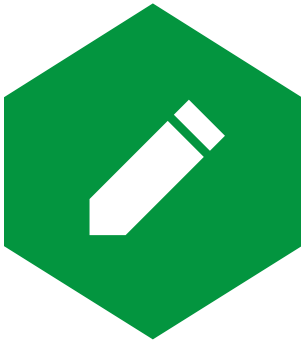




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A Need for Pedagogical Renewal

A Focus on Graduate Preparedness for Employability

NGIZIMISELE NDLOVU AND XENA CUPIDO

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A Need for Pedagogical Renewal: A Focus on Graduate Preparedness for Employability

Ngizimisele Ndlovu,¹ Cape Peninsula University of Technology, South Africa
Xena Cupido, Cape Peninsula University of Technology, South Africa

Abstract: Higher education is increasingly under pressure to prepare hospitality graduates for future employment to cater to the continuously growing tourism and hospitality sectors. This growth prompts the need to renew the existing teaching and learning methods in hospitality management courses to equip hospitality graduates with the skills and knowledge required for employment which they currently lack. Using the change laboratory (CL) method, an expansive study cycle engaged hospitality lecturers in the activity of finding collective interventions to improve existing teaching and learning techniques, with the aim of improving graduates' skills and knowledge for employment purposes. This article reports on the findings of the CL expansive cycle held with hospitality management lecturers for the collection of mirror data, which was used with the aim of coming up with a solution to the changes needed in terms of hospitality graduates' preparedness for employability. The findings reveal contradictions between the opinions of hospitality lecturers and hospitality graduates on the graduates' preparedness for their work. The study also outlined the lack of graduates' preparedness for employment due to teaching and learning challenges encountered during their study period. The study reveals a need for pedagogical renewal at the tertiary level and a need for the hospitality management lecturers to have a relationship with the hospitality industry in order to be in sync with the ever-changing skills and knowledge needs in the hospitality sector.

Keywords: Hospitality Graduates, Hospitality Lecturers, Pedagogical Renewal, Change Laboratory, Expansive Cycle

Introduction

Since the introduction of tourism and hospitality education in the early 2000s, the South African government has continued to show support for this growing sector. This is evident in the government funding made available to assist hospitality graduates as well as other graduates through the National Student Finance Scheme (NSFAS) for postsecondary education (DHET 2019). These support measures have led to an increase in student enrollment numbers in programs such as tourism and hospitality management. Such government initiatives have opened access to students of all backgrounds, including disadvantaged students who previously would have been excluded from the system because of a lack of exposure to the industry and/or financial resources. As part of the National Development Plan (NDT 2017), students would be given the skills and training to be a part of the tourism industry, contributing to the country's economy. Through open access, employment opportunities have been created for a more diversified industry, representative of the country's demographics (Makumbirofa and Saayman 2018). However, some researchers caution that despite this opening of access, there is an urgent need to consider hospitality graduate recruitment and retention strategies in South Africa, as many graduates opt for international employment instead (Sibanyoni, Kleynhans, and Vibetti 2015).

It was noted that providers of hospitality education have come under scrutiny for the lack of sufficient graduate preparedness for employability (Moolman and Wilkinson 2014). Employers claim that education providers are overly focused on assessment measurements and not employability. Education providers, on the other hand, claim that it is not their responsibility to "produce a work-ready individual" (Moolman and Wilkinson 2014, 257).

¹ Corresponding Author: Ngizimisele Ndlovu, P.O. Box 1906 Bellville/Symphony Way Bellville, Tourism and Hospitality, Cape Peninsula University of Technology, Cape Town, Western Cape, 7535, South Africa.
email: ndlovung@cput.ac.za

These differences in opinion contribute to a situation where graduates are not able “to make a smooth transition from the classroom to the world of work” (Moolman and Wilkinson 2014, 258). In recent years, several studies have investigated whether the hospitality curriculum meets the requirements of the industry and the results have been mostly positive (van der Merwe and Septoe 2015; Moolman and Wilkinson 2014). However, there is an argument that hospitality institutions must ensure that they fully prepare graduates for employability after graduation (Kim and Jeong 2018). This idea is supported by Spowart (2011), who says that employers require graduates who have the necessary competencies when they enter the world of work and that programs should ensure that transferable skills are included and assessed as part of the curriculum. Prompted by the notion of “employable graduates” this article reports on mirror data collected as part of a larger research study into hospitality graduate preparedness for employment in the hospitality industry. As higher education institutions (HEIs) come under pressure to produce employable graduates, this article explores academic staff members’ understanding of and role in hospitality graduates’ preparedness.

Hospitality Industry in South Africa

The growth of the tourism and hospitality industry is one of the biggest global economic contributors, contributing to 10.4 percent of global gross domestic product (GDP) and 10.6 percent of total employment in 2019 (WTTC 2020). The tourism sector in South Africa is the largest contributor to the country’s economy, contributing 7 percent to the country’s economy and generating 9.1 percent of total employment in 2019 (WTTC 2020). This has increased the demand for skillful and knowledgeable employees who are trained professionals and will cater to the specific needs of the hospitality patrons who have grown tremendously in number.

The South African tourism and hospitality sector continues to grow despite the many challenges it faces. There are four main challenges experienced by the tourism industry—water shortages in Cape Town, high crime, the fear of expropriation of land, and the need for unabridged birth certificates for travelers (SADT 2019). In one of her public messages, the minister of tourism in South Africa, Mmamoloko Kubayi-Ngubane, highlighted that many of the challenges had been rectified and a few were in the process of being solved. In 2020, the unprecedented challenge of the coronavirus has had a severe impact on the tourism and hospitality industry worldwide (SADT 2019). The COVID-19 pandemic will cause job losses of between 12 and 14 percent globally (WTTC 2020). The industry must find ways of surviving such challenges and one of the ways this can be done is through well-trained industry personnel. The road to achieving this begins with well-prepared and employable hospitality graduates.

Hospitality Graduates’ Preparedness

Hospitality graduates are defined as employable if they are knowledgeable and skilled for the industry and they have the potential to succeed (Wakelin-Theron, Ukpere, and Spowart 2018). “Work-readiness” is defined as a set of competencies required for any work, such as soft skills, behavioral skills, and generic attributes, which has become an essential component of programs offered at universities (Spowart 2011, 3). The incorporation of these skills into academic courses remains the responsibility of lecturers, as part of the teaching and learning process initiated by them (Spowart 2011). Graduate preparedness can be viewed as a “defined skill set—often referred to as core skills, employable skills and more recently, graduate attributes” (Fongwa 2018, 2). However graduate preparedness is defined, these competencies, skills, and attributes should be what universities ensure that students acquire as learning outcomes, as technical skills based on industry demands (Fongwa 2018).

This general understanding can be applied to hospitality graduates’ preparedness for the industry as well. The hospitality industry is a sector of the tourism industry that requires specialty skills to cater to the increasingly complex and diverse patrons of the industry (Quinn and Buzzetto-Hollywood 2019). Hospitality graduates need to be skillful and knowledgeable

individuals with a balance of hard and soft skills (Jaykumar 2018). Examples of soft skills for the hospitality industry include good communication and interpersonal skills, dedication and commitment, along with a willingness to learn, while the hard skills include information literacy skills, and being service-oriented in terms of management and marketing.

HEIs, in general, have come under scrutiny for producing graduates who lack the necessary knowledge, skills, and attributes for employability (Wakelin-Theron, Ukpere, and Spowart 2018). This is a cause for concern, considering that the rate of unemployment among South African graduates is currently at 31 percent (STATS SA 2019). Such a percentage can only be reduced if HEIs equip graduates with the relevant twenty-first-century dynamic skills (Keong, Maguire, and O'Donoghue 2015). Similarly, hospitality education providers seem to be failing to meet this demand of producing hospitality graduates with the required skills and knowledge ready for employment (Kokt and Strydom 2014). Even though HEIs are continuously undertaking curricular changes to produce well-prepared hospitality graduates, the feedback from employers suggests that there remains dissatisfaction with unprepared graduates (Wakelin-Theron, Ukpere, and Spowart 2018). The hospitality industry contends that hospitality graduates do not possess the required knowledge and skills for employability (Razack 2017). The argument is that as long as hospitality graduates are not being prepared for employability, they are less likely to have developed the necessary knowledge, skills, attitudes, and values that make them likely to gain employment and be successful in their chosen occupations (Yorke and Harvey 2005; Moolman and Wilkinson 2014). Hospitality graduates' preparedness is important both locally and globally. If hospitality graduates are well-prepared, they will be able to excel when employed, thereby being able to retain patrons that tour their establishments.

Program and Pedagogical Renewal

Hospitality Teaching and Learning Approaches

As higher education moves through periods of great uncertainty, the focus increasingly shifts from graduates who need to be prepared for employment to graduate preparedness for employability. To this end, the "South African Qualifications Authority Act 58 of 1995 (RSA 1998) identified seven critical outcomes that need to be developed in all graduates, namely, problem-solving, teamwork, managing oneself, the collection, analysis and organization of information, communication, the use of science and technology, and an understanding of the world as a set of related systems" (Moolman and Wilkinson 2014, 261). However, a compelling argument for a different approach to developing graduate preparedness and employability is made, one in which a holistic approach is adopted (Ya-hui and Li-yia 2008). This approach does not focus on only the education aspect of preparing hospitality graduates, but on preparing them in different aspects—which include cocurricular activities—with regard to the development of graduate attributes (Cribb and Gewirtz 2013). The aim is to develop a more well-rounded graduate.

Hospitality graduates in South Africa are exposed to various teaching and learning methods as students, for example, lecture method and pair work. However, the specific pedagogies needed to equip hospitality graduates with the skills and knowledge for the industry is lacking (Jaykumar 2018). Barnett (2006) argued that when graduate preparedness and attributes are constructed more as a set of skills and knowledge to attain, rather than as human dispositions and qualities, such dispositions are more likely to be utilized in lifelong learning or described as a "habit of mind" (Costa and Kallick 2000). Examples of attributes needed by the hospitality industry include critical thinking, problem-solving, and self-confidence.

There are calls for a pedagogical renewal in hospitality management programs, defined as a planned change in the teaching and learning practices to meet the required outcomes of the activity (Barblett 2010). It involves the renewal of pedagogical practices, content, setting, and knowledge (Barblett 2010). Key subjects in hospitality management programs include hospitality management,

financial management, and hospitality industry law, and depending on the student's specialty, more specific topics like professional cookery, accommodation management, or food and beverage management (van der Merwe and Septoe 2015). These disciplinary subjects are considered as the backbone when it comes to employment, although there are more subjects in addition to these ones. While these subjects are important, there is a need to combine them with those that would equip the graduates with the skills that they would be required to have in the industry, since the idea is for the subjects to provide the students with the basic knowledge and skills needed by any employer in the industry. Equipping hospitality graduates with the knowledge, skills, and attributes for the industry would prevent the contradictions that have been identified by various researchers such as (Razack 2017; Wakelin-Theron, Ukpere, and Spowart 2018). There is an urgent need for programs to be responsive to changing internal and external needs within the higher education and professional contexts—this would include “funding trends, policy changes, student demographics, increasingly diverse student bodies, the increasingly important role of information and communication technologies as well as to new knowledge markets” (Bitzer and Costandius 2018, 1).

Work integrated learning (WIL) is an existing module that plays a significant role in ensuring that classroom knowledge is connected with the skills needed at work. Hospitality graduates are exposed to a practical restaurant and kitchen where they are taught different skills by prospective employers (van der Merwe and Septoe 2015). Despite all these activities included in the hospitality curriculum, hospitality graduates are still found to be lacking when it comes to employability skills and knowledge.

This research aims to explore the academic staff's understanding of and role in the hospitality graduates' preparedness using the change laboratory (CL) theory. The study tests the expansive learning cycle as a tool for pedagogical renewal and curriculum development through exploring what other voices can be added for development. The CL theory will be explained later in the study. The research questions that guide this study are as follows:

- What are the challenges faced by lecturers and hospitality graduates in preparing hospitality graduates for employability in the industry?
- How could the use of CL theory as an intervention method assist in solving these challenges for pedagogical renewal purposes?

Tourism and hospitality students come from diverse backgrounds, and therefore engaging them in different teaching and learning methods will benefit them (La Lopa and Wray 2015). Examples of such teaching methods would include videos and assignments. There is a concern on the part of hospitality students that lecturers tend to use group teaching methods that were used in the past by their lecturers during their own studying period (Deale 2019), which might not yield good results considering that times have changed. Effective teaching and learning would be enhanced when students' learning preferences are taken into consideration.

Partnering with students in teaching and learning allows discussions on their learning challenges, thereby avoiding assumptions by the lecturers (Matthews 2019; Bitzer and Costandius 2018). Student-lecturer relationships must favor positive outcomes in terms of the hospitality graduates' preparedness. Some researchers argue that there is little or no evidence that students' engagement in learning helps them learn better (Kirschner 2017). To a certain extent, engaging students will benefit them as they become active learners instead of being passive, and at the same time it will expand the lecturers' teaching methods. Hospitality students tend to prefer hands-on learning and peer learning and do not like the continuous use of the lecture method (Matthews 2019).

All in all, hospitality graduates' preparedness for employability involves more than the acquisition of skills, attributes, and knowledge. Hospitality graduates who possess skills and attributes must be able to apply these for them to be regarded as being prepared for employability (Ya-hui and Li-yia 2008). The industry is always changing, and therefore hospitality graduates should be willing to engage in lifelong learning, which is crucial for the application of skills and

attributes. For hospitality graduates to be competent with employability skills, teaching and learning of these modules at the tertiary level is very crucial (Spewart 2011). This is supported by the emphasis that teaching, learning, and evaluation of skills need should be mastered by both lecturers and students (Moolman and Wilkinson 2014). Graduates' preparedness for employability is not only about getting employment after graduation, but is about being able to reduce poverty and provide for oneself with a sense of dignity (Fongwa 2018). The literature reveals that there is a need for pedagogical and program renewal for all these factors to be incorporated into the education system at the tertiary level. To explore the teaching and learning methods used by hospitality lecturers with hospitality graduates, change laboratory's expansive process will be used.

Conceptual Framework and Methodology

The aim of this research was to collectively engage with relevant stakeholders such as academic staff, students, and hospitality employers around the challenges of hospitality graduates' preparedness. The CL was selected as a method for supporting hospitality lecturers to think through current teaching and learning practices with an emphasis on graduate preparedness. This research is part of a broad study which involved semi-structured interviews with five hospitality employers and CL sessions with the hospitality graduates. As an interactive process, CL creates an opportunity for lecturers to focus on collaborative, transformative agency among themselves, using double stimulation and expansive learning processes (Engeström 2001; Engeström and Sannino 2010). CL is an intervention research methodology where participants work together in a cyclical way to come up with an acceptable way of working for an organization (Virkkunen and Newnham 2013). CL sessions encourage the expansive learning concept because it allows systematic development of new solutions through the participants' discussions done during the expansive learning stages. In this study, the CL sessions were followed up by the expansive cycle. The double stimulation took the form of directed questions which highlighted the challenges of graduate preparedness for employability and the contradictions which exist between employers' and lecturers' expectations. This mirror material represents the first stimulus (Engeström 2007). Mirror data is the data collected before the CL intervention sessions for the purposes of gathering information on the problem statement; this information then gets used in the first sessions of the CL for provoking the participants' reactions to the problem. The analysis and resolution of the problems identified are facilitated by the introduction of conceptual tools, such as a model of the activity system of the program as a second stimulus. The expansive learning involved successive cycles in which eight lecturers engaged with, deliberated on, and interrogated existing teaching and learning practices, identifying and formulating any contradictions within the activity. The use of expansive learning is for analysis and design in the CL (Virkkunen and Newnham 2013). This is because expansive learning allows participants to question and discuss problems and design until they come up with new ideas or solutions for future practices that are free from contradictions. The four CL sessions held included the first session of questioning where provocations were discussed, followed by the analysis stage which covered Sessions two and three. This included the discussion and analysis of the challenges with current practices. Session four was the modeling stage which involved modeling new solutions to the problem—in this case, coming up with new ideas on enhancing the pedagogical renewal for the preparedness of hospitality graduates. Participants were taken through a cyclical process in which they could analyze and develop potential solutions to the contradictions identified (Engeström 2001; Virkkunen and Newnham 2013). The data was collected using the semi-structured interviews. Eight hospitality lecturers participated in the study. Purposive sampling was used because the study required relevant participants to respond during CL discussions (Bryman and Bell 2014).

The lecturers' work experience, qualifications, and subjects taught were considered for the sampling purposes. This ensured that there was representation of a variety of subjects and work

experience. The subjects taught by the lecturers sampled are Food and Beverage Studies: Theory 1, 2, and 3; Food and Beverage Studies: Practical 1, 2, and 3; Hospitality Management 1, 2, and 3; Hospitality Financial Management 1, 2, and 3; Culinary Theory and Practical 1, 2, and 3; Nutrition 1, 2, and 3; Gastronomy Theory and Practical 1; and Pastry/Patisserie Theory and Practical 2 and 3. 1, 2, and 3 refer to first, second, and third year. Most lecturers' experiences included both industry and academic work experience, which is an advantage for the hospitality students. In no particular order, the professional and academic experience of the eight lecturers were as follows:

- Six years' industry experience and twenty-six years' lecturing, training, and coaching. The lecturer's qualifications are National Diploma in Coaching and currently doing a Master's degree in Social Sciences.
- Six years' industry experience and eleven years as a chef instructor. Qualifications are Diploma in French Cuisine, Bachelor of Technology in Hospitality Management, and accredited facilitator and moderator.
- Thirty years' lecturing experience and a holder of Bachelor of Commerce in Accounting, Honors in Economics, Higher Diploma in Education, and Magister Technologiae Business Administration.
- Ten years' industry experience as a food and beverage controller and four years' lecturing experience. Holder of Bachelor of Technology in Business Administration.
- Seven years' industry experience as junior food and beverage controller and purchasing assistant and six years' lecturing experience. A holder of Bachelor of Technology Food and Beverage Management, and Magister Technologiae Tourism and Hospitality Management.
- The other three participants are junior lecturers with less than four years' experience and hold Bachelor of Technology Hospitality Management degrees.

The data collected from these participants were for mirror data purposes. Mirror data is the firsthand data that is used to stimulate the participants during their CL discussions (Virkkunen and Newnham 2013). This was to be used as part of a bigger study. The meeting was held at the institution where the lecturers worked, so they were at ease, which allowed them to contribute freely. The in-depth interviews allowed the researcher to ask sensitive questions which allowed more data to be collected. The lecturers used as participants were involved directly with the teaching and learning processes of hospitality students, and therefore the researcher is confident that they were the perfect participants for this qualitative study.

The study is a qualitative research; semi-structured interviews were used to gather data from participants using the CL method. This method assists both the researcher and the participants to realize the existence of development and transformation as they discuss the existing problem through the expansive learning process. Figure 1 illustrates the process that was followed in using the expansive learning cycle.

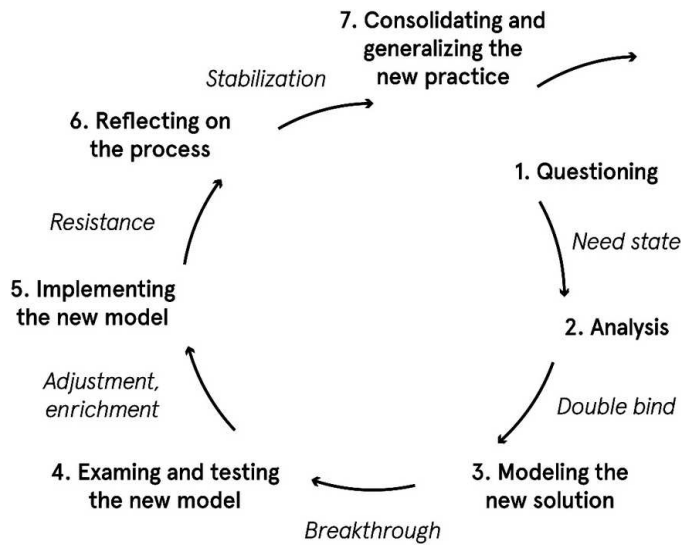


Figure 1: Expansive Learning Cycle
Source: Virkkunen and Newnham 2013

Participants analyzed the problems with existing teaching and learning methods in a bid to find a way of pedagogical renewal. The CL method requires that participants be involved with the object (hospitality graduates' preparedness for employability) on almost a daily basis, which is why lecturers were part of the sample. A two-hour discussion was held with the eight hospitality lecturers to discuss the challenges or contradictions of teaching and learning of hospitality graduates in preparing them for employability. The lecturers who participated in the study are those who responded to the email that was sent out to willing participants. The CL's expansive learning process was then done with the hospitality graduates to discuss the data collected from the lecturers (mirror data). In the CL method, the researchers become part of the discussion, although the participants were the ones overseeing it. Researchers only guide the discussion toward finding the solution to the problem. To curb the bias of the researchers, questions were put in place to guide the study and an interview protocol was adhered to. The researcher is confident that if the same approach is used with different researchers, it would yield the same results. To ensure that all the discussions were captured, a recorder was used, and the recording was transcribed. The researcher captured all the nonverbal communication observations and noted all the expressions of tensions and frustrations that were being expressed by the participants. This assisted with the discussions on pedagogical renewal.

Findings

At the start of the expansive learning cycle—the questioning phase—the academic staff explored current teaching and learning practices and highlighted some of the challenges and possible contradictions faced within the system. The CL expansive learning discussions followed the actions involved in the process, namely, questioning the situation, analyzing the problem, modeling the new solution, and examining and testing the new model, followed by the implementation and consolidation of the new idea (Virkkunen and Newnham 2013). These stages enable the participants to find the root cause of the contradictions and at the same time come up with solutions that can be used if found to be effective. The findings from the mirror data generally showed that there were contradictions between the academic system outcomes and the needs of the world of work. Lecturers felt that hospitality graduates' curriculum equipped graduates more with classroom knowledge than with the technical skills needed for

employment. According to one of the participants, “Hospitality graduates are fine on theory level because they have passed the examination but not on the practical and application level because the program does not allow them enough time.”

What is interesting with this above finding is that HEIs are expected to equip graduates with the necessary skills and knowledge for the industry, and such imbalances will render hospitality graduates unprepared for employment after their graduation. Strong theoretical knowledge, but a lack of practical skills does not prepare hospitality graduates for employment, and hence there is a need to balance the two (Jaykumar 2018).

One participant suggested that there are a lot of theory modules being covered in hospitality education compared to practical-based modules, which is why hospitality graduates are unprepared for employment. The participant’s argument was that, on employment, hospitality graduates usually start at the bottom ranks and are therefore required to use technical skills more than theoretical knowledge (Makumbirofa and Saayman 2018). This then exposes them as being unprepared for employment in the eyes of the employer. In contrast to the opinion that hospitality graduates were fine in terms of theoretical knowledge, another participant mentioned that “most hospitality graduates battle with basic financial accounting in the industry.” This then means that hospitality graduates lack theory knowledge as well (Razack 2017).

WIL, which is meant to assist graduates with practice for future employment, was identified by some participants as a good idea if only there was mentoring and follow-up by the HEIs on what was done by graduates during the one-year period that the students are placed in the industry. One participant said, “the hospitality industry is letting the students down during their WIL period because hospitality students are not given an opportunity to rotate between different departments of the establishment as expected by the HEI.” The participant also reiterated the need for the hospitality industry to avoid using students as “cheap labor” as this has a negative impact on the graduates’ attitudes toward their career in the industry (Nachmias, Walmsley, and Orphanidou 2017).

Insufficient teaching and learning time have been blamed by the lecturers, because they feel that they could not expose hospitality graduates to high-order thinking. Employers expected employees to be able to solve any problems arising at work (Wakelin-Theron, Ukpere, and Spowart 2018), and high-order thinking would benefit hospitality graduates in this regard. One other surprising contribution from the participants was from one who said that despite the fact that hospitality graduates study hospitality financial management in their four-year hospitality course, they still had to go and enroll for finance courses in other institutions to boost their confidence in working in the hospitality finance department.

One concern from the above finding was whether the hospitality curriculum or the pedagogics could be failing to prepare hospitality graduates for employment and success in their careers. The issue of the curriculum was responded to by one of the participants who said that in about twenty-six years the curriculum had changed four times. The hospitality industry is always changing, with new trends being introduced all the time, and therefore there is a need for the curriculum to be amended from time to time to keep up with it. This should be accompanied by pedagogical renewal of the hospitality courses’ teaching and learning methods.

It is somewhat surprising that throughout the discussions with the lecturers there was no mention of how the teaching and learning techniques have been renewed or improved with time to prepare graduates for employment. An explanation for this might be that the lecturers felt their teaching and learning techniques were on point since students were performing well on theory modules and also passed the practical tests. Lecturers, however, cited the contradictions faced in the teaching and learning processes of hospitality graduates by comparing it to the teaching and learning system of the past and present and using these to envisage future teaching and learning methods.

Recommendations and Conclusion

Since the findings showed that there are contradictions between the teaching and learning experienced by hospitality graduates and the opinions of lecturers on hospitality graduates' preparedness for employability, there is a need to bridge these gaps by finding suitable strategies to enhance graduates' preparedness. One of the strategies highlighted was the need to explore pedagogical renewal. This requires that teaching and learning techniques be reviewed. It is recommended that the following be done to enhance the pedagogical renewal.

More interactive lectures with students enable students to interact with the lecturers and among themselves as well. Such teaching and learning allow for peer learning—the lecturer allows students to learn from each other (with some students acting as lecturers) through work discussions on their own (Deale 2019). Since the hospitality industry is very operational in nature, such teaching and learning styles enhance the transferring of skills and knowledge between students. Students should partner with lecturers so that they can partake in knowledge construction which then enhances their learning as they are actively involved in all the stages (Matthews, Cook-Sather, and Healey 2018).

Research into the kind of pedagogy suitable for hospitality graduates should be done by both the lecturers and the hospitality industry (Jaykumar 2018). Input from both sides will assist the hospitality graduates. This will also allow hospitality lecturers to utilize the allocated time to accommodate the teaching and learning of modules that will prepare hospitality graduates for employment. High-order learning must be incorporated in the teaching and learning process, as this is a skill that is essential in the industry.

Hospitality graduates should be hands-on students who partake in all the practical lessons given, so that even during their WIL placement period they can participate and learn more. This will bridge the gap between the classroom environment and the world of work as well (Wakelin-Theron, Ukpere, and Spowart 2018).

This study tried to explore the preparedness of hospitality graduates for employability and various strategies were identified as a way of enhancing the hospitality graduates' preparedness for employment. The study also identified that hospitality stakeholders (hospitality employers, hospitality lecturers, and hospitality graduates) must collaborate with each other in order to prepare graduates for employment. Each of these parties has a part to play.

For further research, the expansive cycle stages four to seven can be pursued. The limitation of this study was that CL requires time from both participants and the researchers, and it was not possible to get both parties to spare time for the expansive cycle to be finished. The other stages of the expansive cycle will be done in the PhD project. It is recommended that interviews be conducted with policy makers and tourism campuses for more representation as this continues to be a working model. This will be creating the changes, practicing, and sharing what has been recommended by this study. To counter the hospitality graduates' unpreparedness for work, the government, lecturers, and researchers must continue to engage with each other for the benefit of the graduates, the industry, and the country.

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ABOUT THE AUTHORS

Ngizimisele Ndlovu: Food and Beverage Instructor, Department of Business & Management Sciences, Cape Peninsula University of Technology, Cape Town, Western Cape, South Africa

Dr. Xena Cupido: Director of Fundani Centre for Higher Education Development, Cape Peninsula University of Technology, Cape Town, Western Cape, South Africa

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