



**HOME RENAISSANCE FOUNDATION**  
RENEWING THE CULTURE OF THE HOME

# **Home Renaissance Foundation**

## **Working Papers**

Number 34

Competency Curriculum for the Bachelor's  
Degree of Hospitality Management, ESDAI

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## COMPETENCY CURRICULUM FOR THE BACHELOR'S DEGREE OF HOSPITALITY MANAGEMENT, ESDAI (ESCUELA DE ADMINISTRACIÓN DE INSTITUCIONES)

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### I. BOLOGNA DECLARATION AND TUNING PROJECT

The quality of teaching and learning in many universities has become an issue of growing concern and scrutiny in many countries around the world. One of the biggest problems is the difficulty of defining *quality* and share this definition amongst all the actors involved in the process: students, faculty, labour market and graduates. This topic has been evident in the attempt to establish a higher European education area after the reform agenda, constituted by the Bologna Declaration<sup>1</sup>, including the promotion of European cooperation in ensuring quality, via the development of comparable criteria and assessment methodologies for collegiate learning.

In 2000, a group of European universities took up the Bologna challenge collectively and designed the pilot project, known as the "Tuning Project" or "Tuning Educational Structures in Europe". This great effort provides guidelines for specific European interests (align curricular structures, programs, and teaching across the various national systems) but it is also relevant for Latin American countries because quality standards are integrated into the structures and content of program curricula in a way that they can be evaluated in comparable ways<sup>2</sup>.

During the Fourth Progress Meeting of the Common Area of Higher Education the European Union held in the city of Cordoba (Spain) in October 2002, the Latin American representatives suggested the possibility of developing a similar project for this region. So, ALFA Tuning Latin America Project arises in a context of intense reflection on higher education. Moreover, both European and Latin American academic contributions have nurtured it<sup>3</sup>.

ALFA Tuning Latin America Project has the participation of 181 universities, split into twelve work groups according to the next subject areas: Architecture, Business, Chemistry, Civil Engineering, Education, Geology, History, Law, Mathematics, Medicine, Nursing and Physics<sup>4</sup>. Mexico is taking part in the project through its National Tuning and 17 of its universities, representing different subject areas<sup>5</sup>. Among these areas, hospitality is not mentioned, but we consider that Tuning methodology could be helpful for the following reasons:

- A teaching based on a concept of competence as a dynamic reference point presents an important advantage in a changing world where requirements are often in a constant fluid state.
- The emphasis on students acquiring certain competences can positively affect the quality of educational programmes and constitute an important benefit to be competitive in the working world.

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<sup>1</sup> The Bologna Declaration was issued in 1999 to celebrate the 600<sup>th</sup> anniversary of the University of Bologna. European ministers of education signed a Declaration looking for the harmonization of the disparate systems of higher education in the region. Initially, in 1999, 26 countries signed the Declaration to reach 47 countries in 2010. See Kehm B. (2010), *Quality in European Higher Education: The Influence of the Bologna Process in Change*, 42(3), 42.

<sup>2</sup> <http://www.unideusto.org/tuning/>

<sup>3</sup> <http://tuning.unideusto.org/tuningal/>

<sup>4</sup> <http://tuning.unideusto.org/tuningal/index.php?option=content&task=view&id=174&Itemid=202>

<sup>5</sup> <http://tuning.unideusto.org/tuningal/index.php?option=content&task=view&id=160&Itemid=184>

- The interest in developing competences in educational programmes matches an approach to education focused primarily on the student and on his or her capacity to learn, which requires greater self directed learning and effective commitment given that students themselves must develop the capacity to manage original information, find it, compare it, select it and assess it, using different systems (library, consulting teachers, exchange with peers, Internet, etc.). Knowledge and understanding must translate into effective practice.

Contributing for a lifelong learning. Our society needs people able to manage knowledge, upgrade it, select what is most suitable for a given context, understand why and what for they are learning, so that they can adapt to new and changing situations with an autonomous performance, working with intellectual basis, interpreting situations and problem-solving.

And finally, to make an alignment of the ideal university education with the real demands of the society and the hospitality sector<sup>6</sup>.

## II. BRIEF OVERVIEW OF SIMILAR INTERNATIONAL EXPERIENCES

One of the first questions arisen with a project like the one we present is to ask: what does the hospitality and tourism sectors need? Hobson identifies ten trends impacting international Hospitality and Tourism Education<sup>7</sup>:

1. The increasing international demand for education
2. User-pays tertiary education
3. Increasing student expectations and institutional competition
4. English as the global language of education
5. The “War for Talent” and increase of labour mobility
6. Increased harmonization of education systems
7. International accreditation
8. Transnational education
9. International collaborations and initiatives
10. Global Education hubs and cities

Nowadays, it is evident that there must be a relationship between hospitality and tourism education with the industry, although, in the past it had generally been very poor and unsystematic. We need to provide a better-prepared and more flexible labour force, granting the injection of innovation and technical know-how that could propel the industry and society to a new level. And one of the most important tools used to provide a better description of what students can actually do when they enter the labour market is the inclusion of learning outcomes and competences in the descriptors of educational activities<sup>8</sup>.

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<sup>6</sup> Beneitone P. et al. (Eds), (2007). *Reflections on and outlook for Higher Education in Latin America- Final Report-Tuning Latin America Project 2004-2007*. Bilbao, Spain: University of Deusto and University of Groningen, p.33-37.

<sup>7</sup> Perry Hobson, J. S. (2010). Ten Trends Impacting International Hospitality and Tourism Education. *Journal of Hospitality & Tourism Education*, 22(1), 4-7.

<sup>8</sup> Gonzalez, J., & Wagenaar, R. (Eds.) (2003). *Tuning educational structures in Europe*. Bilbao: Universidad de Deusto.

Like many institutions initiated in similar processes, we faced the questions of what is to be understood by the term “competences”?, what is the relationship between competences and learning outcomes? And, how these should be articulated? Few studies about education needs for the tourism industry are reported in the literature and little information is available about the process to design a competency curriculum. However, in recent documentation we can find analogous experiences to ours. One of them is the research made in Balearic Islands, identifying generic competences for tourism employers, examining to what degree tourism graduates demonstrated their ability to master these competences, establishing a ranking of competences and finally analysing the consequences of the results for tourism graduates compared to the results for all graduate students. The document emphasizes that generic competences are relevant for most organizations and that tourism graduates meet the expectations of the employer, although at a lower level than desired<sup>9</sup>.

Other similar research reported recently is about a program in Taiwan<sup>10</sup>. The methodology is very similar to the one we used. This study reviews three well-known evaluation systems worldwide, which are related to tourism higher education and integrated the standards pervasively used in those systems<sup>11</sup>. Other studies have been made in Zaragoza University where they defined outputs for job profiles, studying generic or transversal skills. The analysis in this study is very interesting as the treatment of a specific subject –Strategic Management- and can be used as an example for any other subject<sup>12</sup>.

In addition to these documents, we found key documents to understand the situation for Higher Education in Tourism and Service Management Programmes in countries like Sweden<sup>13</sup>, Africa<sup>14</sup>, Australia<sup>15</sup> and Mexico<sup>16</sup>. It has been very interesting to find the similarity of circumstances and challenges for similar careers<sup>17</sup> in regions so distant and different from each other.

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<sup>9</sup> Munar, A., & Montaña, J. J. (2010). Generic competences and tourism graduates. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 9(1), 70-84.

<sup>10</sup> Yuan-An A. et al. (2010). An Initial Inquiry of Program Evaluation Framework for Tourism Higher Education in Taiwan in *Journal of Teaching in Travel & Tourism*, 10(1), 1-21.

<sup>11</sup> The TedQual method (Tourism Education Quality) from the UNWTO, the Quality Assurance Agency for Higher Education (QAA) in the United Kingdom, and the Australian Universities Quality Agency (AUQA) in Australia.

<sup>12</sup> Gargallo, A. (2009). Reflexión general de una disciplina a partir del análisis de las competencias en *Innovación Educativa*, (19), 285-298.

<sup>13</sup> Hjalager, A-M. (2003). Global Tourism Careers: Opportunities and Dilemmas Facing Higher Education in Tourism in *Journal of Hospitality, Leisure, Sport and Tourism Education*, 2(2), 26-38.

<sup>14</sup> Affi, G. H. & Wahab, S. (2010). Benchmarking the Egyptian Tourism Higher Education Scheme in *Anatolia*, 21(2), 363-378.

<sup>15</sup> Jia, W. et al. (2010). Is Tourism Education Meeting the Needs of the Tourism Industry? An Australian case study in *Journal of Hospitality & Tourism Education*, 22(1), 8-14.

<sup>16</sup> Gómez, S. (2010). La experiencia de un diseño curricular en Turismo basado en un modelo por competencias profesionales in *Estudios y Perspectivas en Turismo*, 19(1), 139-156.

<sup>17</sup> For example: students in Sweden, Australia, Egypt and Mexico are increasingly regarding a career in tourism as an opportunity for a career abroad or with a transnational company. However they have little detailed knowledge about specific enterprises or job opportunities in areas outside the core of the tourism sector, and they seem to prefer their own workplace cultures, i.e. Swedish students prefer Swedish workplace culture, Australians prefer Australian workplace culture, etc. At the same time, the students are unlikely to develop their imaginative capabilities and become flexible unless the programme management and teachers support them.

### **III. KNOWING ESDAI**

ESDAI is a hospitality school, founded 40 years ago, with more than 1700 graduates. Nowadays it offers the Hospitality Management's Bachelor's Degree, three specialization degrees<sup>18</sup> and four masters<sup>19</sup>. In addition, ESDAI offers short courses for women in more than 10 cities around the country.

The mission of ESDAI is to bring up women with management mentality, skills and vision, capable of achieving hospitality as life style, having as a key reference point the household and what characterizes a true home, the place where you always want to return. We look for having an academic program with a solid scientific and human education to have graduates able to achieve an excellent professional performance in institutions and companies, having the possibility to be entrepreneurs and, at the same time, being able to apply all these competences to their own homes.

ESDAI's curriculum has six academic areas: Services, Gastronomy, Administration, Science, Humanities and Research.

### **IV. UPDATING THE CURRICULUM OF THE BACHELOR'S DEGREE OF HOSPITALITY MANAGEMENT**

ESDAI emerged as part of the initiative of the founder of the Opus Dei, Josemaría Escrivá de Balaguer, to train women as managers of the services with the necessary skills for this task. ESDAI's curriculum was created with enough subjects to ensure this goal.

Over time, other courses were added without studying their relevance. On the other hand, it is an undeniable fact that the profile of our youth has changed. The reasons to review our curriculum were basically three:

1. The essential need was to adapt it to a new global environment joined to the irrelevance, unattractive and repetition of contents in some subjects introduced over time.
2. Considering the feedback received from companies and employers on some weaknesses in the education offered to our graduates. These results were obtained through the development of our actual competences diagnosis implemented in the graduate's workplace as a guide, for decision making or changes to the curriculum.
3. As a result of a thorough market survey on the provision of curriculum maps in other educational institutions and the possible disadvantages of having only female students.

Our grid reference during updating was keeping in mind our responsibility to maintain the formation of management professionals, highly trained in the analysis and solution

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<sup>18</sup> Event Management, Gastronomy and Food & Beverage Business Entrepreneurship.

<sup>19</sup> Master in Management and Operation of Food & Beverage Establishments, Master in Event Management, Master in Advertising and Event Management and Master in Event and Business Administration of Food & Beverage.

of hospitality problems and institutions of service with a comprehensive view of customer needs.

## **V. METHODOLOGY**

### **A. PURSUED OBJECTIVES**

The Curriculum Design pursued 4 objectives:

- Review ESDAI's Mission and the relevance of maintaining a degree designed exclusively for women.
- An efficient integration of the competences required by the laboral environment of Hospitality Industry in a coherent, articulated and complete curriculum design centred in the student, not in the professor.
- Include the different actors in the process.
- Updating of the programs in the different areas: Administration, Services, Gastronomy, Humanities, Science and Research.

### **B. GUIDELINES**

The whole team agreed to work with the following assumptions that were transformed in the rules for this development of the project:

- Maintain an open mind to review the mission and the degree profile. We will propose a new mission, if necessary, to the board.
- The degree profile is the basis for designing the curriculum map. The courses, internships, laboratories, workshops, visits, conferences, cultural activities and events should all be aligned with the profile so they provide the content and skills we aim to develop in our students.
- It is necessary to make every effort to ensure the participation of all stakeholders.

### **C. ACTORS INVOLVED IN THE PROJECT**

Directors of Academic Areas, heads of laboratory, faculty, students, employers, graduates, Promotion Department, Public Relations Department, Training and Consultancy Department, School Department and Board. The Academic Director was the project leader.

### **D. STAGES**

The main stages of the project are in the following diagrams:

- 1) First stage: graduate profile and mission review.

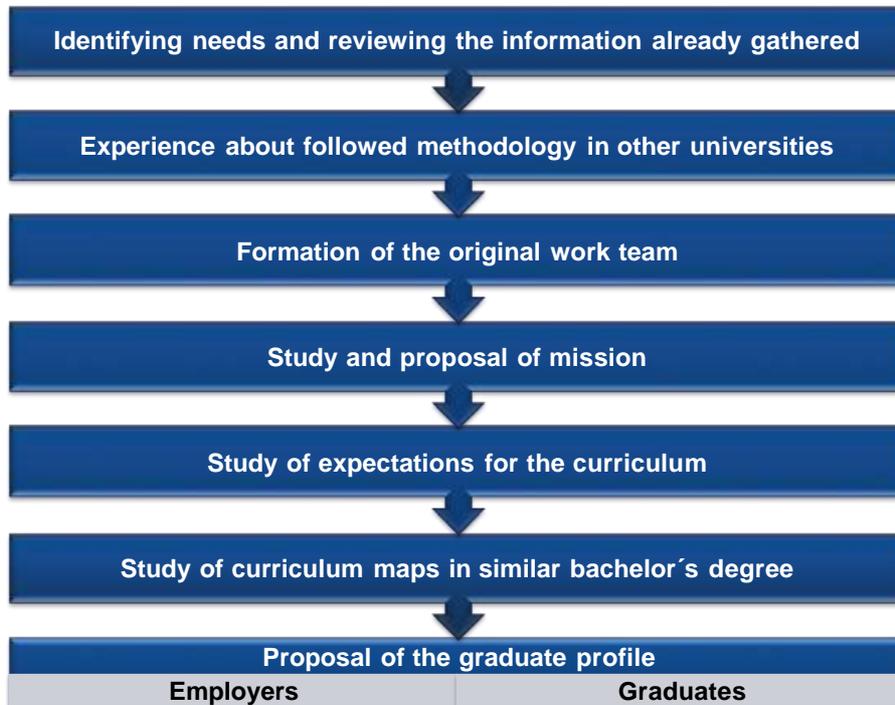


Diagram 1. Steps for the first stage

2) Second stage: competences to study.

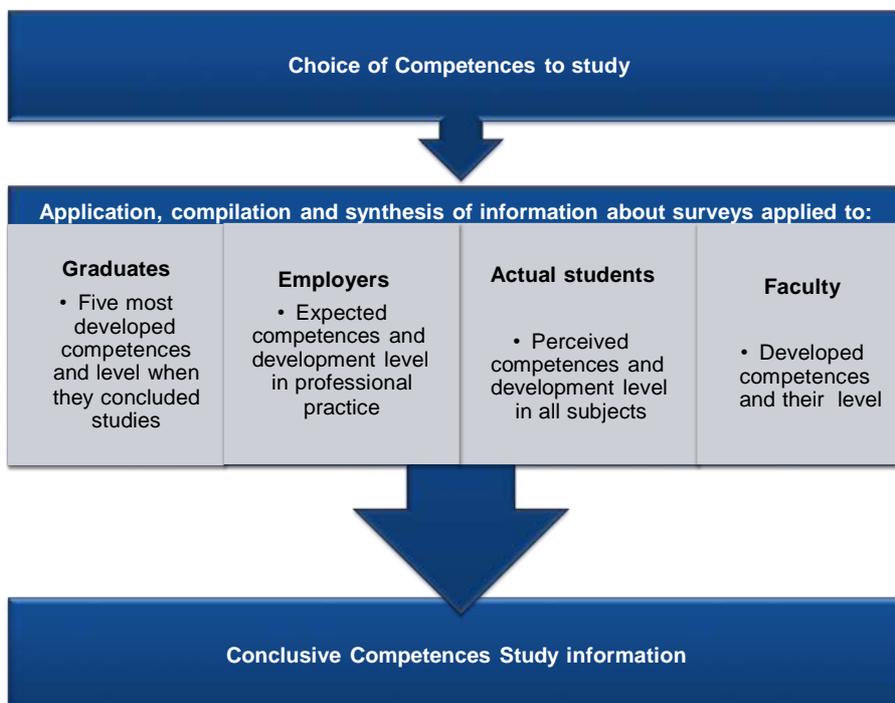


Diagram 2. Steps for the second stage

3) Third stage: study of the proposal.



Diagram 3. Steps for the third stage

## VI. FINDINGS IN EACH STAGE

### A. FIRST STAGE: GRADUATE PROFILE & MISSION REVIEW

The objectives of the program and learning outcomes<sup>20</sup> must be aligned with the degree profile. It was concluded that ESDAI's graduate profile is distinguished by her overall vision, spirit of service, her ability to organize herself and others -maintaining in mind the infinite value of each person and responsibility about reaching all their potential-, as well as a great capacity to solve problems with entrepreneurial and Christian attitude.

More specifically, ESDAI's graduate profile is the result of simultaneous interaction of different academic areas in curriculum and acquired competences during all the terms<sup>21</sup>. To achieve this output profile it was determined that the applicant should have the following input profile: have numerical skills, self-esteem, attitude of service, leadership, planning ability, social adjustment, tenacity, creativity, ability to work as a member of a team, facility for learning languages and human relationships.

<sup>20</sup> These outcomes are defined, according Tuning methodology, in terms of knowledge, understanding, skills and abilities. See González, J., & Wagenaar, R. (2003), p. 284 and OECD (2009), *Tuning-Ahelo Conceptual Framework of expected and desired learning outcomes in Economics*, p. 3

<sup>21</sup> These competences represent a dynamic combination of knowledge, skills and attitudes. Their study was an essential part of the project. There has been a great emphasis throughout the process to achieve the education community (professors and students) to be aware that a competent graduate is the result of having developed specific competences that require time, commitment and on going measurement.

In respect to the mission and for the surprise of all members of the work team, it was written a new mission that was equivalent to the original ESDAI's one, so it was adopted and again ratified.

## **B. SECOND STAGE: COMPETENCES TO STUDY**

A large-scale consultation was organized among graduates, employers and academics to identify the most important generic competences<sup>22</sup> for each of the academic fields involved. A list of 35 different generic competences among 50 were identified as relevant for the exit degree profile and incorporated in a definitive questionnaire. In table I, and for easy identification, instrumental competences are highlighted on yellows background, interpersonal competences on blue background and systemic on a green background.

**Table I. List of generic competences**

<b>Competence</b>					
1. Planning and time management	<table border="1"> <thead> <tr> <th style="text-align: center;"><b>Type of generic competence</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Instrumental= IsC</td> </tr> <tr> <td style="text-align: center;">Interpersonal= IpC</td> </tr> <tr> <td style="text-align: center;">Systemic= SyC</td> </tr> </tbody> </table>	<b>Type of generic competence</b>	Instrumental= IsC	Interpersonal= IpC	Systemic= SyC
<b>Type of generic competence</b>					
Instrumental= IsC					
Interpersonal= IpC					
Systemic= SyC					
2. Decision making					
3. Leadership					
4. Capacity for analysis and synthesis					
5. Oral and written communication in Spanish					
6. Oral and written communication in English					
7. Congruity (I act like I think)					
8. Ability to apply knowledge in practice					
9. Creativity (ability to generate new ideas)					
10. Ability to work in an interdisciplinary team					
11. Ability to work autonomously					
12. Attention to detail					
13. Teamwork					
14. Empathy (understanding and entering into another's feelings)					
15. Critical and self-critical abilities					
16. Problem solving					
17. Flexibility and capacity to adapt to new situations					
18. Basic computer skills					
19. Achievement motivation (satisfaction of a job well done)					
20. Ability to delegate					
21. Initiative and entrepreneurial spirit					

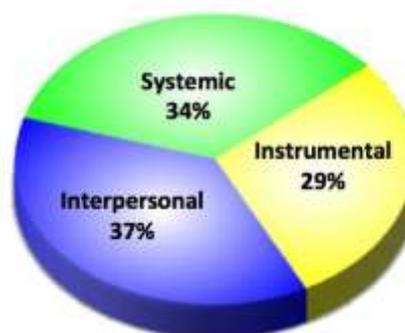
<sup>22</sup> Tuning distinguishes three types of generic competences: 1) Instrumental competences: they are cognitive, methodological, technological and linguistic abilities; 2) Interpersonal competences: they are individual abilities like social skills (social interaction and co-operation); 3) Systemic competences (prior acquisition of instrumental and interpersonal competences required): abilities and skills concerning whole systems (combination of understanding, sensibility and knowledge). See *Tuning Educational Structures in Europe: Universities contribution to the Bologna Process. An introduction.* (2008), p. 31-32

22. Understanding of cultures and customs of other countries (knowledge and appreciation)
23. Project design and management
24. Ethical commitment
25. Research skills and information management
26. Ability to work in an international context
27. Ability to learn
28. Work under pressure
29. Human tone
30. Service attitude
31. Ability to negotiate
32. Ability to work with quality
33. Basic general knowledge of the profession
34. Social responsibility
35. Respect for diversity

The distribution of selected skills is shown in diagram 4:

Type of competence	Number of competences
Instrumental =IsC	10
Interpersonal =IpC	13
Systemic= SyC	12

**Distribution of competences**



**Diagram 4. Number and distribution of competences**

Once we had the competences to evaluate, we sent questionnaires to graduates, employers, faculty and students.

#### 1) Information obtained from graduates

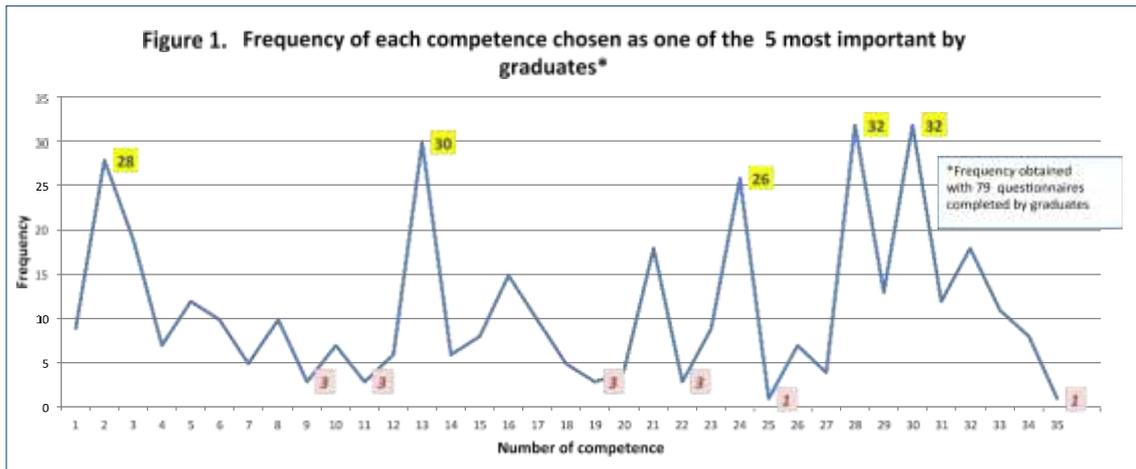
We selected 150 graduates, professionally active women, between 22 and 58 years. Two weeks later, we received 93 questionnaires<sup>23</sup> (62%) but, for various reasons<sup>24</sup>, only 79 were processed.

As is shown in Figure 1, they believe that the skills that are most relevant to the professional performance of a graduate of ESDAI are<sup>25</sup>:

<sup>23</sup> An example of this questionnaire sent to graduates and employers is in Annex 1.

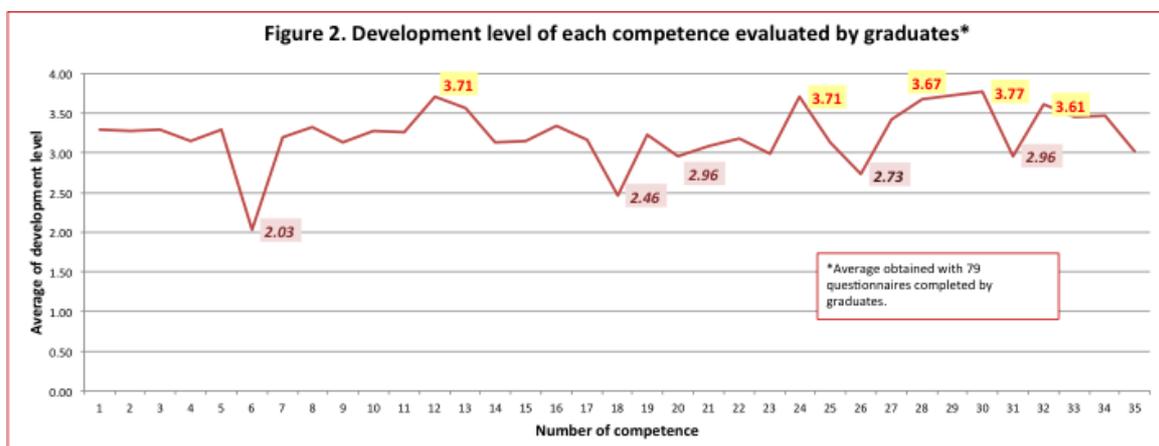
<sup>24</sup> Among them: instructions not understood, incomplete or multiple responses in each competence.

1. Service attitude (30- IpC)
2. Work under pressure (28- IsC)
3. Teamwork (13- IpC)
4. Decision making (2- IsC)
5. Ethical commitment (24- IpC)



And the best levels of developed competences during the degree, as is shown in figure 2, are:

1. Service attitude (30- IpC)
2. Human tone (29- IpC)
3. Attention to detail (12- IsC)
4. Work under pressure (28- IsC)
5. Ethical commitment (24- IpC)



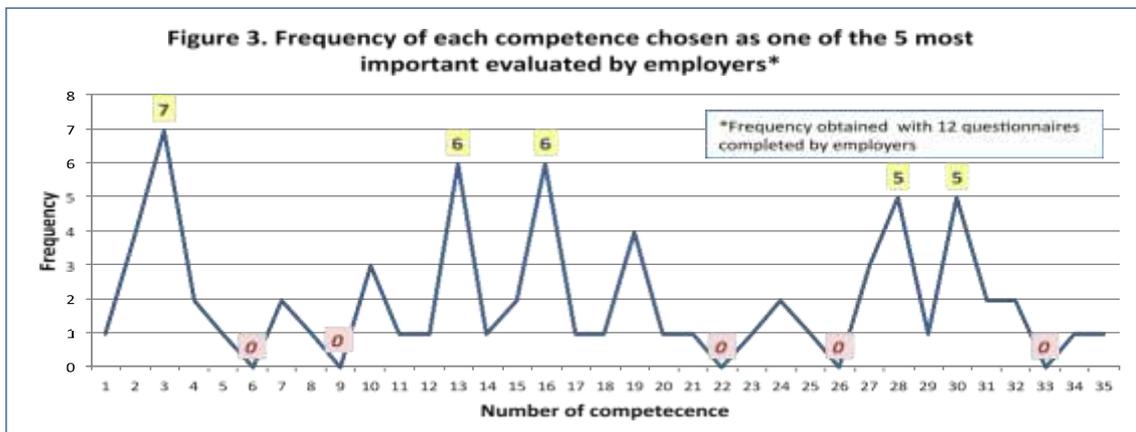
<sup>25</sup> Brackets show the number of competition according to the questionnaire.

## 2) Information obtained from employers

We sent 15 questionnaires<sup>26</sup> to employers and received back 12, which were processed. None of the employers had studied with us and regarding time frame the employers started hiring the first ESDAI graduates from as recently as 6 months up until as long as 10 years ago. The number of employees varied between 6 to 25,000 people.

As is shown in Figure 3, they believe that the skills most relevant to the professional performance of a graduate of the ESDAI are<sup>27</sup>:

1. Leadership (3- SyC)
2. Teamwork (13- IpC)
3. Problem solving (16- IsC)
4. Work under pressure (28- IsC)
5. Service attitude (30- IpC)

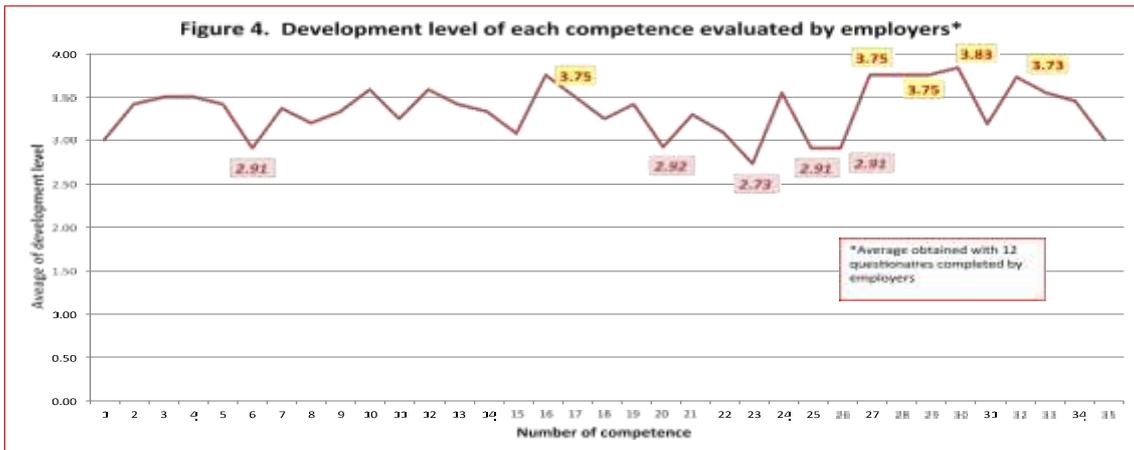


Also employers consider that the best levels of developed competences during the degree, as is shown in figure 4, are:

1. Service attitude (30- IpC)
2. Problem solving (16- IsC)
3. Ability to learn (27- SyC)
4. Work under pressure (28- IsC)
5. Human Tone (29- IpC)

<sup>26</sup> An example of this questionnaire sent to employers is in Annex 2.

<sup>27</sup> The questionnaire competence number and type are given in brackets after each skill.



### 3) Information obtained from students

The information for each subject was obtained in two applications, one for odd semesters and one for pairs, with a total of 4834 evaluations and 3524 processed (72.90%). They were asked only to evaluate the level developed in 35 competences in each subject<sup>28</sup>. It was the most difficult to process because the large amount of data being handled. First, it was obtained by each academic area and afterwards, for type or block of competences. The graphical information of the three types of competences (instrumental, interpersonal and systematic) can be observed, respectively, in figure 5-1, 5-2 and 5-3.

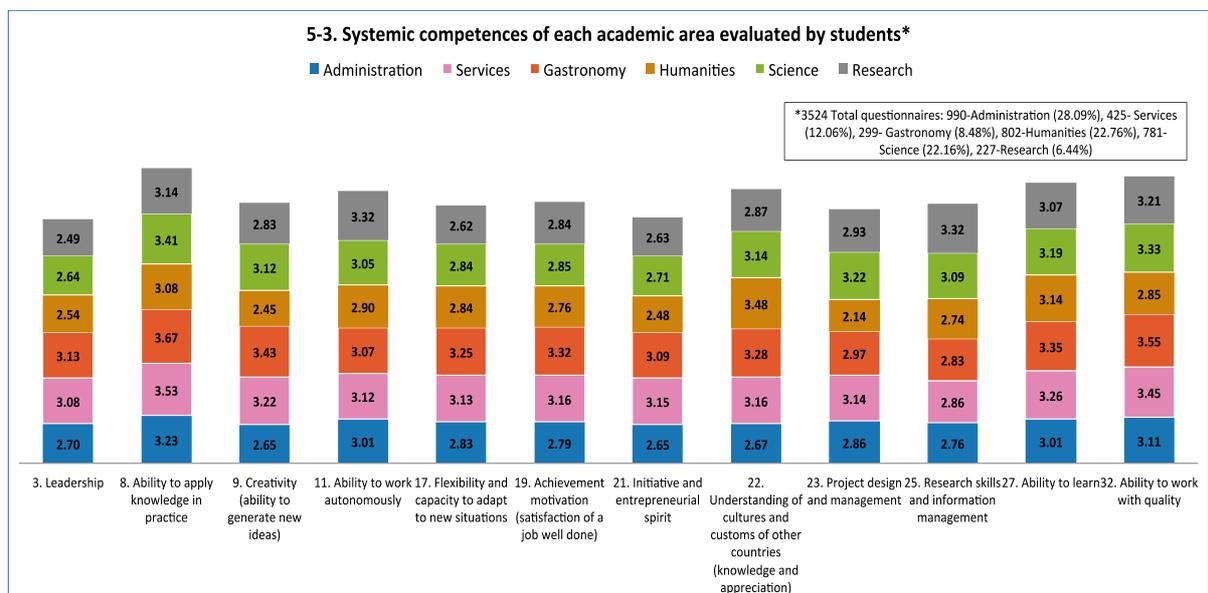
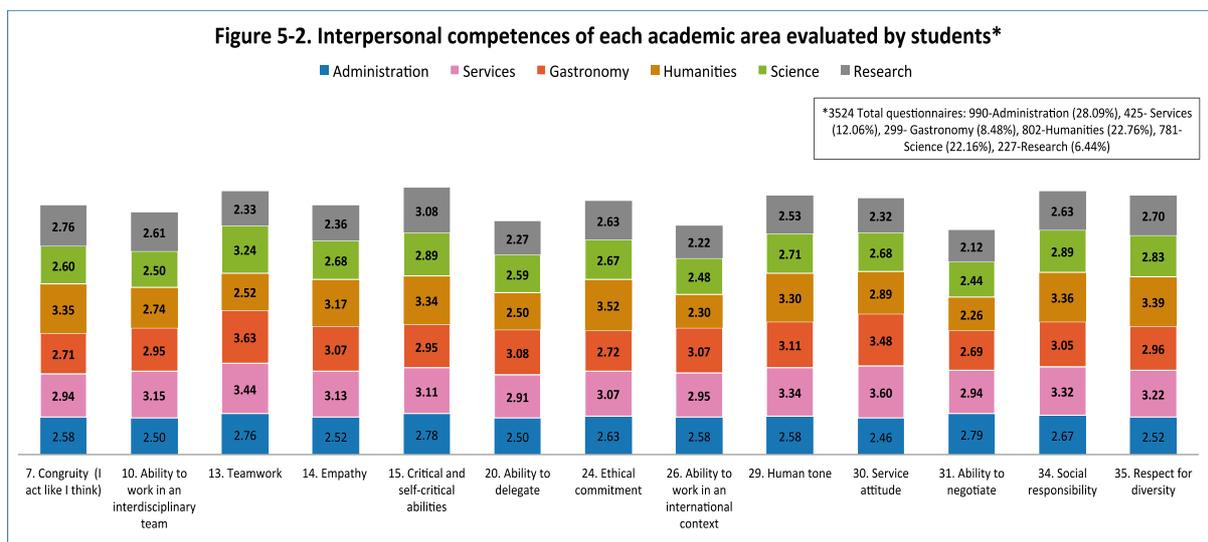
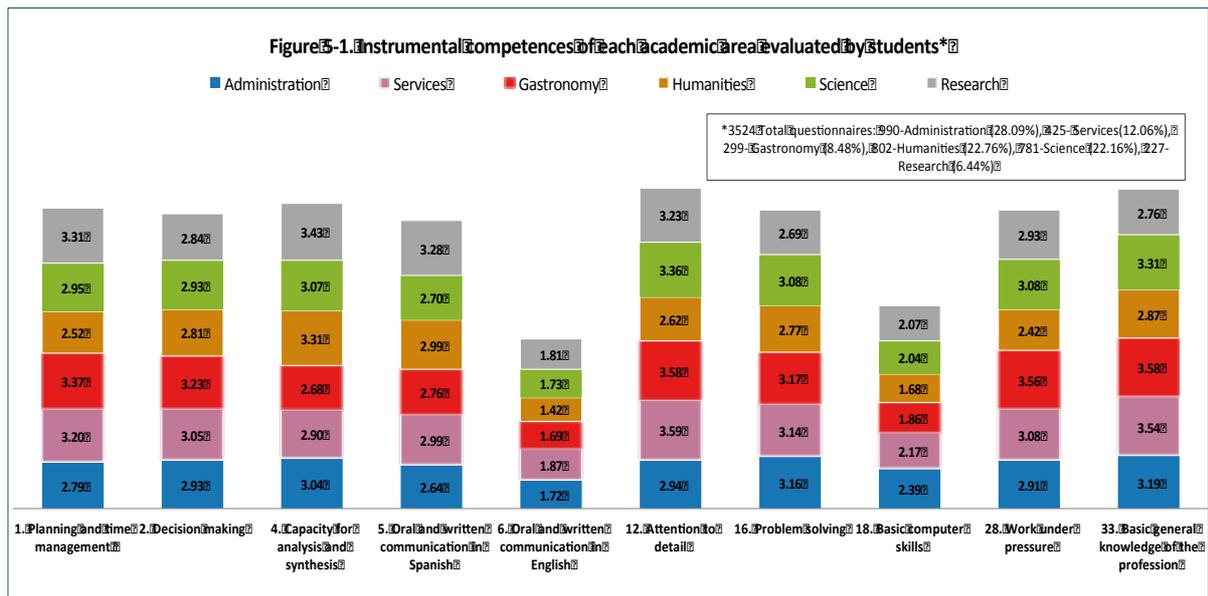
Our students consider the five competences better developed are:

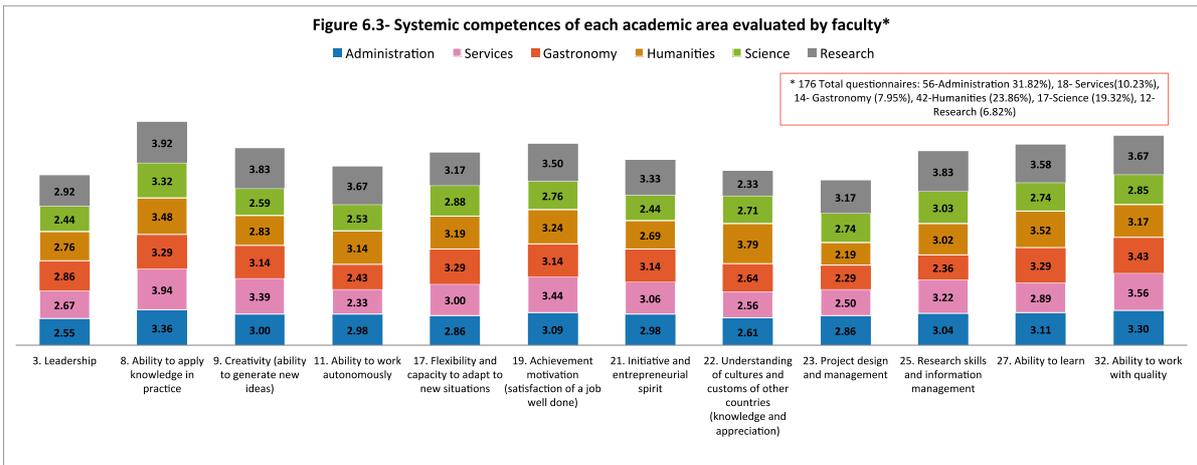
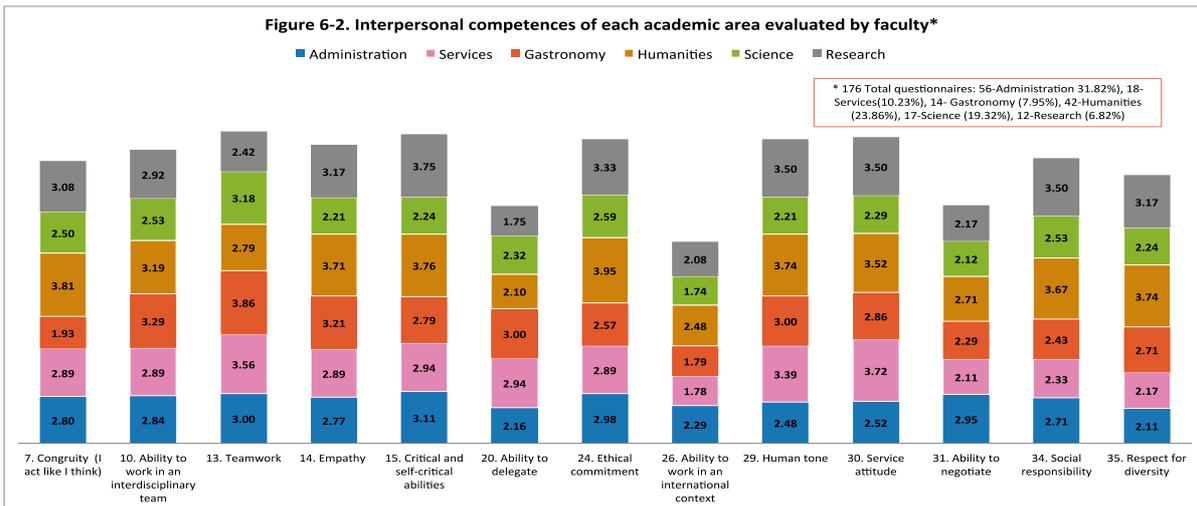
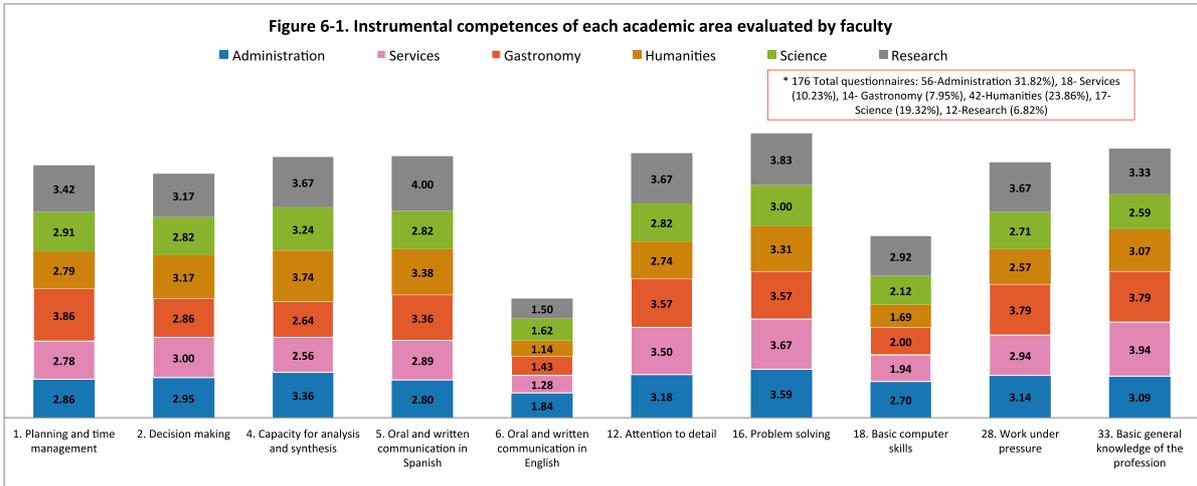
1. Ability to apply knowledge in practice (8- SyC)
2. Ability to work with quality (32- SyC)
3. Attention to detail (12- IsC)
4. Basic general knowledge of the profession (33- IsC)
5. Ability to learn (27- SyC)

And the five competences less developed are:

1. Oral and written communication in English (6- IsC)
2. Basic computer skills (18-IsC)
3. Ability to negotiate (31- IpC)
4. Ability to work in an international context (26- IpC)
5. Ability to delegate (20-IpC)

<sup>28</sup> An example of this questionnaire is in Annex 3.





4) Information obtained from faculty

The information for each subject was obtained in two applications, one for odd terms and one for pairs with a total of 176 evaluations. As with the students' data, a concentrate by academia was first obtained and, afterwards, for all the bachelor's degree. The graphical information of the three types of competences (instrumental, interpersonal and systematic) can be observed, respectively, in figure 6-1, 6-2 and 6-3.

The faculty considers that the five competences better developed in the degree are:

1. Ability to apply knowledge in practice (8- SyC)
2. Problem solving (16- IsC)
3. Ability to work with quality (32- SyC)
4. Basic general knowledge of the profession (33- IsC)
5. Attention to detail (12-IsC)

And the five competences less developed are:

1. Oral and written communication in English (6- IsC)
2. Ability to work in an international context (26-IpC)
3. Basic computer skills (18-IsC)
4. Ability to delegate (20-IpC)
5. Ability to negotiate (31-IpC)

#### 5) Conclusive Competences Study Information

As shown in the table II, graduates and employers consider that the core competences of the Bachelor's Degree are "Attitude of service" (30- IpC), "Work under pressure" (28- IsC) and "Teamwork" (13-IpC) followed by "Leadership" (3-SyC), "Decision-making" (2- IpC) and "Ethical commitment" (24- IpC). Otherwise, there is a considerable correspondence in the perception of the level development of competences of graduates by both employers and themselves. In contrast, we observed that the vision of teachers and students differ in some degree on the perception of graduates and employers.

However, looking more closely at the information obtained from these four groups, it is necessary to reinforce certain tasks that result in a better professional performance of graduates, essentially the following: "Leadership" (3-SyC), "Decision making" (2-IsC), "Teamwork" (13-IpC), "Design and project development" (23-SyC) and "Initiative and entrepreneurial spirit" (21-SyC). It is relevant to note that the employers are demanding a greater degree in leadership and in problems resolution.

The reinforcement of other competences that are important, without being first priority are: "Oral and written communication in English" (6-IsC), "Basic computer skills" (18- IsC), "Ability to delegate" (20-IpC), "Understanding of cultures and customs of other countries" (22-Syc), "Ability to work in an international context" (26-IpC) and "Ability to negotiate" (31- IpC).

### **C. THIRD STAGE: STUDY OF THE PROPOSAL**

Once this information was studied, the lines of action we decided to follow are:

- A more active approach in the classroom with a student-centred model. Encourage the use of technology and the use of Moodle as an accessible LMS (Learning Management System). Promoting the study of specific technical notes and readings prior to the session in the classroom.

**TABLE II. Comparative table of the perceived order of the competences by graduates, employers, students and faculty**

Competence	SORTED COMPETENCES FOR					
	THEIR IMPORTANCE FOR PROFESSIONAL LIFE		DEVELOPMENT LEVEL IN BACHELOR		DEVELOPMENT LEVEL IN BACHELOR	
	GRADUATES	EMPLOYERS	GRADUATES	EMPLOYERS	STUDENTS	FACULTY
1. Planning and time management	17	16	13	29	10	13
2. Decision making	4	6	16	15	15	20
3. Leadership	6	1	14	11	29	28
4. Capacity for analysis and synthesis	21	10	23	12	8	7
5. Oral and written communication in Spanish	11	17	15	16	23	6
6. Oral and written communication in English	14	31	35	32	35	35
7. Congruity (I act like I think)	26	11	20	19	26	26
8. Ability to apply knowledge in practice	15	18	12	25	1	1
9. Creativity (ability to generate new ideas)	30	32	25	20	17	12
10. Ability to work in an interdisciplinary team	22	8	17	7	30	22
11. Ability to work autonomously	31	19	18	23	7	25
12. Attention to detail	24	20	3	8	3	5
13. Teamwork	3	2	7	17	14	11
14. Empathy(understanding and entering into another´s feelings)	25	21	26	21	27	21
15. Critical and self-critical abilities	19	12	24	28	9	14
16. Problem solving	9	3	11	2	11	2
17. Flexibility and capacity to adapt to new situations	16	22	22	13	21	17
18. Basic computer skills	27	23	34	24	34	33
19. Achievement motivation (satisfaction of a job well done)	32	7	19	18	16	8
20. Ability to delegate	28	24	31	31	31	32
21. Initiative and entrepreneurial spirit	7	25	28	22	28	23
22. Understanding of cultures and customs of other countries (knowledge and appreciation)	33	33	21	27	6	27
23. Project design and management	18	26	30	35	24	30
24. Ethical commitment	5	13	4	9	25	18
25. Research skills and information management	34	27	27	33	19	15
26. Ability to work in an international context	23	34	33	34	32	34
27. Ability to learn	29	9	10	3	5	9
28. Work under pressure	1	4	5	4	12	10
29. Human tone	10	28	2	5	20	19
30. Service attitude	2	5	1	1	22	16
31. Ability to negotiate	12	14	32	26	33	31
32. Ability to work with quality	8	15	6	6	2	3
33. Basic general knowledge of the profession	13	35	9	10	4	4
34. Social responsibility	20	29	8	14	13	24
35. Respect for diversity	35	30	29	30	18	29

- The teacher must do a major effort to make the student work out of class with activities that are a real challenge for the pupil.
- It is important to create a terminal block of study in which our students specialize their competences for a specific ambit, for example: hotels, hospitals and restaurants.
- The curriculum should provide the conditions during their 9th semester in order for the students to have the opportunity to be employed before graduating from the Hospitality Management Bachelor´s Degree.

- Faculty training is essential: they must know to teach, understand competences methodology and assimilate the ESDAI's mission
- Each syllabus should be updated to the relevant contents of the XXI century. The Learning outcomes were fixed in each syllabus taking into account the Degree profile and the Tuning List of Key Questions for Program Design.

## CONCLUSIONS

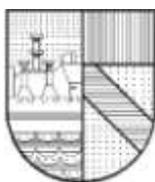
We implemented the new curriculum in August 2009 for the 50<sup>th</sup> generation with very good results and important modifications: increased hours of independent and collaborative study outside the classroom and a reduction of scheduled classes; a new Department of Professional Practices; an aim for a dual degree abroad with the Cesar Ritz Colleges Switzerland was achieved in 2008<sup>29</sup>, an agreement with the Institute Paul Bocuse in France and instructing professors in the application of the competences methodology.

But perhaps the most important thing to mention is that our demand has been increased and we have seen that our Bachelor of Hospitality Management is extremely attractive to young women who wish to work in the Hospitality Industry and train themselves as potential future housewives, in both of them, *the essence always remains the same: "make people feel like home"*.

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<sup>29</sup> A similar experience can be founded in other institutions, see García-Añón J. et al. (2007) A joint degree programme in business administration and law: experience on educational innovation applying ECTS, tutorials, and e-learning in the context of the European convergence in *European Journal of Legal Education* (4)1, 67-73.

Annex 1. Questionnaire for graduates



Date \_\_\_\_\_

**ESDAI**

**EVALUATION OF COMPETENCES**

**QUESTIONNAIRE FOR GRADUATES**

Below are a number of issues that describes competences (skills, attitude, knowledge). They may be important for the proper performance and success of your graduate profile. Please answer all the questions; they will be very valuable for us and for the planning of courses for future students of this Bachelor.

1. Name: \_\_\_\_\_

2. Age: \_\_\_\_\_

3. ESDAI's generation: \_\_\_\_\_

4. Company name: \_\_\_\_\_

5. Position in Company: \_\_\_\_\_

6. Choose one of these options:

Actual job is related with your studies.

Actual job is not related with your studies.

You have postgraduate studies.

Thanks for your cooperation,

\_\_\_\_\_  
Public Relations Department

ESDAI UNIVERSIDAD

PANAMERICANA

For each of the skills listed below, please estimate, in your opinion, the development level of each skill or competence reached in ESDAI's Bachelor.

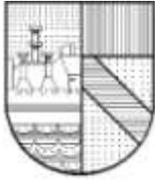
1= None	2= weak	3= considerable	4= strong
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1. Planning and time management	1	2	3	4
2. Decision making	1	2	3	4
3. Leadership	1	2	3	4
4. Capacity for analysis and synthesis	1	2	3	4
5. Oral and written communication in Spanish	1	2	3	4
6. Oral and written communication in English	1	2	3	4
7. Congruity (I act like I think)	1	2	3	4
8. Ability to apply knowledge in practice	1	2	3	4
9. Creativity (ability to generate new ideas)	1	2	3	4
10. Ability to work in an interdisciplinary team	1	2	3	4
11. Ability to work autonomously	1	2	3	4
12. Attention to detail	1	2	3	4
13. Teamwork	1	2	3	4
14. Empathy (understanding and entering into another's feelings)	1	2	3	4
15. Critical and self-critical abilities	1	2	3	4
16. Problem solving	1	2	3	4
17. Flexibility and capacity to adapt to new situations	1	2	3	4
18. Basic skills computer skills	1	2	3	4
19. Achievement motivation (satisfaction of a job well done)	1	2	3	4
20. Ability to delegate	1	2	3	4
21. Initiative and entrepreneurial spirit	1	2	3	4
22. Understanding of cultures and customs of other countries (knowledge and appreciation)	1	2	3	4
23. Project design and management	1	2	3	4
24. Ethical commitment	1	2	3	4
25. Research skills and information management	1	2	3	4
26. Ability to work in an international context	1	2	3	4
27. Ability to learn	1	2	3	4
28. Work under pressure	1	2	3	4
29. Human tone	1	2	3	4
30. Service attitude	1	2	3	4
31. Ability to negotiate	1	2	3	4
32. Ability to work with quality	1	2	3	4
33. Basic general knowledge of the profession	1	2	3	4
34. Social responsibility	1	2	3	4
35. Respect for diversity	1	2	3	4

Now, we ask you to choose and order, in your opinion, the five most relevant competences in your job. Please write the number of the respective competence in the boxes below. Mark in the first one, the first competence in importance; then, in the second box, the second most important, and so on.

1.       2.       3.       4.       5.

## **Annex 2. Questionnaire for employers**



Date \_\_\_\_\_

### **ESDAI EVALUATION OF COMPETENCES QUESTIONNAIRE FOR EMPLOYERS**

Below are a number of issues that describe competences (skills, attitude, knowledge). They may be important for the proper performance and success of our graduate profile. Please answer all the questions; they will be very valuable for us and for the planning of courses for future students of this Bachelor.

1. Name of the organization: \_\_\_\_\_
2. Position of the person answering: \_\_\_\_\_
3. Number of employees: \_\_\_\_\_
4. Number of years that you have had contact with our students or graduates: \_\_\_\_

Thanks for your cooperation,

\_\_\_\_\_  
Public Relations Department

ESDAI UNIVERSIDAD

PANAMERICANA

For each of the skills listed below, please estimate, in your opinion, the **development level** of each skill or competence reached by ESDAI's graduates.

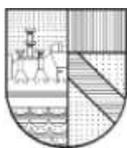
1= None	2= weak	3= considerable	4= strong
---------	---------	-----------------	-----------

1. Planning and time management	1 2 3 4
2. Decision making	1 2 3 4
3. Leadership	1 2 3 4
4. Capacity for analysis and synthesis	1 2 3 4
5. Oral and written communication in Spanish	1 2 3 4
6. Oral and written communication in English	1 2 3 4
7. Congruity (I act like I think)	1 2 3 4
8. Ability to apply knowledge in practice	1 2 3 4
9. Creativity (ability to generate new ideas)	1 2 3 4
10. Ability to work in an interdisciplinary team	1 2 3 4
11. Ability to work autonomously	1 2 3 4
12. Attention to detail	1 2 3 4
13. Teamwork	1 2 3 4
14. Empathy (understanding and entering into another's feelings)	1 2 3 4
15. Critical and self-critical abilities	1 2 3 4
16. Problem solving	1 2 3 4
17. Flexibility and capacity to adapt to new situations	1 2 3 4
18. Basic skills computer skills	1 2 3 4
19. Achievement motivation (satisfaction of a job well done)	1 2 3 4
20. Ability to delegate	1 2 3 4
21. Initiative and entrepreneurial spirit	1 2 3 4
22. Understanding of cultures and customs of other countries (knowledge and appreciation)	1 2 3 4
23. Project design and management	1 2 3 4
24. Ethical commitment	1 2 3 4
25. Research skills and information management	1 2 3 4
26. Ability to work in an international context	1 2 3 4
27. Ability to learn	1 2 3 4
28. Work under pressure	1 2 3 4
29. Human tone	1 2 3 4
30. Service attitude	1 2 3 4
31. Ability to negotiate	1 2 3 4
32. Ability to work with quality	1 2 3 4
33. Basic general knowledge of the profession	1 2 3 4
34. Social responsibility	1 2 3 4
35. Respect for diversity	1 2 3 4

Now, we ask you to choose and order, in your opinion, the five most relevant competences. Please write the number of the respective competence in the boxes below. Mark in the first one, the first competence in importance; then, in the second box, the second most important, and so on.

1.       2.       3.       4.       5.

### Annex 3. Questionnaire for students and faculty.



Date \_\_\_\_\_  
Subject \_\_\_\_\_

#### ESDAI EVALUATION OF COMPETENCES

Below are a number of issues that describe competences (skills, attitude, knowledge). They may be important for the proper performance and success of our students in their future professional practice. For each of the skills listed below, please estimate, in your opinion, the **development level** of each skill or competence reached in this subject. Please answer all the questions.

1= None	2= weak	3= considerable	4= strong
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1. Planning and time management	1	2	3	4
2. Decision making	1	2	3	4
3. Leadership	1	2	3	4
4. Capacity for analysis and synthesis	1	2	3	4
5. Oral and written communication in Spanish	1	2	3	4
6. Oral and written communication in English	1	2	3	4
7. Congruity (I act like I think)	1	2	3	4
8. Ability to apply knowledge in practice	1	2	3	4
9. Creativity (ability to generate new ideas)	1	2	3	4
10. Ability to work in an interdisciplinary team	1	2	3	4
11. Ability to work autonomously	1	2	3	4
12. Attention to detail	1	2	3	4
13. Teamwork	1	2	3	4
14. Empathy (understanding and entering into another's feelings)	1	2	3	4
15. Critical and self-critical abilities	1	2	3	4
16. Problem solving	1	2	3	4
17. Flexibility and capacity to adapt to new situations	1	2	3	4
18. Basic skills computer skills	1	2	3	4
19. Achievement motivation (satisfaction of a job well done)	1	2	3	4
20. Ability to delegate	1	2	3	4
21. Initiative and entrepreneurial spirit	1	2	3	4
22. Understanding of cultures and customs of other countries (knowledge and appreciation)	1	2	3	4
23. Project design and management	1	2	3	4
24. Ethical commitment	1	2	3	4
25. Research skills and information management	1	2	3	4
26. Ability to work in an international context	1	2	3	4
27. Ability to learn	1	2	3	4
28. Work under pressure	1	2	3	4
29. Human tone	1	2	3	4
30. Service attitude	1	2	3	4
31. Ability to negotiate	1	2	3	4
32. Ability to work with quality	1	2	3	4
33. Basic general knowledge of the profession	1	2	3	4
34. Social responsibility	1	2	3	4
35. Respect for diversity	1	2	3	4

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