framework (Quinn, Faerman, Thompson, & McGrath, 1990) was used for the empirical stages of the study. The key findings of this research imply that the internship programme has proved effective in contributing towards the development of management competencies for this cohort of students. The study provides valuable insight into the relationship between internship and the development of students' management competencies and highlights the need for further research in this area (*Asia-Pacific Journal of Cooperative Education 2001 2(2), 12-28*).

Keywords: assessment; tourism and hospitality; management competencies

In order to meet the future demands for appropriately skilled managers and workers, ongoing collaboration and consultation with industry is required to ensure the goals of all primary stakeholders - students, educators and industry employers - are met. One form of collaboration often included in tourism and hospitality university courses is internship or workplace experience. Prior research has shown that tourism and hospitality recruiters view favourably, graduates who have undertaken an internship as part of their degree. However, there is still much debate surrounding its legitimacy as an academic exercise (Petrillose & Montgomery, 1998).

Benefits of Internship

It is well documented that internship can realise many benefits for all three stakeholders. For employers, internship provides access to a pool of workers who are usually enthusiastic and dedicated to the industry and who bring fresh ideas to the workplace. It also provides them the opportunity to screen potential employees without making long term commitments and to have direct involvement in training the industries' future managers (Ju, Emenheiser, Clayton & Reynolds, 1998/99; Pauze, Johnson, & Miller, 1989; Petrillose & Montgomery, 1998). For education providers, internship can strengthen links with industry. This can enhance collaborative research opportunities, raise the institution's profile and establish long term working relationships between industry and the institution to optimise future graduate employment opportunities (Bell & Schmidt, 1996; Walo, 1999). For students, internship provides opportunities to practice what they have learnt in the classroom, gain a greater understanding of the industries' requirements, test career choices and develop important hands-on workplace skills (Barron, 1999; Barron & Maxwell, 1993; Casado, 1991; Emenheiser, Clayton, & Tas, 1997; Petrillose & Montgomery, 1998).

It is further argued that internship contributes to developing students' management competencies (Knight, 1984; LeBruto & Murray, 1994; Mariampolski, Spears, & Vaden, 1980; Tas, 1988). Students through internship can reportedly develop competence in several generic areas of management, including leadership, human resources, oral and written communication, interpersonal communication, problem solving, teamwork, planning and decision-making (Bell & Schmidt, 1996; LeBruto & Murray, 1994; McMullin, 1998; Tas, 1988). However, there is limited empirical evidence to support these claims. Tas, a pioneer in management competency research within the hospitality industry, identified the need for research to determine whether graduate manager trainees actually demonstrate the competencies required by managers within the industry (1988, p. 43). The importance of empirical research to provide evidence that students develop management competencies during internship was highlighted by Branton et al. (1991) (in McDowell & Comerford, 1996). It is argued that these issues need to be addressed and it is important that the management competencies of students and new graduates be quantified and measured in some way.

Assessing Students Management Competencies

Cooperative education research is limited by the absence of effective measures of students' perceptions of their placements (Waryszak, Morda, & Kapsalakis, 1999). It is argued that the same applies to measuring students' management competencies. While there appears to be significant advances in other industries, there is limited tourism and hospitality research that examines the contribution that internship plays in developing students' management competencies. h fact, no studies reviewed attempted to assess the managerial competence of students as they enter the work force for internship or after graduation to see if it is congruent with industry needs. Nor were students assessed pre- and post-internship to identify changes in students' management competencies during this period. This is a troubling deficiency given the important role of management education in producing graduates who are capable of meeting industry needs.

The reasons for the apparent lack of empirical research into the above issues are unknown. It is argued that, it may be due to the perceived lack of an effective measuring instrument or perhaps due to financial or time management concerns. In particular, to objectively assess students' management competence pre- and post-internship would require commitment from both the researcher and industry supervisors, to be effective and accurate. It is argued that, alternatively, 'self-assessment' could be utilised to determine students' management competencies and to evaluate the academic value of internship programs. Several researchers have investigated the recognition of self-assessment as a reliable indicator of self-performance.

Research on undergraduates in food service management and dietetics found that students demonstrated high ability to self-assess their performance and these assessments provided effective evaluation of programs and students' development (Cochran & Spears, 1980). According to Sim (1994), the use of self-perceived competency may be a valid method for course evaluation. However, Smith (1990) emphasised that measurements such as these must involve valid and reliable survey instruments. This highlights the importance of using instruments, which have a sound developmental base and a proven track record in management education research.

Purpose of the Study

Given the relative importance attributed to internship in developing students' management competencies, the main objective of this research was to assess the contribution of the internship component of Southern Cross University's Bachelor of Business in Tourism degree to developing students' management competencies.

The Bachelor of Business in Tourism course, first introduced in 1989, involves five semesters of on-campus study covering a range of disciplines aimed at preparing students for management careers in tourism and hospitality. Additionally students are required to take a six month compulsory internship in an industry setting as the final component of their degree. This Internship Programme continues to be favourably supported by industry organisations, with approximately 75% each year, offering continuing employment to the student at the completion of internship (Walo, 1999). It allows flexibility to accommodate both students' participating and organisations' needs with the following features:

- 1. Students may undertake placements in any appropriate tourism and hospitality sector in Australia or overseas of their choice
- 2. Students can apply for placements competitively through the normal recruitment procedures or alternatively they can organise their own
- 3. Students have the option of undertaking either an operationally-based or research-based placement
- 4. Placements may be paid or voluntary
- 5. Students must complete a minimum of 600 hours over a 24-week period generally in the final semester of their degree programme
- 6. Internship is a major component of the degree equivalent to four of the 24 units required
- 7. Students are assessed by the university's academic supervisor and industry supervisor.

The Theoretical Framework Used for the Study

A major task in this research was to find an appropriate management competency framework with suitable application to tourism and hospitality industries and to find an instrument capable of measuring students' management competencies.

A review of the literature to determine the competencies required of tourism and hospitality graduates indicates that generic and transferable skills, such as leadership, communication and human resource management (Christou & Karamanidis, 1999; Kay & Russette, 2000; Tas, Labreque, & Clayton, 1996) are essential to ensure their success in industry. It is argued that, graduates require transferable generic skills that can be applied across departments, organisations and industry sectors and to management situations in other countries. Thus, it is suggested that a generic framework of management competencies was appropriate for use in the empirical stages of this study. Therefore, this study draws upon Quinn, Thompson, Faerman and McGrath's (1990) 'Competing Values Framework' (CVF). This model has a sound theoretical and research base and offers an opportunity to examine key managerial skills and competencies based on organisational theory. Furthermore, recent research within Australia (Colyer, 2000; Dimmock, 1999; Hanlon, Tait, & Rhodes, 1994; Vilkinas & Cartan, 1993) has utilised the values and principles of the CVF (Quinn et al., 1990). All these studies are significant in that they demonstrate the application and acceptance of the CVF (Quinn et al., 1990) in the Australian context. The CVF also takes a more general approach to management competencies and skills necessary for managers to be effective, giving it the versatility to be applied to all industry sectors.

The intention of Quinn et al.'s (1990) CVF, shown in Figure 1, is to provide a comprehensive model that reflects the values and characteristics of four historic models of organisational theory - the Rational Goal Model, Internal Process Model, Human Relations Model and Open Systems Model (Quinn et al., 1990).

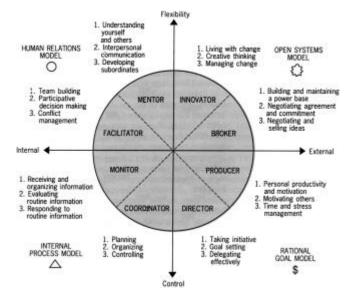


Figure 1

The Competing Values Framework (CVF)

The basis of the CVF (Quinn et al., 1990) is that each quadrant, shown in Figure 1 is a crucial part that makes up the larger construct of organisational and managerial effectiveness (O'Neill & Quinn, 1993). Quinn et al. (1990) state that many managers tend to pursue a single personal style and employ similar strategies over a wide range of differing situations. They suggest that a manager's world keeps danging and therefore strategies effective in one situation may not be effective in another. The CVF provides managers with the opportunity to increase their effectiveness by utilising a range of competencies depending on the situation (Quinn et al., 1990).

As shown in Figure 1, there are two management roles associated with each of the four models of management within the CVF (Quinn et al., 1990). Each role complements the ones next to it and contrasts with those opposite. A

further feature of the CVF (Quinn et al., 1990) is that it specifies three specific competencies necessary for managers to perform in each of the eight management roles. The developers of the CVF designed a valid and reliable survey instrument that assesses an individual's competence in relation to the three competencies associated with each of these eight roles, for a total of 24 competencies. In this study the Self-Assessment of Managerial Skills (SAMS) (DiPadova, 1990) was used to measure students' pre- and post-internship management competencies.

Methodology

The Survey Instrument

The SAMS instrument (DiPadova, 1990) consists of 113 competency statements that describe a variety of skills associated with managerial work. Each of these statements is rated on a Likert scale of 1 (strongly disagree) to 7 (strongly agree). Respondents are required to circle from 1 to 7 for each statement. These scores are averaged and computed to measure the 24 management competencies and eight managerial roles within the CVF.

In this study, a self-completion survey questionnaire comprised two parts:

- 1. Part one consisted of Quinn et al.'s (1990) 113 competency statements.
- 2. Part two collected demographic data of respondents including gender, age, previous level of industry experience, educational qualifications and the sector in which internship was completed.

A copy of this questionnaire is provided in the Appendix.

The Sample

The sample was limited to the 1996 cohort of third year, internal Bachelor of Business in Tourism students from the Lismore campus at Southern Cross University. The majority of these students were expected to undertake the internship component of their degree program from July of the same year.

Survey Procedures

Data were collected in two phases, pre- and postinternship. The frst round of the survey was personally administered to all 59 students enrolled in a third year core unit in semester five, before they left the campus to start internship in semester six. This approach to administering the survey negated having to conduct a mail survey and thus helped to minimise the low response rates associated with mail surveys. Of the 59 surveys distributed to students in the first round, 52 surveys were returned, giving a response rate of 88.1%.

The second round involved a mail-out survey to participating students in late November of the same year. A mail survey was used for students in this stage due to their geographical spread and allowed relatively easy access to students at moderate cost. This was accompanied by a cover letter and reply paid envelope. Two follow up mailings, in January and late February of the following year, achieved a final response rate of 76% (n=32).

Results and Discussion

Students' Demographics

Approximately one third of the student sample were male and two thirds female, aged between 19 and 23 as would be expected for this group of individuals. The majority of respondents (94.0%) held the Higher School Certificate as their highest educational qualification, while the remaining 6.0% had attained a Technical and Further Education (TAFE) qualification.

In terms of previous experience, almost three-quarters (72.0%) of the student sample had previously worked in operational/non-supervisory positions. A further one-quarter had previously held supervisory positions and the remaining 3.0% had no previous experience. While the study did not determine whether this experience had been gained in tourism and hospitality industries, the majority of students in this sample had some experience in the workplace, prior to commencing their internship. This factor may have some influence on the level of students' management competencies in the pre-internship stage.

Finally, over half (56.3%) of this cohort of students completed their internship placement within hotels or resorts. The remaining students undertook placements in the airlines/travel (15.6%), government departments (12.4%), clubs (6.3%), marketing/consultancies (6.3%) and tourist attractions (3.1%) sectors.

Analysis of Results

Composite mean scores for the total student sample for the pre- and post-internship phase were calculated for each of the 24 management competencies and eight roles. These scores identified changes that occurred in the students' management competence during the internship period. Paired sample t-tests were then performed on students' pre- and post- internship mean scores for the 24 management competencies and eight managerial roles using the Statistical Package for Social Sciences. Due to the large number of comparisons to be conducted (24 tests) the Bonferroni Inequality (level of significance of .002), a control measure that adjusts for multiple comparisons using, was applied (School of Behavioural Sciences, 1987). The results of this analysis are summarised in Table 1.

Students' Pre-internship Level of Managerial Competence

As shown in Table 1, students' pre-internship management competency scores ranged from 5.49 to 4.08. These relatively high scores may be partly due to the fact that the majority of these students have already worked at an operational level in previous positions and may have had the opportunity to apply or practice these skills. Alternatively, these skills may have been developed through coursework in their degree program.

Pre-internship the competencies in which students perceived they were most confident were Understanding Self and Others (5.49), Personal Productivity and Motivation (5.38), Interpersonal Communication (5.36) and Presenting Information by Writing Effectively (5.14). The competencies in which they were least confident were Presenting Ideas (4.08), Controlling (4.19), Time and Stress Management (4.41) and Managing Change (4.47). At this stage students perceived they were most competent in the Mentor (5.30) and Director (4.96) Roles. They felt least competent in the Broker (4.55) and Innovator (4.69) Roles.

Students' Post-internship Level of Managerial Competence

Students perceived a relatively high level of competence for the 24 management competencies after internship with mean scores ranging from 5.69 to 476. Post-internship, students perceived they were most confident in Interpersonal Communication (5.69) Presenting Information by Writing Effectively (5.65), Understanding Self and Others (5.62), Personal Productivity and Motivation (5.59). The competencies in which they were least confident were Presenting Ideas (4.76), Motivating Others (4.77), Controlling (4.83) and Participative Decision Making (4.83). Student's post-internship felt they were most competent in the Mentor (5.55) and Monitor (5.32) Roles. They felt least competent in the Broker (4.93) and Innovator (4.93) Roles.

A particularly interesting finding is that students' postinternship mean scores were higher than their pre-internship mean scores for 23 of the 24 management competencies. The exception, was 'Participation', where the students' post-internship mean score decreased from 5.13 down to a mean score of 4.83.

In addition, students in this study perceived they were most confident both pre- and post-internship, in the Mentor Role. In this role the manager is concerned with the human relations aspects of the work environment. Managers in this role show concern and provide support for others, develop subordinates and have well developed interpersonal communication skills (Quinn et al., 1990). As Zey notes:

Interpersonal Communication is perhaps one of the most important and least understood competencies that a manager can have-and vital to playing the mentor role. Knowing when and how to share information requires a very complex understanding of people and situations. (Zey, 1990, in Quinn et al., 1996, p. 40)

The importance of students attaining this competency should not be under-estimated. According to DEETYA, employers actively seek graduates with well developed 'team skills' and demonstrated ability to work and communicate with people at all levels. When recruiting, employers highly regard graduates who have completed an internship that brings students into contact with a range of

Table 1

Comparison of students' pre- and post-test managerial competence

Management Competency/Role	Student Intern Status n = 32	Mean scores	Differences in means scores	t value	Sig. 2 tailed
Director Role	Pre-intern Post-intern	4.96 5.25	+.29	+2.491	.018*
Taking Initiative	Pre-intern Post-intern	4.97 5.28	+.31	+2.348	.025 *
Goal Setting	Pre-intern Post-intern	4.98 5.38	+.40	+2.522	.017*
Delegating Effectively	Pre-intern Post-intern	4.92 5.07	+.15	+.915	.367
Producer Role	Pre-intern Post-intern	4.83 5.07	+.24	+2.161	.039*
Personal Productivity and Motivation	Pre-intern Post-intern	5.38 5.59	+.21	+1.641	.111
Motivating Others	Pre-intern Post-intern	4.69 4.77	+.08	+.703	.487
Time and Stress Management	Pre-intern Post-intern	4.41 4.85	+.44	+2.332	.026*
Co-ordinator Role	Pre-intern Post-intern	4.61 5.02	+.41	+3.342	.002**
Planning	Pre-intern Post-intern	5.15 5.40	+.25	+1.599	.120
Organising	Pre-intern Post-intern	4.52 4.97	+.45	+3.485	.001**
Controlling	Pre-intern Post-intern	4.19 4.83	+.64	+3.288	.000**
Monitor Role	Pre-intern Post-intern	4.84 5.32	+.38	+4.095	.000**
Reducing Information Overload	Pre-intern Post-intern	4.66 5.33	+.67	+3.416	.002**
Analysing Information with Critical Thinking	Pre-intern Post-intern	4.77 5.04	+.27	+2.452	.020*
Presenting Information:Writing Effectively	Pre-intern Post-intern	5.14 5.65	+.51	+3.693	.001**

Source: Primary-compiled for this study

* Significance at the p=.05 level ** Significance at the p=.002 level

Table 1 (Continued)

Management Competency/Role	Student Intern Status n = 32	Mean scores	Differences in means scores	t value	Sig. 2 tailed
Mentor Role	Pre-intern Post-intern	5.30 5.55	+.25	+2.217	.034*
Understanding Yourself and Others	Pre-intern Post-intern	5.49 5.62	+.13	+.948	.350
Interpersonal Communication	Pre-intern Post-intern	5.36 5.69	+.33	+2.563	.015*
Developing Subordinates	Pre-intern Post-intern	4.98 5.28	+.30	+2.061	.048*
Facilitator Role	Pre-intern Post-intern	4.90 4.95	+.05	+.521	.606
Team Building	Pre-intern Post-intern	4.72 4.92	+.20	+1.663	.106
Participative Decision Making	Pre-intern Post-intern	5.13 4.83	30	-1.213	.234
Conflict Management	Pre-intern Post-intern	4.77 5.13	+.36	+2.678	.012*
Innovator Role	Pre-intern Post-intern	4.69 4.93	+.24	-2.532	.016*
Living with Change	Pre-intern Post-intern	4.90 4.99	+.09	+.752	.458
Creative Thinking	Pre-intern Post-intern	4.69 4.87	+.18	+1.741	.092
Managing Change	Pre-intern Post-intern	4.47 4.96	+.49	+3.773	.001 **
Broker Role	Pre-intern Post-intern	4.55 4.93	+.38	+3.825	.001**
Building and Maintaining a Power Base	Pre-intern Post-intern	4.80 4.94	+.14	+1.300	.203
Negotiating Agreement and Commitment	Pre-intern Post-intern	4.84 5.13	+.29	+2.613	.014*
Presenting Ideas	Pre-intern Post-intern	4.08 4.76	+.66	+3.415	.002**

Source: Primary-compiled for this study

* Significance at the p=.05 level ** Significance at the p=.002 level

different people (Department of Employment, Education & Training, 1998, p. 13). Similarly, the literature abounds with references addressing the importance of these competencies to ensure managerial effectiveness, whether they be entry-level graduates or top level management. In a service economy, students demonstrating these and other important leadership and human resource management skills will be keenly sought by organisations (Umbreit, 1993). It appears that students can relate quite strongly to the competencies associated with this role, as was the case in this study. In particular, interpersonal communication skills are viewed as necessary life competencies, regardless of an individual's career level or status (DiPadova, 1990).

Results of Paired Sample T-Tests

Table 1 also shows that students' pre-internship mean scores were significantly lower than their post-internship mean scores at the p=.002 level, for six of the 24 competencies. These comprised Organising, Controlling, Information Overload, Reducing Presenting Information: Writing Effectively, Managing Change and Presenting Ideas. It is worth noting that, with the exception of Presenting Information:Writing Effectively, students in the pre-internship stage perceived these were their weakest competency areas. In terms of roles, significant differences were exhibited at the p=.002 level for three of the eight managerial roles. These comprised the Coordinator, Monitor and Broker Roles.

Tourism and hospitality educators, particularly in the hotel sector, strongly argue that some form of practical training is a critical component of the curriculum (Casado, 1991; Petrillose & Montgomery, 1998) and suggest some form of 'on the job' training is necessary to develop students' managerial traits and skills (Knight, 1984; Tas, 1988). Furthermore, industry recruiters agree that these experiences should provide students the opportunity to develop important leadership, problem solving and customer relation skills (Petrillose & Montgomery, 1998). Students themselves perceive that an industry placement is an opportunity to develop work related, personal, interpersonal and communication skills and to gain a better understanding of organisational issues (Davies, 1990, in McMahon & Quinn, 1995).

It is claimed that, a hands-on approach to educating hospitality managers not only supports management principles learnt in theory but also provides students with the opportunity to practice and review their competence and skills within a real world environment (DiMicelli, 1998). The ability to learn these competencies will depend to some extent on a number of factors such as the type of placement, level of work experience and the quality of supervision in place. Consequently, a more structured internship will greatly facilitate student's development of primary competencies (Tas, 1988). It is therefore important to note that, while this sample of students exhibited significant developments in six management competencies after competing internship, it may be different for another cohort of students. There are many views held on the types of competencies that students can develop as a result of a practical component in their degree. In general prior research indicates that students have the opportunity to develop a range of management competencies. However, it should be noted that there was no evidence of research similar to this study, published within the tourism and hospitality field where students were actually tested pre- and post-internship to assess their level of competence. Thus, direct comparisons with prior research are difficult.

Limitations for the Study

While not investigated in this study, it is recognised there may be intervening variables or influences that may have contributed to any changes that occurred in students' management competencies during the internship period. Concerns associated with external validity have been considered when selecting the design for the study and it is recognised there are limitations to generalising results. However, results give an indication of what changes occurred in students' management competencies for this cohort of students.

The study was also limited in terms of the survey instrument used. A literature review found that no prior tourism and hospitality studies similar to this study had been conducted. Therefore these measurements were limited to the constructs of the SAMS (DiPadova, 1990) instrument and the 24 management competencies and eight managerial roles associated with Quinn et al.'s (1990) CVF. Other management competencies may exist which were not measured by this instrument. Finally, it is important to note that the findings of this study were limited to students' perceptions of their management competencies, not actual competencies.

Implications for Tourism and Hospitality Education Providers

This study has highlighted the importance of offering a curriculum in tourism and hospitality management that incorporates a blend of learning experiences that will develop and enhance students' level of management competence. The findings of this study provide valuable insight into the educational benefits of students completing a period of internship or cooperative education. It has argued that internship does make an important contribution to developing key management competencies in students. Tourism and hospitality educators should give serious consideration to incorporating a practical component such as internship or alternatively incorporate specialised training that will provide similar outcomes in terms of developing students' management competencies.

Implications for Industry Practitioners

The findings of this study have implications for those organisations within tourism and hospitality industries offering internship opportunities. Internships should be structured so that students are exposed to a range of opportunities that will enhance the development of their general management competencies. For example, cross training enables students to practise transferable skills across differing functional areas. This will help broaden students' learning and develop flexibility and adaptability. It is suggested that an internship that exposes students to some supervisory experience would greatly assist in developing their managerial competence. It is reported that internship is an opportunity for organisations to observe potential management staff without making long-term commitments. Thus, involvement in such programs ensures that future employees are proficient in the skills they require for effective management.

Implications for Students

The findings of this study have implications for students with respect to their own preparation for employment and future career planning. The students thems elves must take responsibility for ensuring they are able to satisfy future employers in terms of the competencies required to be successful. This involves having an awareness and understanding of their managerial strengths and weaknesses and practising those requiring attention to ensure their ultimate success. The study has shown that students can effectively identify their strengths and weaknesses through self-evaluation using the SAMS instrument (Di Padova, 1990). This then enables them to identify the strengths they know they can rely on, and also helps them to identify areas that need attention in order to be well balanced in the conflicting roles they will face as managers.

The findings also have implications for students in relation to their choice of internship position. Having identified their strengths and weaknesses, one way they can build on these is by choosing an appropriate internship placement. While not specifically investigated in this study, the literature reviewed suggests that the nature and structure of the internship position may have an influence on the types of management skills a student could develop. It is suggested when students select an internship position, consideration should be given to those experiences that have the potential to develop a wide range of managerial skills. Positions that provide students with the opportunity of supervisory roles will be of particular value. It is recommended that students plan their internship carefully and thoughtfully to gain maximum value in terms of their managerial competence development.

Recommendations for Further Research

There is no published research to date on this area in the tourism and hospitality field. This should be considered an exploratory study as a prelude to a larger study encompassing other universities offering similar courses to determine the contribution internship makes to developing students' management competencies and to validate the findings of this study.

Further studies could investigate other possible influences such as the nature and structure of the internship or whether changes during the period were a function of other factors such as, the students' gender or the type of internship sector. They could also build on the findings of this study by measuring actual, as well as perceived competencies. In addition, studies that utilise multi-methods (for example, qualitative, case studies and focus groups) that might verify or help to explain the results more completely are recommended.

In conclusion, the key findings of this research imply that the internship program has proved effective in contributing towards the development of management competencies for this cohort of students and it has complemented the management competencies they developed during their coursework. Some of the students' management competencies have exhibited greater development than others. Nonetheless, it is suggested that overall, this component of a student's tourism and hospitality education holds real educational benefits in preparing them for future management roles. The study demonstrates the importance of conducting empirically based evaluation to provide support to the debate on the true educational value of internship. It has provided valuable insight into the relationship between internship and the development of students' management competencies, however, a continued research effort is required to support the claims relating to the value of this component of a students' tourism and hospitality education.

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APPENDIX

Self Assessment of Managerial Skills



Listed below are some statements that describe a variety of skills involved in managerial work. Please circle a number from 1 to 7 beside each question to indicate how much you agree or disagree with each statement. There are no right or wrong answers. What is important is that you respond to each statement as honestly as you can. Use the following scale to select each response.

PLEASE NOTE : Although you may have little or no experience in managerial positions, think about group experiences from the past where you may have used these skills, or anticipate as clearly as possible how you would respond.

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Slightly disagree
- 4 = Neither agree nor disagree
- 5 = Slightly agree
- 6 = Agree
- 7 = Strongly agree

		strongly Disagre					S	Strongly Agree
1.	I like to "take charge" of situations that I am in	1	2	3	4	5	6	7
2.	I am an intensely motivated person	1	2	3	4	5	6	7
3.	In planning I know how to develop priorities	1	2	3	4	5	6	7
4.	I have a systematic approach for filing papers	1	2	3	4	5	6	7
5.	I have a clear understanding of who I am	1	2	3	4	5	6	7
6.	I am skilled in team building techniques	1	2	3	4	5	6	7
7.	My own personal coping strategies help me to adapt to change	1	2	3	4	5	6	7
8.	I know how to build personal power through the involvement of others	t 1	2	3	4	5	6	7
9.	When I have more than one goal, I set clear priorities	1	2	3	4	5	6	7
10.	I am skilled at motivating other people	1	2	3	4	5	6	7
11.	In organising, I understand the principle of division of labour	1	2	3	4	5	6	7
12.	In making logical organisational decisions, I can solve problems of organisational conformity of "Group Think".	1	2	3	4	5	6	7

		Strongly Disagre					5	Strongly Agree
13.	In communicating, I am very sensitive to feelings	1	2	3	4	5	6	7
14.	I know when to use participative decision making	1	2	3	4	5	6	7
15.	I think of myself as a creative person	1	2	3	4	5	6	7
16.	In negotiating, I know how to explore win-win outcomes	1	2	3	4	5	6	7
17.	The best way to get a job done is to do it yourself	1	2	3	4	5	6	7
18.	I always begin my day with a personal planning session.	1	2	3	4	5	6	7
19.	I know the basic steps in building an organisational control system	1	2	3	4	5	б	7
20.	I feel comfortable in writing a business document	1	2	3	4	5	6	7
21.	I am able to coach others effectively	1	2	3	4	5	6	7
22.	I know how to create win-win situations in conflicts	1	2	3	4	5	6	7
23.	I can accurately assess the forces for & against change in a given situation	1	2	3	4	5	6	7
24.	I enjoy making oral presentations	1	2	3	4	5	6	7
25.	It is better to make a few mistakes by acting decisively than t sit around analysing decisions	to 1	2	3	4	5	б	7
26.	I have a passionate commitment to the things I do	1	2	3	4	5	6	7
27.	I set deadlines when I plan	1	2	3	4	5	6	7
28.	In organising my paperwork, I have a system that prevents m from forgetting where things are	ne 1	2	3	4	5	6	7
29.	I have a clear set of values	1	2	3	4	5	6	7
30.	I can turn a collection of individuals into a smooth functionin team	ng 1	2	3	4	5	6	7
31.	Planning successful change requires a good knowledge of how employees will react	1	2	3	4	5	6	7
32.	I know how to employ formal authority in an effective way	1	2	3	4	5	6	7
33.	I always have a clear set of objectives	1	2	3	4	5	6	7
34.	I can create high performance expectations in others	1	2	3	4	5	6	7

		trongly Disagre						Strongly Agree
35.	I can recognise an organisation designed by function	1	2	3	4	5	6	7
36.	In making logical organisational decisions, I can overcome problems of ego involvement	1	2	3	4	5	6	7
37.	In conversations, I put people at ease	1	2	3	4	5	6	7
38.	I know how to employ participative decision making techniques	1	2	3	4	5	6	7
39.	I always try to look at old problems in new ways	1	2	3	4	5	6	7
40.	In negotiating, I know how to base the result on an objective standard	1	2	3	4	5	6	7
41.	I feel comfortable with the concept of delegation	1	2	3	4	5	6	7
42.	I always end the day with the feeling that I have accomplished at least one significant task	d 1	2	3	4	5	6	7
43.	In building organisational controls, I know how to design a performance appraisal system	1	2	3	4	5	6	7
44.	I know how to organise a business document	1	2	3	4	5	6	7
45.	I feel comfortable acting as an advisor to people	1	2	3	4	5	6	7
46.	I can manage tensions & get people to relax during a conflict	1	2	3	4	5	6	7
47.	I understand the principles of managing change	1	2	3	4	5	6	7
48.	I am an effective public speaker	1	2	3	4	5	6	7
49.	I can influence people through rational persuasion	1	2	3	4	5	6	7
50.	I am comfortable living with change	1	2	3	4	5	6	7
51.	I know how to turn a work group into a smooth functioning team	1	2	3	4	5	6	7
52.	I am very honest with myself	1	2	3	4	5	6	7
53.	I have a systematic format for taking notes in meetings	1	2	3	4	5	6	7
54.	I establish measurable objectives when I plan	1	2	3	4	5	6	7
55.	I love to feel challenged by the tasks I have to do	1	2	3	4	5	6	7
56.	I usually take initiative & act decisively	1	2	3	4	5	6	7

		Strongly Disagre						Strongly Agree
57.	Each day I have a well defined plan	1	2	3	4	5	6	7
58.	I often inspire people to do more than they are expected to do	1	2	3	4	5	6	7
59.	I can design a matrix organisation	1	2	3	4	5	6	7
60.	In making logical organisational decisions, I can overcome the problem of stereotypical thinking	ne 1	2	3	4	5	6	7
61.	During a conversation, I am in touch with the other's reactions	1	2	3	4	5	6	7
62.	I know which situations are inappropriate for participative decision making	1	2	3	4	5	6	7
63.	I would rather criticise than create new ideas	1	2	3	4	5	6	7
64.	In negotiating, I know how to effectively acknowledge the existence of a conflict	1	2	3	4	5	6	7
65.	In preparing an oral presentation, I know how to get people's attention	1	2	3	4	5	6	7
66.	I know how to best involve people in designing organisation changes	nal 1	2	3	4	5	6	7
67.	I know how to be tough but not offensive in a conflict situation	1	2	3	4	5	6	7
68.	I am able to mentor people, & help them grow & develop	1	2	3	4	5	6	7
69.	I am able to effectively criticise & improve my own first draft writing efforts	1	2	3	4	5	6	7
70.	I know how to manage resistance to the implementation of a management control system	1	2	3	4	5	6	7
71.	I always do the most important parts of my job during the tin of day when I perform the best	ne 1	2	3	4	5	6	7
72.	I understand & know how to apply the principles of effective delegation	e 1	2	3	4	5	6	7
73.	I know how to use reward to effectively influence others	1	2	3	4	5	6	7
74.	I adjust well to changing conditions	1	2	3	4	5	6	7
75.	I am a skilled group facilitator	1	2	3	4	5	6	7

		Strongly Disagre					5	Strongly Agree
76.	I recognise & work on my inconsistencies & hypocrisies	1	2	3	4	5	6	7
77.	I am skilled in managing paperwork	1	2	3	4	5	6	7
78.	When I do planning, I develop bench marks to measure progress	1	2	3	4	5	6	7
79.	I am driven by a need for continuous improvement in what I do	1	2	3	4	5	6	7
80.	I am comfortable moving into a situation & taking over	1	2	3	4	5	6	7
81.	In negotiating, I know how to keep the discussion issue-oriented	1	2	3	4	5	6	7
82.	I like to explore new ideas	1	2	3	4	5	6	7
83.	I feel comfortable involving people in group decisions	1	2	3	4	5	6	7
84.	I am very sensitive to non-verbal messages in a conversation	1	2	3	4	5	6	7
85.	In making logical organisational decisions, I can analyse the structure of arguments that are presented	1	2	3	4	5	6	7
86.	I understand the advantages of organising by divisional form	1	2	3	4	5	6	7
87.	I am skilled in getting the best out of people	1	2	3	4	5	6	7
88.	I always seek clear feedback about how I am doing	1	2	3	4	5	6	7
89.	I understand & know how to apply the principles of effectiv delegation	e 1	2	3	4	5	б	7
90.	In making an oral presentation, I know how to get people's attention	1	2	3	4	5	6	7
91.	I am skilled at facilitating organisational change	1	2	3	4	5	6	7
92.	I know how to keep a conflict situation moving towards a productive situation	1	2	3	4	5	б	7
93.	People trust me & come to me for advice	1	2	3	4	5	6	7
94.	Things that I write are easily understood	1	2	3	4	5	6	7
95.	I understand the characteristics of successful control systems	1	2	3	4	5	6	7
96.	I know how to manage stress	1	2	3	4	5	6	7

		Strongly Disagre						Strongly Agree
97.	I am an action person, who likes to see immediate progress	1	2	3	4	5	6	7
98.	I am an unusually hard worker	1	2	3	4	5	6	7
99.	I can apply the principles of organisational design	1	2	3	4	5	6	7
100.	When it comes to paperwork, I am very well organised	1	2	3	4	5	6	7
101.	I work hard at being honest & sincere	1	2	3	4	5	6	7
102.	I know how to run a meeting in which everyone feels involve & influential in the decisions that are made	ed 1	2	3	4	5	6	7
103.	My approach to change is "If it ain't broke, don't fix it"	1	2	3	4	5	6	7
104.	I am able to influence others through persuasion	1	2	3	4	5	6	7
105.	I always establish a specific set of challenging goals	1	2	3	4	5	6	7
106.	I can get others to excel in their work	1	2	3	4	5	6	7
107.	I understand the problems of logical decision making in organisations	1	2	3	4	5	6	7
108.	I effectively use empathy & reflective listening	1	2	3	4	5	6	7
109.	I try to treat any new problem as an opportunity	1	2	3	4	5	6	7
110.	I am very relaxed when I have to speak to a group of people	1	2	3	4	5	6	7
111.	I often come up with useful innovations	1	2	3	4	5	6	7
112.	I regularly use stress management techniques	1	2	3	4	5	6	7
113.	I know how to analyse the dynamics of an on-going organisational change process	1	2	3	4	5	6	7

Finally, I would like to ask you some questions about yourself to help analyse the results.

- 114. Have you ever held positions in any of the following levels :
 - ? Top management position
 - ? Upper middle management position
 - ? Middle management position
 - ? Lower middle management position
 - ? Lower management position
 - ? Non-management/operational position

115. What is the highest educational qualification you **currently** have (tick one)?

- ? University degree
- ? Diploma
- ? TAFE Certificate
- ? Higher School Certificate (Year 12 or equivalent)
- ? School Certificate (Year 10 or equivalent)
- ? No qualification

116.	Your sex (tick one):	?	Male	?	Female
117.	Your age	year	'S		
Your st	udent number				

Thank you for your co-operation!