

Identifying the Most Important Managerial Competencies Needed by the Tourism Industry in Egypt from Tourism and Hospitality Faculties Students: A Delphi Study

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ABSTRACT

Identifying the most important required managerial competencies by tourism and hospitality industry experts is essential for developing tourism and hospitality students' managerial competencies so as to meet the industry needs. Hence, the study used a Delphi technique to explore the points of view of tourism and hospitality industry experts in Egypt regarding the most managerial competencies required by tourism and hospitality graduates to be possessed and the tourism education should focus on. The study included a panel of 60 experts representative of two subpopulations, (30 experts in the tourism and hospitality industry, and 30 experts of Human resources managers and learning and developing managers) who were invited to participate in a consensus study involving two rounds of a Delphi study. 53 out of 60 experts completed all the Delphi rounds using an online questionnaire. The Statistical Package for Social Sciences (SPSS) version 26 was used to analyze collected data. The result of the study showed that the respondents rated 13 managerial competencies out of 22 as very important to extremely important. Based on the results, it is recommended that the tourism higher education institutions should focus on these competencies during designing the curriculum or training programs.

1. Introduction

According to (Baum, 2006), the tourism and hospitality industry is being the quickest-increasing industry in the global and one of the considerable sectors of unskilful and low-skilled employees. This notion is supported by Akhtar's, (2015) research findings, which indicated stakeholders' concern about the lack of competent employees in the tourism and hospitality sector. They pointed out that there is a sharp shortfall of qualified employees generally and in managerial positions, therefore they opined that the education of these possible employees requires more alignment with industry requirements.

Likewise, the Egyptian tourism and hospitality sector suffers from incompetent employees despite the major and ongoing activities in the tourism and hospitality industry (Saad, 2013). Mohammed, (2014) attributed the reason to unharmoniously the framework of tourism and hospitality education in Egypt with the industry's requirements for particular skills. In addition to the poor collaboration and connection between the academia and the employers (Nomani and Khan, 2015).

Also, the literature of tourism and hospitality education points out the stakeholders` criticizing the tourism and hospitality education institutions for the poor preparation of graduates for working in the industry, where, they've to get training again by stakeholders to possess the competencies needed to do their jobs (Hussein et al. 2013).

According to Millar et al., (2013) and Bondarenko et al., (2021) organizations could not accomplish their goals without the existence of competent employees, especially under the last global changes including COVID-19 and developments of technology, hospitality and tourism products, and customers` needs, so the relevant competencies must also develop. This notion supported by Tiraieyari et al., (2011) who stated that in order to achieve the desired standard of performance and enhance the organizations` competitive advantages, this requires highlighting the required managerial competencies.

The competency concept was brought to the field of education, and also more widely human sciences in the mid-1900s by U.S. behaviourist psychologists White and McClelland later (Grzeda. 2005; Mulder et al., 2009). In spite of the existence of pertinent literature about the concept of competency in the tourism and hospitality sector and directly or indirectly addressed in the publications of tourism education, there is still a need to debate deeply the topics related to the competencies offered by tourism educational institutions (Munar, and Montano, 2009). Therefore, this research aims to identify the most important managerial competencies in the tourism organizations required from tourism and hospitality students.

By identifying the required managerial competencies for the Egyptian tourism and hospitality labour market, the most important competencies required from graduates, and those competencies which tourism education should focus on by experts in the Egyptian tourism and hospitality industry, educators may understand the required managerial competencies demand by employers in today`s tourism hospitality industry which leads to decrease the gap between academia and industry.

2. Literature Review

2.1 Competency Definition:

Kirton and Healy, (2009) and Nunes et al., (2007) stated that there is diversity and lack of consensus on specific definition and meaning of the competency concept. Hondeghem and Vandermeulen, (2000) opined that understanding the concept competency depends on the context and the perspective which emanate from it, for example framework (individual/organizational), purpose (improving performance/earning market power), HR tools applied (selection/salary/training/personnel evaluation/career development), and the framework of the HR roles (centralized

/decentralized) inside the organization. Table 1 shows different definitions of competency.

Table 1

Definitions of the Competency Concept

Author	Definition
(McLagan, 1980)	The knowledge and skills which underlie effective job performance.
(UNIDO, 2002)	A combination of related skills, knowledge, and attributes that allow individuals to effectively perform their roles and tasks as required by a specific job.
(Jauhari and Misra, 2004)	A composite of knowledge, skills, and behaviours that focus on creating a competitive advantage for the organization and on what the staff actually achieved.
(Hellriegel et. al., 2005)	A set of needed knowledge, skills, behaviours, and attitudes that lead to personal effectiveness in a broad group of situations and different kinds of organizations.
(Brits and Veldsman, 2014)	A mixture of the knowledge, skills and attributes needed to fulfil a specific role.

Source: Elaborated by the researcher based on the literature.

2.2 The importance of Managerial Competencies:

The subject of competencies has taken much attention from the by analyzing, understanding, explaining the significance of managerial competencies and their prospective role in contributing to organizational success and the significance of its developing (Martina and Jiri, 2012; Prahalad and Hamel, 1990; Hamel, 1991). Based on literature, competencies have provided numerous benefits to businesses, tourism and hospitality organizations, students, educators and trainers.

1. Miller et al., (2001) mentioned two main reasons for using competencies in organizations: elucidating organizations' values and objectives and improving the performance of employees by assessment, training, and other staff practices.
2. (Heffernan and Flood, 2000) argued that managerial competencies help the organizations in adapting to the changeful environment and merging both organization strategies: HR and the business.
3. Tiraieyari et al., (2011) opined that the determination of needed managerial competencies for organizations is a source of competitive advantages to get the desired standard of performance where this group of competencies permits employees and organizations to realize outstanding performance.
4. Shippmann et al. (2000) and Heinsman et al., (2008) stated that managerial competencies are important tools for human resources management utilized by organizations to point to the different practices of human resources management such as selection, performance evaluation, job management, personnel development.

5. Competencies display the capacity of the employees for applying their knowledgeable experience and individual social skills in addition to their individual and professional development (Makridis & Ioannidis, 2020).

2.3 The behavioural approach/ The U.S. Competency Approach:

While literature presents that the competency movement finds its roots in the writings of Taylor the father of scientific management, there is an agreement that early roots for main methodologies were used in consequent competency studies in a landmark article published by John Flanagan in 1954 entitled "The Critical Incident Technique (CIT)" (Lucia and Lepsinger, 1999).

Flanagan conducted his studies through World War II in cooperation with the Aviation Psychology Program of the U.S. Army Air Force. the results of these studies indicated that the main aim of job analysis proceedings must be the critical requirements' identification. These demands comprise those which have been proven to have made the distinction between success and failure in performing a substantial part of the job-specific in an important number of cases' (Flanagan, 1954; Ingaldi and Brožová, 2021).

He defined the critical incident technique as a group of proceedings to collect observations about human behaviour directly in such a way to simplify their possible utility in solving problems practically and developing wide psychological principles (Flanagan, 1954).

Later on, in the late 1950s psychologist **Robert White** introduced the term "competence" in his article in 1959 to describe individuality characteristics, in particular, instructional intelligence/cognitive related to high motivation and outstanding performance at work (Humphreys et.al, 2018). He defined competence as the individual's efficient interaction with the environment, he also, indicated that there is a "motivation of competence, as well as "achieved capacity" (White, 1959).

In 1973 **McClelland** followed John Flanagan's and R.H White approach's, he added to Flanagan's work the individual experiences and expectations of events that may be later become main factors in developing competency models (Lucia & Lepsinger, 1999 Rothwell & Lindholm, 1999).

(Adams, 1997) stated that McClelland's competency approach has been applied to various sectors such as; general and private management, leadership, small business management, higher education, vocational training and development during work, economic development, as well as the development of developing countries.

According to the literature, **Richard Boyatzis** was *the first person who used the term "competency" in the managerial context*. In his book, "The Competent Manager: A model for effective performance" (1982) he identified competency as: "an underlying characteristic of a person which results in effective and/or superior performance in a job" (Boyatzis, 1982, p. 21). The following table shows identified managerial competencies by U.S. authors.

Table 2
The Managerial Competencies for Effective Manager by Different U.S. Authors

Author (s)	Competencies Identified	
(Boyatzis, 1982)	Analytical thinking, conceptualization, concern with impact, proactivity and team building.	
(Abraham et.al. 2001)	Leadership, Customer focus, result oriented, Problem solving, Communication skills, and Building teamwork.	
(Hellriegel et. al., 2005)	Communication, Planning and Management, Teamworking, Strategic work, universal Awareness, and Self-Management.	
(Qiao and Wang 2009; P.76)	"Team building, Communication, Coordination, Execution, and Continuous Learning".	
(Shirazi and Mortazavi, 2009)	Responsiveness, Communicate Effectively, Team building/ motivation, Negotiation, Proactiveness, and Deduction.	
(Bhardwaj and Punia, 2013)	Communication, Team-working, proactiveness, vision, self-management, result-oriented, strategic-orientated, making - decisions, taking risks, and creativity.	
(Bakanauskienė and Martinkienė, 2011; p:41)	Professional competencies	Conflict handling, information gathering, analytical thinking, time management, learning from other experiences, seeking to achieve the desired results, communication.
	Social competencies	Qualification, Customer oriented, fairness, convincing communication, responsibility.
	Personal competencies	Awareness of ethics, self-trust, self-composure, listening skills, continuous self-development of personality.

Source: Elaborated by the researcher based on the literature.

3. Methodology

This research used a Delphi technique to identify the most important managerial competencies for tourism and hospitality graduates. **Delphi Technique** was introduced in the 1950s at the Rand Corporation for defence technology forecasting by Helmer and Dalkey as a method for forecasting and solve problems of complicated issues (Buckley, 1995). According to (Limestone and Turoff, 1975) Delphi can be described as a mode to structure a collective communication process by letting a set of individuals dealing with complicated issues effectively. **There are many reasons for selecting the Delphi technique as an appropriate method for the current study as follow.**

1. The Delphi is an acceptable technique used on a wide range to reach convergent views related to realistic information is gathered from experts in specific subject areas (Hsu and Sandford, 2007).
2. The key characteristics of the Delphi process are providing respondents' anonymity, controlling the feedback process, and the appropriateness of a diversity of statistical analysis methods to explain the data (Cornejo and Malcolm, 2020).

3. According to Skulmoski et.al, (2007) Delphi technique is more interested in getting information from a targeted group of experts on a specific subject rather than having a general sample. They describe it as a perfect method for both societal researchers and participants in the field of community research and making decisions. Its application doesn't require extremely specialized education, technology, or knowledge. Also, can be used with quantitative and qualitative input.
4. Nworie, (2011) mentioned that the Delphi method has been used better in studies related to determining new competencies and new trends, changes, technological applications, best practices in a domain.
5. Donohoe and Needham, (2009) opines the Delphi technique is suitable for tourism studies because it provides an alternate research approach to address emerging or complicated tourism issues rather than the unhelpful conventional linear approach and the ability to generalize the research results.

3.1 Population and Sample

3.1.1 Selecting the Experts

According to Donohoe and Needham, (2009) and Sobaih et al., (2012), selecting qualified experts in the Delphi process is a critical step to make sure of the outcomes' power and reliability. Sobaih et al., (2012) defined *expert* as a knowledgeable and skillful person in a specific field.

In tourism studies Von Bergner and Lohmann, (2014) defined *expert* as a person with known experience in tourism research or consulting (e.g. an academic background in various subjects area, a member in a pertinent research or industry organization, participated in tourism development projects, ten years or over of the professional expertise). Below the followed actions for selecting the experts of this study.

- An email with a cover letter was sent to the candidate experts with a detailed explanation about the current study's nature, aims and procedures. Each participant was informed that their participation voluntary and confidentiality during the Delhi study process is ensured. The objective of this email was to request participation from experts and professionals working in the tourism and hospitality industry and select the appropriate experts.
- The interested candidate participants in participation in the study completed the first questionnaire, which included demographic information and their work experience, then the researcher started the process of selection participants.
- The researcher analyzed the potential participants' data (age, gender, education, work field, and years of experience), and, selected the appropriate experts from various sectors of the tourism and hospitality industry, such as Airlines, Airports, Hotels, Tourism and Travel government associations for participation in this study, finally the researcher sent an email included the study timeframe and asked the experts to give the approval to use their responses in this study.
- Once the expert panelist gave the approval to cooperate, they were pointed to begin Delphi round one automatic.

- The selected experts represented in two different panels, each expert possesses specialized experience by working in the tourism and hospitality industry and has knowledge about the study's subject.

3.1.2 Determine the Panel Size

According to Sadi and Henderson, (2005) determining the optimal size of the Delphi panel, depends on several factors: the nature, field, and significance of the study besides the level of knowledge and experience of the participants.

Smith, (1995) opined that the panel size should be defined by the number of participants accessible, which is usually around 40–50. The study included panel of 60 experts, representative of two subpopulations, 30 experts in tourism and hospitality industry and 30 experts of Human resources managers and learning and developing managers were invited to participate in a consensus study involving two rounds of a Delphi study by using online questionnaire.

3.2 Data collection

3.2.1 Instrumentation

The instrumentation developed for this study included a series of questionnaires created using Google forms. According to (Saunders et al, 2003) questionnaire is a method of collecting data that consists of a series of questions and other prompts for the purpose of gathering information from respondents. For this study, the researcher generated four questionnaires and sent their links by email to the panelists, and each mail contained the date of restoration. Based on Dillman et al., (2009) suggestion, the researcher sent reminder emails to panelists after one week of the beginning of each round to raise the response rate of the Delphi study.

3.2.2 Design the Questionnaire

The first questionnaire was designed during pre-Delphi procedures it included demographic data (e.g. years of work experience, industry, educational background, age, and gender). This questionnaire aimed to verify and ensure the diversity of specializations and experiences of candidate experts before selecting.

Second questionnaire was a list of managerial competencies developed by the researcher based on a review of the managerial competencies in the tourism industry literature and previous studies. Developed for the round one. The experts were asked to identify a checklist of the most required managerial competencies from tourism and hospitality graduates (42 identified competencies in total).

The third questionnaire listed all the managerial competencies that were identified in the first round and asked panel members in the round two to rate the importance of each competency for the tourism and hospitality students using a 5-point Likert scale (1 = *Not at all important* and 5 = *Extremely important*).

3.2.3 Delphi Rounds

Custer et al., (1999) argued that three rounds are enough for gathering the required information and reaching to consensus (Bammer et al., 2013). suggest that a two or three round Delphi is sufficient for most research. This research included two rounds

to achieve consensus among the selected experts in the tourism and hospitality industry. Below the procedures **Round One** by the researcher and panelists:

- The researcher sends instructions of questionnaire No.1 to the panelists by Email, the first round asked the experts and to identify the most required managerial competencies for effective management performance Egyptian tourism and hospitality industry. It is mentioned that the panelists were free to include any other competencies.
- Panelists revised the developed list of managerial competencies by the researcher and identified the most required managerial competencies in the Egyptian tourism and hospitality industry.
- Finally, the researcher generated the second questionnaire of round two that contained a new menu of identified managerial competencies by 1st panel.

Round Two

- In this round, the researcher revised questionnaire No. 2 and sent an e-mail with the instructions for round two, and asked experts to rate the importance of each competency required from the tourism and hospitality students using a 5-point Likert scale (1 = Not at all important and 5 = Extremely important).
- The experts accomplished questionnaire No. 2 after rating the importance of each competency.
- The researcher prepared and finalize questionnaire No.3 for Delphi round three.

3.3 Data Processing and Analyzing

According to Marshall and Rossman, (1999), data analysis is a process of ordering, structured, and bringing meaning to the collected data. For this study, The researcher analyzed the quantitative data collected from the experts' responses to the questionnaires of the whole Delphi study by using descriptive statistics which according to (McMillan and Schumacher, 2010), is the most primary method to sum up data, and it is an essential in explanation the outcomes of quantitative research.

According to Hasson et., (2000) measures of central tendency (means, median, and mode), and level of dispersion (standard deviation and interquartile range) are the basic statistics utilize in Delphi studies in order to offer information with the consensus of respondents. For this study, collected data were analyzed by SPSS version 26 by counting frequencies, percentage, and means. The SPSS according to (Bryman and Bell 2015) is a vastly used program to analyze quantitative data and its usage is comparatively simple.

4. Results and Discussion

4.1 Description of Sample:

This section presents data about the study's participants. All participants were selected from the population of professionals who have work experience in tourism and hospitality management. The selected sample was divided into two different panels each panel includes 30 experts with various roles in diverse sectors in the tourism and hospitality industry. The following table shows the composition of the Delphi panels by sectors.

Table 3
Delphi Panels Composition by Sectors

Sector	Number of Experts	%
Airline Companies	16	26.7
Airports	2	3.3
Government Tourism Associations	10	16.7
Hospitality Sector	20	33.3
Tourism and Travel Companies	12	20
Total	60	100

The previous table displays the composition of the Delphi panels by sectors and the participation rate of the experts in each sector. Also, table 2 shows that the current Delphi study covered five different sectors in the tourism and hospitality industry. The highest sectors are hospitality and airline companies sector with the rate of participation 33.3% and 26.7 %, followed by tourism and travel companies and government tourism associations and with rate 20 % and 16.7%, and finally the airports sector with the lowest participation rate 3.3%. Also, this table indicates the diversity of sectors that were covered in the Delphi study, which may provide overall information about the required managerial competencies in the Egyptian tourism labor market. The following Figure 1 illustrates the experts' positions and their number in each sector.

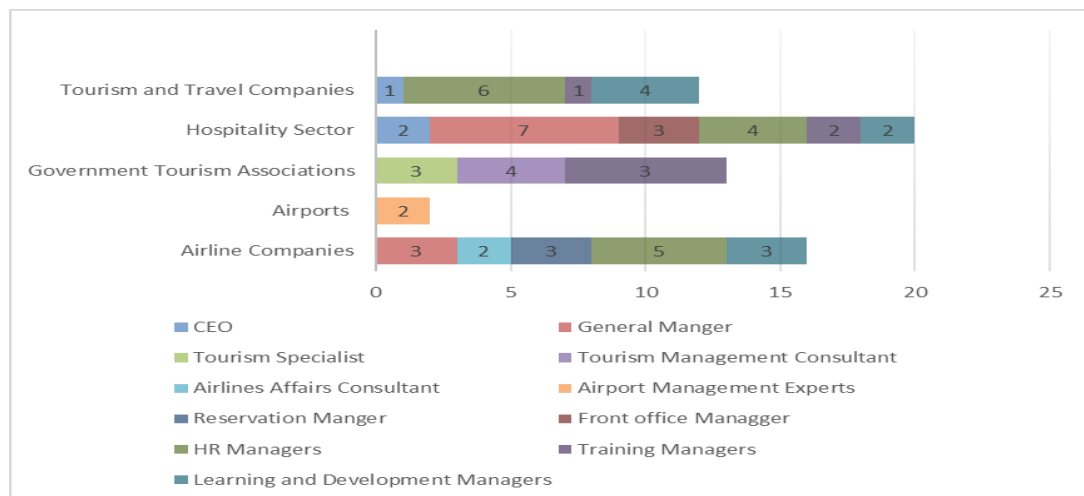


Figure.1. Delphi Experts by Positions

The previous figure shows that the majority of participants from the hospitality and airline sectors. *The Hospitality sector* includes six different positions represented by (2) CEOs, (7) General Managers, (3) Front Office Managers, (4) HR Managers, (2) Learning and Development Managers, and (2) Training Managers. Followed by, *the airline sector* which consists of five various positions represented by (3) Reservation and Ticketing Manager, (2) Airlines Affairs Consultants, (3) General Managers, (5) HR Managers, and (3) Learning and Development Managers, while *tourism and travel companies*, has four different positions represented by (1) CEO, (6) Tourism Specialists, and (4) Learning and Development Managers, and (1) Training Managers. *The fourth sector, government tourism associations* comprise three roles represented

by (3) Tourism Specialists, (4) Tourism Management Consultants, and (3) Training Managers. Finally, *the airports' sector* includes one position (Airport management consultant).

Also, Figure 1 shows that some positions covered only specific sectors such as Tourism Specialist and Tourism Management Consultants in Government Tourism Associations, Airlines Affairs Consultants and Reservation and Ticketing Managers in Airlines companies, Airport Management Experts in Airports, and finally Front office Managers in Hospitality sectors. While the following three positions Training Managers, HR Managers, and Learning and Development Managers cover four sectors (Government Tourism Associations, Airlines, Tourism, and Travel companies, and Hospitality).

4.2 Delphi Study Results

4.2.1 The participation Rate of the Delphi Study

The study targeted sixty experts to participate in the Delphi study, divided into two panels, each panel includes 30 experts. Two rounds of Delphi study were conducted over a seven-week period to achieve the purpose of the study and answer the research questions. Fifty- three of the sixty selected experts participated in round one to become the number of participants in panel one 28 experts, while panel two included 25 experts. The following table presents the overall rate of participation for the Delphi study by round.

Table 4

Participation Rates for the Delphi Study

	Round One	Round Two
objective	Identifying Competencies	Rating the Importance of each Competency
Targeted panellists	60	53
Number of complete Returns	53	53
Percent completed	88.33%	100%

Table 4 demonstrates the objective of each round with an explanation of participation rate of each panel for each round. Also, shows that seven participants (two experts from panel one and five experts from round two) withdrew from the Delphi study with an attrition rate of 11.66%. In Round One, Fifty- three (53) of the 60 participants successfully completed round one of the Delphi (88.3%), they identified a list of required managerial competencies for the Egyptian tourism and hospitality industry. In Round Two, the fifty-three (53) who completed round one participated in round two with a rate of 100%, which is higher than the response rate of round one, they rated the importance of each competency.

4.2.2 Round one

Research Question 1 was, what are The Managerial Competencies for the Egyptian tourism and hospitality industry Required from tourism and hospitality students?

To answer Research Question 1, the researcher developed the first questionnaire (Appendix A) included a list of 43 managerial competencies based on the literature and previous studies. The link of the first questionnaire for Delphi round one was sent by email to the panel experts, which including 60 experts in different sectors in the

tourism and hospitality industry. Panelists were asked to checklist the required managerial competencies for the tourism and hospitality industry. Each panelist identified the required managerial competencies for the Egyptian tourism and hospitality industry. Fifty- three (53) of the 60 participants successfully completed round one of the Delphi with a rate of (88.3%). The researcher concluded Delphi questionnaire one data, grouped the identified 22 competencies, where 21 competencies were excluded. Also, the researcher revise and finalize Delphi round two questionnaires.

4.2.3 Round Two

Research Question 2 was, what are the Most Important Managerial Competencies required from students to fit into the Egyptian tourism labor market?

Those who did not complete the round one survey were not included in round two data collection, therefore, the link of the round two questionnaire was sent to Fifty-three participants via email. Participants were asked to rate the importance of each competency identified in the round one (total 22 competency) using a 5-point Likert scale (1 = *Not at all important* and 5 = *Extremely important*). Mean values of 4.50 or above were considered *Extremely important*, those between (3.50 and 4.49) denoted of *very important*, while values between (2.50 and 3.49) signified *moderately important*, slightly important between (2.49- 1.50), and Not at all important (1.49 and below). Panelists were also asked to provide any additional comments. No withdrawals from the round two took place. all the experts (53) completed round two with rate of 100%. Table 5 shows the mean and the level of importance of each competency.

Table 5
Rankings of the 22 competencies by Mean and Importance

Ranking	Competency	Mean
	Level of Importance	
Extremely Important		
1	Problem-solving	5
2	Decision-making	4.93
3	Client focus	4.86
4	Teamwork	4.83
5	Communication	4.75
6	Managing Time	4.71
7	Presentation ideas	4.58
8	Negotiation	4.57
9	Analytical	4.43
10	Understanding Self and Others	4.41
Ranking	Competency	Mean
	Level of Importance	
11	Self-management	4.36
12	Entrepreneurship	4.29
13	Business fundamental	4.14
Moderate Important		
14	Managing Conflict	3.49
		Continued

15	Developing others	3.47
16	Strategic thinking	3.45
17	Creating change	3.39
18	project management	3.31
19	Training	3.24
20	Motivation	3.19
21	Managing Stress	3.16
22	Organizing Work	3.05

Table 5 shows the ranking for each competency by mean and the level of importance of the competencies. Firstly, respondents rated (8 out of 22) of the competencies as Extremely important (4.50–over) including problem-solving, decision making, client focus, teamwork, communication, managing time, presentation ideas, and negotiation.

The results indicated experts perceived problem-solving as the most important competency collectively, followed closely by decision-making competency and client focus competency. These competencies were confirmed in subsequent studies (Hind et.al, 2007; Ko, 2010; Raybould and Wilkins, 2006). likewise, (Chan, 2011) argued tourism and hotel students should possess communication and presentation competencies during working in their respective fields.

Although team building competencies were not being ranked among the top three priorities, they were still considered quite important particularly in a service industry such as the tourism and hospitality sector, where a well-coordinated team definitely creates a good service impression from a guests' point of view. In this context, (Nickson, 2013) argued that teamwork competency is one of the best practices for human resources development in the tourism and hospitality industry.

It is not surprising that the experts deemed communication effectively competency so important with a mean of 4.75, this result matches with the findings from prior studies (Shariff et al., 2014; Huang & Lin, 2010) in order to ensure effective communication and to provide undivided attention to customer care for the highest levels of guests' satisfaction. Also, the current study came to a similar conclusion with the study of (Christou, 2000) he argued that hospitality and tourism graduates need a set of competencies such as decision making and problem-solving, and teamwork for effective performance at their workplace.

Secondly, experts rated (5 out of 22) of the competencies as Very Important with a mean (ranging between 4.14 - 4.43) including (analytical, understanding self and others, self-management, entrepreneurship, and business fundamental).

Finally, 9 out of 22 competencies was rated as Moderately Important with a mean (ranging between 3.05- 3.49). There are no competencies rated in the "low importance" and "Not at all important" levels.

5. Conclusion and Recommendations

The aim of this research was to determine the most managerial competencies required from the tourism and hospitality industry graduates for the tourism labor market in Egypt. The researcher has used a Delphi study to collect data from 53 experts from different sectors represented in two different panels. Two rounds of Delphi were

conducted in almost seven weeks using a series of questionnaires. frequencies, percentage, and means were counted by SPSS version 26. This study achieved its aim to identify the most important required managerial competencies for tourism graduates' by tourism and hospitality industry experts. Round I resulted in identifying 22 managerial competencies essential in the tourism and hospitality industry. In Round II, the expert panel rated the importance of each managerial competency identified in round one. Data were analyzed to determine the level of importance ratings of competencies, and then identify the most important managerial competencies required from graduates. Round II respondents rated (13 out of 22) of the competencies as very important to extremely important with a rate of 59.1%.

This study shows the importance for tourism and hospitality higher education institutions to keep connections with the tourism and hospitality industry and reciprocally, there is a necessity for the stakeholders to form action copartner ships with faculties and institutions grant degrees in tourism and hospitality management. Therefore, the tourism and hospitality educational institutions in Egypt need to offer a base background in the educational curriculum about the identified competencies, particularly problem solving, decision-making, client focus, teamwork since this competency is considered the most important competencies for effective performance in the tourism and hospitality industry. Also, educational institutions have to take into consideration the industry representatives during the process of preparation and designing for curriculum, especially tourism and hospitality management curriculums.

From the stakeholders' perspective, HR professionals and general managers can gauge the preparedness of graduates from particular programs, which contain curriculum outcomes that line with the managerial competencies needed to perform and work effectively in the tourism and hospitality industry.

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تحديد أهم الكفاءات الإدارية التي تحتاجها صناعة السياحة في مصر من طلاب كليات السياحة والفنادق: دراسة دلفي.

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المخلص

يعد تحديد أهم الكفاءات الإدارية المطلوبة من قبل خبراء صناعة السياحة والضيافة أمراً ضرورياً لتطوير الكفاءات الإدارية لطلاب السياحة والضيافة من أجل تلبية احتياجات الصناعة. ومن ثم، استخدمت الدراسة تقنية دلفي لاستكشاف وجهات نظر خبراء صناعة السياحة والضيافة في مصر فيما يتعلق بالكفاءات الإدارية المطلوبة من خريجي السياحة والضيافة ويجب أن يركز التعليم السياحي عليها. تضمنت الدراسة لجنة مكونة من 60 خبيراً يمثلون مجموعتين فرعيتين، (30 خبيراً في صناعة السياحة والضيافة، و30 خبيراً من مديري الموارد البشرية ومديري التعلم والتطوير) الذين تمت دعوتهم للمشاركة في دراسة إجماع تتضمن جولتين من دراسة دلفي. أكمل 53 من أصل 60 خبيراً جميع جولات دلفي باستخدام استبيان عبر الإنترنت. تم استخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS) الإصدار 26 لتحليل البيانات التي تم جمعها. أظهرت نتيجة الدراسة أن المستجيبين صنفوا 13 كفاءة إدارية من أصل 22 على أنها مهمة جداً إلى غاية الأهمية. بناءً على النتائج، يوصى بأن تركز مؤسسات التعليم العالي السياحي على هذه الكفاءات أثناء تصميم المناهج أو البرامج التدريبية.

معلومات المقالة

الكلمات المفتاحية

الكفاءات الإدارية؛ صناعة السياحة والضيافة؛ استراتيجية دلفي؛ تعليم سياحي؛ مصر.

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