

# **INTEGRATING ENTREPRENEURIAL SKILLS EDUCATION AND TRAINING WITH FOOD AND BEVERAGE MANAGEMENT IN A TECHNIKON ACADEMIC PROGRAMME: A CASE STUDY.**

**A mini-dissertation submitted in partial fulfillment of the Degree Magister  
Technologie in Entrepreneurship**

**BY**

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**NOVEMBER 2004**

## **DECLARATION.**

I hereby declare that the work contained in this study is my own work, except where otherwise indicated, and that it has not been submitted at any Technikon or University. The views expressed in this mini-dissertation are those of the author and not of the Tabeisa Consortium nor the Eastern Cape Technikon.

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**APPROVED FOR FINAL SUBMISSION**

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**DATE**

## **ABSTRACT**

The study examines the perceptions of lecturers and students on integrating entrepreneurship training and education in the academic programme Food and Beverage Management in the Eastern Cape Technikon. The study aims to integrate entrepreneurship training and education in the academic programme, Food and Beverage Management and to promote the concept with the students in the early stages of their studies. The researcher's observation was that entrepreneurship was not integrated in the academic programme. The empirical study was conducted using questionnaires administered to a sample of 140 students and six lecturers. The samples were drawn from Food and Beverage Management students, in the first and second years of study and lecturers in the Food and Beverage Department of the Eastern Cape Technikon. Literature on entrepreneurship in South Africa and in other countries was reviewed. The research results showed that most of the respondents acknowledged a need to integrate entrepreneurship into the academic programme. Only a few did not have knowledge of the concept.

It is recommended that entrepreneurship training and education be integrated in the academic programme Food and Beverage Management as a separate subject in order that students acquire business and leadership skills, creative techniques and innovativeness and become independent graduates. It is also recommended that the subject entrepreneurship should be introduced at the second level of the programme Food and Beverage Management. It is argued that the students at this stage are mature. The students have studied basic management skills in the first year of the major subject Food and Beverage Management. Graduates ought to develop creative thinking skills, gain problem-solving skills, be accountable for their actions, cope with the changes in the environment and use their education to their advantage. They can start developing their own enterprises, thus, contributing towards alleviating the problem of unemployment and assisting in boosting the economy of the region.

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- ❑ Last but not least the Dean and staff of the Faculty of Applied Technology and Education, Eastern Cape Technikon for encouragement and support.

## **DEDICATION.**

This study is dedicated to my dear parents, first my mother Nothandile, second in memory of my late father Mzimasa. Both set the foundation for my education and instilled in me the idea that education is one of the keys to success and the sky is the limit. Third, to my children, Lonwabo and Siphokazi who had to learn to live without me at times and last but no least to my friend Zwelinzima for his support.

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## **CHAPTER 1                      INTRODUCTION**

### **1.1.    PREAMBLE**

The academic programme that this research examines is Food and Beverage Management. This is a course that aims at training managers who, will be entering both the public and the private sectors of the Hospitality Industry. It is offered at a Technikon from the level of National Diploma to that of Doctor of Technology. The subject of entrepreneurship is not included in the curriculum. As much as the course is being revised from time to time, there is not much emphasis on integration of entrepreneurship even as a module or as a subject. A revolution is in progress in South Africa where there is a growing number of people who are leaving their corporate jobs to create their own business. Lack of security in the corporate world has pushed many people to opt for starting their own business.

Also, at the same time, institutions of higher learning are producing large numbers of graduates who wish to join the corporate world. The rate of unemployment is high and there are a few or no jobs for these graduates. Most of the Food and Beverage Management graduates of the Eastern Cape Technikon are affected in this manner. Unfortunately, they lack entrepreneurship training and education because it does not form part of their curriculum. These graduates still view themselves as employees rather than employers. They face the prospect of unemployment.

The chapter is presented in seven sections, which are, the statement of the problem and the motivation for the study, the contribution of the study, the problem statement, the research questions, the goal and the contribution of the study, the research methodology and a breakdown of the study.

## **1.2. MOTIVATION**

Awareness of the problem emanates from the researcher, being involved as a lecturer in the Department of Food and Beverage Management for ten years and as Head of the same Department for three and a half years. The course requires that the students interact with the Hospitality Industry, in an attempt at gaining experiential training. The Department compiles a training manual that is monitored in the unit where the student is doing experiential training. The student is then placed under the supervision of a qualified Food and Beverage Manager in the unit. This manager works closely with the Food and Beverage Management Department in the Technikon through a staff member who has been assigned experiential training supervision.

This experiential training is done in collaboration with the Department of Cooperative Education in the Technikon. Feedback is then provided to the Department. The general comment in the experiential training reports is that the students from the Food and the Beverage Management Department have the required basic technical knowledge but they lack the business and entrepreneurship skills demanded by the commercial sector of the hospitality industry.

Also, it has emerged from comments of the employers of graduates of the Department who interact with the staff members through the Advisory Board that they fall short in the financial and entrepreneurial skills aspects. It has been observed that graduates do not see their career as business oriented. Instead, they view themselves as employees rather than employers. One may argue that the reason is that these students followed the old Food Service Management course, which was Science oriented, but even then the newly structured course does not include entrepreneurship education and training.

On following up progress of a few graduates from the Food and Beverage Management Department, Eastern Cape Technikon, the researcher has observed that only a few have secured jobs for themselves. Some have ventured to the catering business and others have changed their career paths in a completely different direction. There are

graduates who are still unemployed and, therefore, unable to apply the knowledge and skills they acquired from their respective Technikon.

Above all, the Eastern Cape Technikon, in its vision statement, states that it will be a leading institution of higher learning striving for excellence and offering degrees, diplomas, and certificates relevant to the socio-economic needs of the region, the country and the subcontinent in which it is located. The mission statement also states that the Eastern Cape Technikon aims at producing graduates with an entrepreneurial spirit, good work ethics and responsible leadership (Eastern Cape Technikon Prospectus, 2002: 18).

This, therefore, has instigated an interest with the researcher to conduct a study of the Food and Beverage Management programme to determine a need to align the course with the mission and the vision of the Eastern Cape Technikon, the needs of the community, new trends, developments and challenges in the education sector and government as well as the Hospitality and Tourism Industry.

The researcher believes that integration of entrepreneurial skills training and education will help in addressing problems of entrepreneurship in the academic programme, Food and Beverage Management. The theory will be confirmed further by consultation with persons involved with the programme namely: -

- ❑ the lecturers involved with training in the Food and Beverage Department, and
- ❑ the students currently registered in the Food and Beverage Management Department.

The perceptions of the above mentioned stakeholders about integration of entrepreneurial skills education and training in the curriculum will be examined.

### **1.3. CONTRIBUTIONS OF THE STUDY**

The study will:

- ❑ assess the existing program to determine whether there is a need to integrate entrepreneurial skills education and training in the Food and Beverage Management academic programme.
- ❑ identify the problems relating to the integration of the entrepreneurial skills concept or the lack of the concept thereof.
- ❑ add to the existing knowledge about entrepreneurial skills education and training
- ❑ make recommendations for changes to the Food and Beverage Management curriculum that will enhance the skills of the graduates in the Food and Beverage Management programme.
- ❑ encourage lecturers to see themselves as agents of change, the force that initiates and implements material progress.

### **1.4. THE PROBLEM STATEMENT**

Entrepreneurial skills education and training is a new concept that is not yet integrated in Food and Beverage Management. The study will be valuable and shall provide information that will assist the Department of Food and Beverage Management in integrating the concept thus producing graduates who will be assets on joining the Hospitality Industry in many ways, even if they stand on their own as business owners. Because the Food and Beverage Management programme is business oriented, it will be enriched by the inclusion of entrepreneurship as a credit-bearing subject. If this is done, the students, the Department of Food and Beverage Management, the Eastern Cape Technikon and the hospitality industry at large will benefit from this study since the students will be fully armed to face the needs of their industry. The study will examine how this integration or lack of it, will affect the way in which students view their future roles in the labour market and the corporate world. It will attempt to examine the students' perceptions of entrepreneurship and their role as future employers rather than employees.

## **1.5. THE RESEARCH QUESTIONS**

The study sought to answer the following questions:

- ❑ what role will the integration of entrepreneurial skills education and training play in preparing the trainees in the Food and Beverage Management Department for their future, in the Hospitality industry and business in general?
- ❑ do trainees view the integration of the entrepreneurial skills education and training in their curriculum as a positive move towards empowering them for a better future?
- ❑ what are the views of the lecturers in the Food and Beverage Management Department about the integration of the entrepreneurial skills education and training in their curriculum?
- ❑ what impact can the integration of the entrepreneurial skills education and training or lack of it have on the future of the Food and Beverage Management graduates of the Eastern Cape Technikon?

## **1.6. THE GOAL AND OBJECTIVES OF THE STUDY**

The goal of the study is to ascertain whether there is a need to integrate the entrepreneurial skills education and training in the Food and Beverage Management academic programme in the Eastern Cape Technikon with a view to preparing the students adequately for their future in the corporate world.

The objectives of the study are to: -

- ❑ provide a literature overview of entrepreneurship education and training as it applies to the Food and Beverage program.
- ❑ design a research instrument in order to test the perceptions of students and lecturers of the Food and Beverage Management Department.
- ❑ analyse data gathered from the empirical study and report on the results.
- ❑ make recommendations regarding entrepreneurship education and training as related to the Food and Beverage Management academic programme at the Eastern Cape Technikon.

## **1.7. RESEARCH METHODOLOGY**

The research takes the form of a case study, which assesses the need for the integration of entrepreneurial skills education and training in the Food and Beverage Management academic programme, in order to empower the students for their future career in the Hospitality Industry. A comprehensive literature review of entrepreneurship, education and training will be undertaken. This will include some aspects of curriculum development. Questionnaires will be administered among: -

- ❑ the lecturers of the Food and Beverage Management Department of the Eastern Cape Technikon and
- ❑ students currently registered for the Food and Beverage Management programme. The study will ascertain their perceptions about the integration of entrepreneurial skills education and training in the academic programme mentioned above.

## **1.8. THE STRUCTURE OF THE STUDY**

The layout of the mini-dissertation commences with the preamble, the motivation for the study the contributions of the study the problem statement, the goal and objectives of the study and methodology used methodology that was used to collect data.

Chapter 2 reviews literature on entrepreneurship education and training. It discusses entrepreneurship in South and Africa and other countries, the psychological characteristics of an entrepreneur, the young entrepreneurs, the myths related to business and describes the need for entrepreneurs in the local and international hospitality industry, the benefits of entrepreneurship and integration in an academic programme.

Chapter 3 discusses the research design, the methods and techniques that were used to collect data.

Chapter 4 presents and analyses questionnaire data on integrating entrepreneurial skills education and training in the Food and Beverage Management programme.

Chapter 5 provides a summary of the findings as well as recommendations, in the light of the findings for integrating entrepreneurial skills education and training in the Food and Beverage Management programme in the Eastern Cape Technikon.

## **1.9. CONCLUSION**

This chapter has stated the problem to be studied, and the motivation for the study, the goal of the study, contribution and the research methods that will be used in conducting the research. The next chapter will review relevant literature relating to entrepreneurial skills education and training and how it relates to the Food and Beverage Management academic programme.

## **CHAPTER 2      LITERATURE REVIEW**

### **INTRODUCTION**

In reviewing the literature on the subject of integrating entrepreneurial skills education and training in the Food and Beverage Management, the researcher believes that one needs to deal with the issues separately, that is, entrepreneurship, entrepreneurship education and training, then later on, the process of integrating the subject in the Food and Beverage Management academic programme. The chapter reviews literature on entrepreneurship. It is presented in twelve sections. The main section discusses:

- ❑ entrepreneurship education and training
- ❑ entrepreneurship and development of entrepreneurs
- ❑ personal traits or psychological characteristics of entrepreneurs
- ❑ the young entrepreneur
- ❑ myths that are related to business which can affect young entrepreneurs
- ❑ reasons not to be in business when one is young
- ❑ answers for the Food and Beverage Management students and graduates
- ❑ the need for entrepreneurship in the hospitality industry
- ❑ the international hospitality industry and the challenges in the international industry
- ❑ the structure of the Food and Beverage Management programme
- ❑ entrepreneurship education, the benefits of entrepreneurship education and finally looks into the integration of the subject in the Food and Beverage Management academic programme.

### **2.1.    ENTREPRENEURSHIP EDUCATION AND TRAINING**

#### **2.1.1. Entrepreneurship: A South African perspective**

According to van Dyk et al (1997 : 3), education and training have always been the most powerful levers for improving both individual opportunity and institutional



competitiveness in countries worldwide. These authors argue that Singapore, with one of the most rapid economic growth rates in the last thirty years, ascribes its success to the quality of its people. Many countries, whether industrially developed or newly industrialised, recognize the crucial role of an effective system of education and training as part of the national plan for social and economic development. Most countries as well as enterprises nowadays approach the challenge of skills development from a strategic point of view. South Africa is no exception. Van Dyk et al (1997 : 3), further indicate that South Africa's economic and social challenges will inevitably influence national and sectoral policies as well as the strategies in the medium and long term. The following are indicated as some of the common characteristics of a winning nation:

- ❑ an integrated education and training system
- ❑ continuous and total restructuring of education and training (skills formation) systems to maintain global competitiveness and to accommodate new technologies and
- ❑ a strong focus on training of trainers and professionalisation is apparent.

Fox and Maas (1997 : 26) emphasize that entrepreneurship education, training and development is now very urgent because the turbulent environment of the 1990s dictates that if companies are to survive they must be entrepreneurial. According to Zeelie et al (1998 : 1) the traditional perceptions that lead people to believe that entrepreneurial skills are inherited and unchangeable have been proved to be outdated. Research has proved that people can change certain characteristics regarded as genetic; people do have more freedom to act and to find opportunities in the environment. Cronje (1996 : 1), argues that in South Africa, a free market exists. This means that any individual can decide to produce a product and also how to sell it and at what price. It is the economic system in which material and financial wealth can develop, it is also known as the capitalist system. The individual, therefore, has the freedom to start a business and can within certain limits provide the product or service required by the consumer. Bowler (1996 : 3) supports the free market argument as follows, "a free enterprise system exists that leads to a greater sense of responsibility which, in turn, promotes democratic, social and political process in a country." The

individual, therefore, has the freedom to start a business and can within certain limits provide the product or service required by the consumer. Pahn (1993 : 8) explains that South Africa has abundant natural resources. Entrepreneurs are needed to exploit these resources, to process by-products and to provide services to primary industries. Bowler (1996 : 3) states that communities arise around the exploitation of natural resources. These communities depend on entrepreneurs to provide them with goods and services. Opportunities for small business persons exist in the supply of goods and services to large industries. The processing of primary resources also offers opportunities to the small business person. The following are regarded as some of the advantages that are important for an entrepreneur: -

- ❑ the fact that prosperity and wealth are created more easily in free market systems
- ❑ all the wealthy nations operate on free market systems
- ❑ the standard of living of both employers and employees is improved
- ❑ the free market systems promote private initiative and entrepreneurship and
- ❑ people are free to perform their own activities.

Cronje (1996 : 1) further argues that the increasing complexity of the food service industry in South Africa calls for new approaches to the management of food service operations and compares the rather more rigid and formal business concerns to the informal sector of the food business in South Africa and suggests that these changes call for professional management expertise which is still fairly scarce in the food service industry, more especially in South Africa. The afore-mentioned author adds that the changes in travelling and the influx of tourists will also have a considerable effect on the types of food service operations and the quality of the services, which they render. The rise of fast food operations has changed ideas about restaurants and South Africans are more likely to eat away from home than ever before. The food service industry will need managers who can respond to the rapid changes in this industry and turn the challenges into their own advantage. Fox and Maas (1997 : 2) approach the same argument from the public management point of view. The authors articulate that the transformation of South African society began in the late 1980s and is so intense and

wide that a paradigm shift is necessary to govern it. The government needs people who will give direction and find new ways of doing what is needed to deliver the goods and services effectively and efficiently.

Drucker (1999 : 132) supports the arguments for entrepreneurial skills in organizations by stating that today's businesses, especially the large ones, simply will not survive in this period of rapid change and innovation unless they acquire entrepreneurial competence. This implies that the organisations must take entrepreneurs on board. The researcher views this statement as a challenge to persons who plan curricula for academic programmes and, therefore, believes that the concept of entrepreneurship training and education needs to be integrated in the Food and Beverage Management course in the Eastern Cape Technikon.

Cronje (1996 : 1) highlights that a large percentage of government hospital catering services has been contracted out to private catering companies and large government corporations have been privatized or are in the process of privatization. All these changes call for professional management expertise, which is still fairly scarce in the food service environment. In Cronje's view, (1996 : 1) in order to please their clientele, managers must also study marketing trends to stay abreast of their competitors. Excellent marketing techniques are also important when a food service operation wants to enter a market, gain a share of that market's income and hold on to the share. Every team member of a food service operation must be familiar with the operation's strategic plans and endeavors to be able to implement the marketing and other business programmes effectively. It is clear that the arguments, as put forward by the aforementioned author, support the need to consider the integration of the entrepreneurship concept in the Food and Beverage Management academic programme with insight into the contribution it will bring for the students who are trained for the Hospitality Industry and the value it will bring for the industry itself.

### **2.1.2. Shortage of entrepreneurs in South Africa**

Pahn (1993 : 8) mentions that, in South Africa as in all developing countries, there is a shortage of entrepreneurs. South Africa has relatively few people with entrepreneurial qualities and abilities, although these qualities can be acquired by learning. The author adds that this is one of the reasons for this country's poor economic performance. The reasons for this shortage of entrepreneurs can be ascribed to the population's background, education and training. The acquired values do not stress the importance of initiative and creativity or entrepreneurship. There is also a general lack of motivation, an unwillingness to assume risk, inadequate creativity and a lack of perseverance.

### **2.1.3. Entrepreneurship in other countries**

According to Pahn (1993 : 7) the availability of entrepreneurs is an important factor which determines the economic development of a country. One tends to assume that the prosperity of a country depends on the availability of natural resources such as oil and gold. Countries such as Japan, Taiwan the Netherlands and others are given as examples of places, which have prospered economically with a few natural resources. These countries have resourceful and well-trained entrepreneurs. Pahn further mentions that it is accepted today that prosperity and progress in a country depend far more on the human resources. An example is cited of Sol Kerzner who built a hotel complex in Bophuthatswana in the North West Province as a good example of a successful Southern African entrepreneur. According to Hisrich et al (1997 : 287), Russia is a radically changing country. Russian entrepreneurship is on the leading economic and political transformation of society that should lead to new business, improved quality of life, and a decline and eventual defeat of the Mafia structures. The economic vitality in Russia rests heavily on the flourishing small businesses, transformed large industrial complexes, the development of financial infrastructure and the internationalization of present businesses. "This development requires high quality of management and entrepreneurship, creative thinking and strong business ethics, " (Hisrich et al, 1997 : 287). The researcher believes that this is also a possibility for

South Africa. Integrating entrepreneurship education and training in academic programmes can be achieved, hence the choice of the academic programme Food and Beverage Management as a case study. The afore-mentioned authors articulate further, that Russian entrepreneurship, as a phenomenon, is not radically different from other countries' experiences. In Russia, entrepreneurs desire economic freedom, innovations and organizational creativity.

The afore-mentioned authors report that research indicates that the transition to a fully fledged market economy will result in an even greater diversity of entrepreneurial profile and organizational cultures, different property forms and a variety of corporate strategies. In Russia, most entrepreneurs are young, allowing a new generation to achieve economic well being. These entrepreneurs' business activity and business mentality have been strongly influenced by the country's historic heritage, the communist ideology, the absence of reliable business laws and market-oriented economic education. The Russian entrepreneurs have much courage and the ability to implement large scale projects, to fight bureaucracy, to survive and be patient and are also loyal personal friends. As is the case in South Africa after the apartheid era, developments created a new national industrial structure. There is a fast growing number of privatized enterprises and new start-ups, as well as joint ventures and foreign-owned establishments.

Entrepreneurship in the form of cooperatives, individual labour activity and joint ventures with foreign capital led to unprecedented growth of business activity in the former U.S.S.R. More private and publicly owned producers are overcoming serious economic and legal problems and benefiting from the new economy. According to Hisrich et al (1997 : 5), in recent decades, the People's Republic of China took several steps to increase economic productivity, raise the standard of living, modernise production facilities and increase exports. Many of these steps marked a departure from the country's previous policies of economic isolation and central government employment. Some of the changes included supporting trade and investment with foreign nations, allowing economic incentives to permeate businesses, and relying, to a

greater extent, on the market for allocation of resources and determination of prices. Government authority began to shift from the central to provinces. They regard as perhaps one of the biggest changes, the formation of industrial organisations, which were not directly run by the state. Hirsrich et al (1997 : 285) state that enterprises run by provinces and by holding companies comprised several local businesses, usually in the same industry, had grown twice as fast as state industrial enterprises, especially in the rural areas. Often, these enterprises were given a large degree of autonomy from the state and were, to an extent, able to determine their own prices and management practices. The second half of the 1980s could be described as a period of unbridled industrial expansion, unprecedented rise in entrepreneurship, growth in the household disposable income and increases in pent-up demand.

It is, therefore, surmised that the Food and Beverage Management Department of the Eastern Cape Technikon has to align its offerings with the new trends and challenges that are facing the region in which the institution is situated, the Province and the country as a whole by introducing the subject entrepreneurship in the curriculum of the programme. The Food and Beverage Management Department of the Eastern Cape Technikon accepts students from disadvantaged backgrounds. They are not aware of the entrepreneurship concept, they still believe that after completing their studies they have to seek employment rather than look for business ventures for themselves. This then poses a challenge to lecturers of future Food and Beverage Managers. The structures of the subjects offered in the Departments ought to be needs oriented.

## **2.2. ENTREPRENEURSHIP**

Nieuwenhuizen et al (1997 : 2) define the entrepreneur as a person who is skilled at identifying new products (or sometimes new methods of production), setting up operations to provide new products, marketing the products and arranging the financing of the operations. Fox and Maas (1997 : 10) define entrepreneurs as people who identify opportunities and utilize them to their own, the internal and external environment's benefits. To identify opportunities, the entrepreneur must have

information on the broad environment, and must be equipped with adequate skills to exploit the opportunity. Kurakto and Hodgettes (1995: 4) describe an entrepreneur as an innovator or developer who recognizes and seizes opportunities, converts those opportunities into workable/marketable ideas, adds value through time, effort, money, or skills, assumes the risks of the competitive marketplace to implement these ideas, and realizes the rewards from these efforts. The entrepreneur is the aggressive catalyst for change in the world business, an independent thinker who dares to be different in a background of common events.

According to Niewenhuizen et al, (1997 : 2) entrepreneurship is creating and building something of value from practically nothing, that is, entrepreneurship is the process of seizing an opportunity and pursuing it regardless of the resources currently controlled. Entrepreneurship involves the definition, creation and distribution of value and benefits to the individuals, groups, organisations and society. Entrepreneurship is very rarely a get rich proposition; rather it is one of building long- term value and cash flow streams.

The afore-mentioned authors, further distinguish between a small business manager and an entrepreneur by saying that not all small business managers are entrepreneurs. Similarly not all entrepreneurs are small business managers. Either an entrepreneur or a small business manager can be the owner of an enterprise. Growth may be a useful way to distinguish between small business owners and entrepreneurs. If a person does not display entrepreneurship by starting an enterprise or causing it to grow, he/she has not distinguished him/herself as an entrepreneur. Examples of small business managers who are not entrepreneurs are:

- ❑ a person who manages an enterprise or franchise without ensuring growth.
- ❑ a person who inherits an enterprise and runs it in the same way as his/her predecessor.
- ❑ a person who is appointed by the owner of a small business enterprise to manage the enterprise. Fox and Maas (1997 : 10) further explain that entrepreneurship is accepted as one of the instruments able to generate prosperity in a rapidly changing environment. As an instrument, it does not exist

in the vacuum. The following are focus areas that need to be considered in the public sector: entrepreneurship in the context of the South African economy; the importance of entrepreneurship; the study of entrepreneurship in different economies; studying the environment with the emphasis to identifying critical trends and their possible implications in the organization, technical skills necessary to be effective in a specific job, creativity skills, that is, critical thinking, generating new ideas, creative techniques, possible obstacles to creativity and a holistic approach, management skills, that is, financial, marketing, human resources, and general management, risk taking, personal empowerment, that is, self-confidence and building networks as well as feasibility analysis skills.

According to van Dyk et al (1997: 491), there is a growing notion that entrepreneurs can be trained, they can be produced through planned development activities, in contrast to the vast majority of entrepreneurs who have emerged in the past merely as a result of fortuitous circumstances. Fox and Maas (1997 : 2) state that more opportunities are generated by a rapidly changing environment, and that they can be utilized by entrepreneurs. The entrepreneur is a person who is able to identify opportunities and to use them to his or her benefit and if employed, to the benefit of his or her organization. According to Pretorius (1996 : 41), the internal environment of an organization refers to the suppliers, the consumers, the Government and the competitors and the external environment means the economical, technological, legal-political, ecological, international and socio-cultural environments. In studying the external entrepreneurship's component parts, special attention must be given to the external environment of the organization. It is the entrepreneur who views its external environment as a stimulus. A rapidly changing environment needs managers and organizations that are, themselves, able to change rapidly. Such individuals and organizations have special characteristics. It is, therefore, envisaged that students registered in the Food and Beverage Management academic programme be given education and training that will help them cope with the needs of the private and the public sector of the hospitality industry. Entrepreneurship education and training is, therefore, the key to success for graduates of this department.



### **2.3. TRAINING AND DEVELOPMENT OF ENTREPRENEURS**

With reference to training and developing entrepreneurs, the afore-mentioned authors state that research has proved wrong the long-held perception that entrepreneurs are born, and not made. They advise that if the benefits of entrepreneurship are to be realized, entrepreneurs need to be trained and developed. This situation therefore, calls for formulating, implementing and continuously adapting training and programmes and strategies. The best approach would be the establishment of a sound system by which behaviour can be changed. It would start with formal lectures and continue with more interactive learning methods.

Fox and Maas (1997 : 8) are of the opinion that entrepreneurship is accepted as one of the instruments able to generate prosperity in a rapidly changing environment. It continually identifies and exploits opportunities. This leads to among other things job creation. In turn, job creation can lead to prosperity for the entrepreneur and the organisation's employees with additional, positive benefits accruing to the broader environment. The same authors explain that entrepreneurship is not a single system. It comprises subsystems such as the qualities of an entrepreneur; the qualities of the environment in which the individual has to act; the attributes the persons have to perform successfully in that environment; the processes the person can use to ensure success and the structure of the ideal entrepreneurial organization.

The afore-mentioned authors further indicate that entrepreneurs create employment, which is important in a developing country with high levels of unemployment. Unemployment is one of the serious problems that the South African government is facing. Pahn (1993 : 8) defines an entrepreneur as the engine which drives the production process. The benefits of the free-market system, such as high standard of living and general prosperity, cannot be realized without a sufficient number of entrepreneurs. Therefore without entrepreneurs, all the other production factors have no value at all.

It is in this context that the subject entrepreneurship should be integrated in the Food and Beverage Management academic programme in the Eastern Cape Technikon. Integration of the entrepreneurial skills education and training in the Food and Beverage Management will help provide self-reliant, autonomous and goal oriented entrepreneurs and business managers.

## **2.4. PSYCHOLOGICAL CHARACTERISTICS OR PERSONAL TRAITS OF AN ENTREPRENEUR**

According to Fox and Maas (1997 : 12), Kurakto and Hodgetts (1995 : 45) and Chell, (2001 : 84) the following are psychological characteristics of an entrepreneur: -

### **2.4.1. Optimism and self-confidence**

The entrepreneurs trust their own ability even when faced with major obstacles. This then helps the others in sustaining their own optimism and creates the level of self-confidence necessary for efficient group effort.

### **2.4.2. Persistence and pressure handling**

The business owner is reliant on his/her own efforts and is dependent on his or her own decision. All this can create a great deal of stress but entrepreneurs are not intimidated by difficult situations.

### **2.4.3. Adaptability and the ability to deflect or tolerate failure**

Entrepreneurs use failure as a learning experience. The entrepreneur has to know how to change the usual way of doing things to cope with the environmental changes. The most effective entrepreneurs are realistic enough to expect difficulties. They do not become disappointed, discouraged, or depressed by a setback or failure. In adverse

and difficult times, they look for opportunity. Many of them believe they learn more from their early failures than from their early successes.

#### **2.4.4. Integrity, ethics and reliability**

Integrity and reliability are the glue and fibre that bind successful personal and business relationships and make them endure. Investors, partners, customers and creditors value these attributes. Integrity and reliability help build and sustain trust and confidence. These characteristics are crucial for success.

#### **2.4.5. Internal locus of control**

Successful entrepreneurs believe in themselves. They do not believe that fate, luck, or similar forces will govern the success or failure of their venture. They believe that their accomplishments and setbacks are within their control and influence. They can affect the outcome of their actions.

#### **2.4.6. Vision**

Entrepreneurs know where they want to go. They have a vision of what they want their firm to be. At the same time, not all entrepreneurs have predetermined visions for their firms. In many cases, this vision develops over time as the individual begins to realize what the firm is and what it can become.

#### **2.4.7. Independence**

The desire for independence is a driving force behind contemporary entrepreneurs. Entrepreneurs do not make all decisions but they do want the authority to make the important ones.

#### **2.4.8. Persistent problem solving**

Entrepreneurs are not intimidated by difficult situations. They are realistic in recognizing what they can and what they cannot do and where they can get help in solving difficult but unavoidable tasks.

#### **2.4.9. Initiative and a strong sense of responsibility**

Effective entrepreneurs actively seek and take initiative. They willingly put themselves in situations they are personally responsible for the success or failure of the operation. They like to take initiative in solving a problem or in filling a vacuum where no leadership exists.

#### **2.4.10. Opportunity recognition / orientation**

Entrepreneurs focus on opportunity rather than resources, structure or strategy. They are goal-oriented in their pursuit of opportunities. Their ability to set high but attainable goals enables them to focus their energies, to be selective in sorting out opportunities and to know when to say no.

#### **2.4.11. Ability to handle ambiguity**

Ambiguity and stress is constantly introduced into every aspect of the enterprise by the uncertainty that is compounded by constant changes. Setbacks and surprises are inevitable; lack of organisation, structure and order is a way of life. Successful entrepreneurs thrive on the fluidity and excitement of such an ambiguous existence. Job security and retirement generally are of no concern to them.

#### **2.4.12. Creativity and Innovativeness**

Innovation is the specific function of entrepreneurship by which the entrepreneur either creates new wealth-producing resources or endows existing resources with enhanced potential for creating wealth. Innovation is the process by which entrepreneurs convert opportunities into marketable ideas. It is means by which they become catalysts for change.

#### **2.4.13. Team building**

Most successful entrepreneurs have highly qualified, well motivated teams that help them handle the growth and development of the venture.

#### **2.4.14. Calculated risk taking**

Calculated risk taking is the ability to spot opportunities for providing goods or services to satisfy the unsatisfied needs. It is important to see a gap in the market and do something about it. Kurakto and Hodgetts (1995 : 45) articulate that successful entrepreneurs are not gamblers. When they decide to participate in a venture they do so in a very calculated, careful and thought out manner. They use strategies that include getting others to share inherent financial and business risks with them; for example, by persuading partners and investors to put up money, creditors, to offer special terms and suppliers to advance merchandise. The entrepreneur assumes the risk of success or failure of the undertaking. If the undertaking fails he/she runs the risk of suffering the loss of the capital or labour invested in the undertaking. The real skill is the ability to tell the difference between what is an acceptable risk and what is not. Other important characteristics are, motivation, positive thinking, ability to handle uncertainty, role orientation, purposiveness, holistic approach, time perspective, confidence, and a strong value system. It is the view of the researcher that the students need to know these characteristics. They need to reflect on their own abilities, assess themselves and take the initiative to be entrepreneurs.

## **2.5. THE YOUNG ENTREPRENEUR**

The question of age and entrepreneurship is based on the observation by the researcher that a larger percentage of students admitted to the Food and Beverage management academic programme are young (between 18 and 30 years). According to Phillipson (1995 : 16 ), the entrepreneurial spirit of the 1980s is alive and well in the 1990s, though its excesses have been tamed. The school and college leavers will quite naturally be asking themselves, whether they have what it takes, whether they can succeed, how exactly they start about going into business and whether they can deal with all those matters such as finance and marketing for which little in their education will have prepared them. The same author adds that the recession of the early 1990s has ingrained itself into the working psyche of the country, and has fundamentally changed attitudes to work. There are no such things as job for life any more. Even the traditionally safe work areas have seen massive losses over recent years. Workers had to become more self-reliant. Work patterns too are changing. People are no longer content to do the nine-to-five jobs with little variety all their lives like their parents did.

It is, therefore, appropriate that the students of the Food and Beverage Management Department need to be offered entrepreneurial skills education and training in their course while they are still studying at the Technikon so that when they leave they turn to the idea of starting their own business and keep their fate in their own hands. The students, as young people, need to be assisted academically to change the notion and mindset of being employees who depend on the employer for their success but rather to be more of entrepreneurs. If the students on leaving the Technikon do get the employment they need to be creative and innovative. If they obtain employment they need to assist in transformation of their institutions into entrepreneurial organisations. The organizational culture, these days, needs to continuously adjust to changing circumstances.

### **2.5.1. Reasons to be in business when one is young**

Phillipson (1995 : 18 ) cites the following reasons for young persons to start their own business:-

- ❑ the drive within the person to be an entrepreneur when others want to be employed
- ❑ when there are no other options for the person, the workplace is changing fast, and the traditional avenues of employment close down, self- employment looks an increasingly interesting option for the under 25s
- ❑ when the person has a profitable idea or sees an opportunity that he/she wants to exploit
- ❑ the thought that one will have more independence and will be a master of one's own decisions
- ❑ when one has acquired skills, ideas and knowledge that can be utilized with very good effect in the business world
- ❑ one feels more secure when running a business than when working as an employee for someone else. These days there are no jobs for life, people are threatened by redundancy notices
- ❑ because the business owner is responsible for the success of his/her efforts, he/she can work longer or smarter. If a person is employed he/she has no complete say or control on the decisions of the employer or management
- ❑ the business owner has far greater control over what he/she does. "If something is unproductive or a waste you can cut it out of your day" (Phillipson, 1995: 18).
- ❑ one will have the freedom to go down routes and avenues that are closed when working as an employee and thus end up with a far better lifestyle
- ❑ a young person can bring a range of ideas and thoughts to the business world and see opportunities, chances and niche markets that older people do not see, all this can be done while one has a very good knowledge of it
- ❑ young people know more about modern technology than older business people, they see opportunities to exploit

- ❑ young entrepreneurs should have a lot of energy and good health so that they are able to work longer and harder than someone twice their age
- ❑ young people should be hungry for success and lastly
- ❑ one makes more money when working for oneself.

### **2.5.2. Skills young people need**

Phillipson (1995 : 14) lists a number of factors that influence young entrepreneurs: a willingness to make things happen; energy and drive; self-confidence; the ability to spot business opportunities; the ability to seize business opportunities; the ability to take risks; the ability to organize resources; a money mentality; persuasive powers; communication skills; high personal goals; a positive attitude to life; decision-making skills; a willingness to learn; foresight; adaptability; commitment; creativity; pressure-handling; good organization and administration skills and attention to detail. All the above skills need to be developed through structured entrepreneurial training programmes. It is also important to look at the myths that can act as stumbling blocks or hindrances that stand as pitfalls for promising young entrepreneurs.

## **2.6. MYTHS RELATED TO BUSINESS**

According to Phillipson (1995 : 14) there are a number of myths that are related to business that may discourage young people from pursuing their dreams. These include:

### **2.6.1. An entrepreneur in business needs good education**

Business life is much easier if people have a good education behind them but it is not a criterion as such. It is believed that good education gives one confidence because one has wider breath of formal knowledge. However, there are plenty of people with good education who are failing in business and there are those with lower standards of



education who end up as millionaires. One important element one must remember is that a good entrepreneur always keeps on learning.

#### **2.6.2. To succeed in business one has to be clever**

One does not need a sky high IQ (intelligence quotient) to be academically gifted but one needs to be alert, being able to read consumer behaviour or spot an opportunity. But, there are really, specific forms of intelligence that are important in achieving business success.

#### **2.6.3. To succeed in business one needs to have money**

One of the problems of being an entrepreneur is that few people have enough resources to realize their ideas. Having money in the bank is crucial because one can move things quickly, one can start lower down the scale, money helps but it is not an essential if one is flexible.

#### **2.6.4. To succeed in business one needs a brilliant idea**

Every business needs an idea and what is important is how one goes about that particular idea. The idea determines the strengths of the entrepreneur.

#### **2.6.5. To succeed in a business one needs to be ruthless**

There is no need to be ruthless but one needs determination. One needs to make sure that people do not play around with him/her. It is important to persuade people to do what one wants them to do but it need not be overdone. According to Kurakto and Hodgettes (1995 : 46), throughout the years myths have arisen about entrepreneurship, these are the result of lack of research in entrepreneurship. There are other myths that are associated with entrepreneurship such as, entrepreneurs are born, not made, entrepreneurs are always inventors, entrepreneurs are academic and social misfits,

entrepreneurs are doers, not thinkers, entrepreneurs must fit with the 'profile'; all you need is money to be an entrepreneur, all you need is luck to be an entrepreneur, ignorance is the bliss for an entrepreneur; entrepreneurs seek success but experience high failure rate, entrepreneurs are extreme risk takers (gamblers). The young entrepreneurs need not be discouraged by these myths. They need to be self-reliant and confident.

## **2.7. REASONS NOT TO BE IN BUSINESS WHEN ONE IS YOUNG**

It is also important to identify the reasons why young people should not venture into business. Phillipson (1995:16) gives the following reasons:

- ❑ in the beginning the young business owner has to work long hours. This may be shocking to a young person after the relaxed nature of college. He has to be ready for it
- ❑ there is a lot of pressure and stress from the business and suppliers; usually the income at this stage is low and things become difficult
- ❑ it is difficult to work with people who have been in business for decades, some have a negative attitude and others have their own irrational prejudices, they tend to distrust and resent the efforts of young people
- ❑ other business people tend not to take young people seriously because of their age. They undermine their endeavors. The young people are always asked for references
- ❑ people believe that because the person is young he/she is not up to the job. The person can cause problems and do not have the technical ability that is required in business
- ❑ the tendency is to mistrust, and in playing safe the job is always given to someone regarded as experienced and better able to do the job.
- ❑ the young business owner is scared to charge too much for his/her service and product because he/she is either inexperienced or weak in the area. The customers or clients bargain hard with them knowing that the business owner needs the business.

- ❑ when one is young, an awareness, of his/her own inexperience means that one tends to lack confidence in him/herself. This is reflected in his/ her business dealings. People then think they can rip him/her off.
- ❑ because one has been in business, others may see him/her as unemployable later when he needs a job. They may think he/she is too independent and not a team player and thus will not take orders from anyone else. Young entrepreneurs, therefore, need to be more confident that they can succeed in business. Whenever they are faced with obstacles, they must regard these as a challenge rather than discouragement. Young persons need to work harder and show determination.

## **2.8. IMPORTANT ASPECTS FOR THE FOOD AND BEVERAGE MANAGEMENT STUDENTS AND GRADUATES AS YOUNG ENTREPRENEURS**

### **2.8.1. Entrepreneurship training**

According to van Dyk et al (1997 : 491) entrepreneurship education and training is a fast growing area in colleges and universities. These authors identify objectives of a course in entrepreneurship as understanding; knowing and in some cases assessing and developing the role of new and smaller firms in the economy; the relative strengths and weaknesses of different types of enterprises; the general characteristics of entrepreneurial processes; the entrepreneurial process; the product planning and development process; alternative methods for identifying and evaluating business opportunities and the factors that support and inhibit creativity; the general correlation of success and failure in innovation and new venture creation; an ability to form, organize and work in interdisciplinary teams; the entry strategies for new venture creation; the aspects of creating and presenting a new venture business plan; how to identify, evaluate and obtain resources; the essentials of marketing planning, financial planning, operations planning, organizational planning, venture launch and expansion; the role of entrepreneurship in existing organizations; writing a full-scale business plan; knowing

how to obtain resources; managing and expanding the enterprise; understanding the role of entrepreneurship in an existing organisation.

Fox and Maas (1997 : 12) state that entrepreneurs need to be trained and developed in order to realize the benefits of entrepreneurship. This calls for formulating, implementing and continually adapting training programmes and strategies. The best approach would appear to be the establishment of a sound system by which behaviour can be changed. It would start with formal lecturers and continue with more interactive learning methods. Training and development must also be grounded in practice. The opportunities and challenges posed by the internal and external environments need to be emphasized, practically formulated and discussed throughout the process. According to Fox and Maas (1997 : 19), in South Africa, entrepreneurship is an almost unheard of concept and has received very little attention. South Africa is a developing country and, therefore, there is a need to follow the current trends in European and North American thinking. These authors advise that a gradual approach starting from formal lectures to the individual taking ownership of entrepreneurship must pervade the entrepreneur's training.

The afore-mentioned authors state that entrepreneurial training, however, is not just another way of inculcating new knowledge and behaviors into people, it demands training that differs markedly from the norm, it encompasses more, it builds a broader framework, cultivates a different approach to getting things done and gives trainees the means to implement their new skills. Entrepreneurial training is unique; the teacher must be more a facilitator than a traditional teacher and, therefore, needs to accept that the individual is to learn differently. These objectives tend to centre around skill identification, assessment; understanding entrepreneurial decision-making and the entrepreneurial process; understanding the characteristics of entrepreneurs and their role in economic development; assessing opportunities and coming up with an idea for a new venture.

## **2.9. THE NEED FOR ENTREPRENEURS IN THE HOSPITALITY INDUSTRY**

According to Cullen (1997 : 1), the hospitality industry has grown so large that it is now a major contributor to the economy of nearly every country on earth. It is a complex, demanding and highly professional business, calling on skills of market analysts, and financial planners. The hospitality industry relies on thousands of skilled people to deliver the services that are required by a sophisticated clientele. It is evident that entrepreneurship skills are in great demand in the hospitality industry and, therefore, entrepreneurship education and training needs to be integrated as into the Food and Beverage academic programme that is offered in the Eastern Cape Technikon. The Food and Beverage function encompasses all the activities within a catering establishment.

## **2.10. THE INTERNATIONAL HOSPITALITY INDUSTRY**

It is important to discuss the international hospitality industry in order to draw the attention of young entrepreneurs to other available opportunities. There is a great demand for Food and Beverage Management in South Africa but young entrepreneurs need to explore other countries as well. They need to be aware of international developments in the hospitality industry. One, therefore, needs to acquaint oneself with the changes and challenges such as the hospitality consumer, cultural diversity and technology transfer that are manifesting themselves in the new South Africa. South Africa is becoming one of the top tourist destinations in the world. According to Jones and Pizam (1993 : 104), there is no doubt that the hospitality industry is global. Among other things, there is an expansion of chain food service operations and hotels throughout the world. These units expand through acquisition or takeover. Examples of these units are McDonalds, Pizza Hut, Kentucky Fried Chicken, Holiday Inn and a range of steak houses. They all compete for customers. Firms go international through opportunity rather than planning. There are important reasons for expansion to the international hospitality industry such as, the kind of industry sector they are operating in, where they come from and where they want to be, management style and corporate

culture, the degree of marketing orientation to the level of maturity of the firm, its markets and many other factors that may differ from one unit to the other. It is therefore important to have personnel who will meet these demands.

### **2.10.1. Challenges in the international hospitality industry**

There are a number of reasons to promote entrepreneurship skills education and training in the Food and Beverage Management Department that need to be taken as challenges by the lecturers and their students so that they can build their future on finding and exploiting opportunities for small business. The challenges relate to the expanded market, that is, the fast food franchises; influx (movement from one area to the other); economic and demographic trends; increased educational level of the local people; the willingness of younger generation to try new products and unconventional types of food; technological advancement; facilitating travel and intellectual cooperation among countries; rapid development of rural areas and concentration of population in urban and industrial areas; increased disposable income of the population; the increased number of women in the work force; the increased emphasis on convenience; the popularity of take-out or home delivered menu items. All these create opportunities and instigate a need for creative and innovative entrepreneurs to venture in small businesses in the Hospitality Industry.

### **2.10.2. Increased travel and tourism**

Increased travel and tourism for business or pleasure exposure, success and growth for the hospitality industry, primarily the quick-service industry and a variety of food products that are offered through them. Tourism is a single largest economic activity with potential for further growth. It provides foreign trade and employment. People travel for holidays, business and thus introduce an increase in sophisticated customers who make a rather heterogeneous target market for entrepreneurs. Creativity and innovation of the Food and Beverage Management trainee comes in here.

### **2.10.3. Technological advancement**

Technical advances especially information technology have led to more sophisticated controls and management techniques being implemented all over the world. This has resulted in convenience becoming much more important. Food service operations focus heavily on consumer convenience, fast and efficient service. Increased use of computers, videos and other electronic devices is modifying behaviour and hence creating needs that are unparalleled in the history of humankind

### **2.10.4. Business Management**

With the advancement of technology, education standards and economic conditions in many countries there are growing numbers of entrepreneurs available, who have enormous potential to be successful in the operation and management of food service business/operations. Also, multimedia teaching tools, publications and computerized programs can be used effectively for management training purposes.

### **2.10.5. Trade and monetary climate**

There are changes in international financial systems, import and export balance in developed and developing countries. These changes facilitated investment of foreign currencies in the international markets with decent return in investment. However, it is stated that the fluctuating currency values remain a major concern for foreign investors and play a role in the decision to invest home or abroad.

### **2.10.6. Political climate**

Political climate has moved considerably towards creating an environment that favours business ventures locally and on foreign soils. Students in the Food and Beverage Management Department need to be conscientised about the business opportunities

that are available abroad and as young entrepreneurs they need to explore and be adventurous but not gamble of course.

## **2.11. THE FOOD AND BEVERAGE MANAGEMENT ACADEMIC PROGRAMME**

The case study is on the Food and Beverage Management Department of the Eastern Cape Technikon. The course comprises the subjects tabulated in Table 2.1. These subjects, in a broad sense, combine knowledge and efforts collected in both the theoretical and practical aspects and form a basis for the requirements of the hospitality industry. Hospitality Lodging, Financial Management, Hospitality Operations, Service Excellence, Industry Law, Operational Practice, and Retail Management are fairly new subjects in the programme and are adapted to industry demand. The nature and the structure of the programme offered at the Eastern Cape Technikon is in itself elaborate and comprehensive. One would argue that it includes the entrepreneurship concept indirectly. It is important to note that at this stage entrepreneurship is not included as a subject that bears credits. The subjects Food, Food and Beverage Studies involve food preparation that at a certain stage needs to be disposed. The Department endeavors by all means to educate the students about the profit making concept of the programme. In practical work, students prepare and sell their products to the Technikon community but more is needed as far as creativity and innovation is concerned.

### **2.11.1. The course structure**

The structure of the course, as introduced in 2002, is designed according to the needs of the newly introduced South African Qualifications Authority Act (SAQA) focusing on the outcomes based learning approach. The purpose of the SAQA is primarily aimed to structure education and training in such a way that South Africa can become an international role player. The National Qualifications Framework provides means to enable the learner to achieve nationally recognized and internationally comparable qualifications.



**Table 2.1. Food and Beverage Management Course structure**

<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
1. Food and Nutrition I: Theory Practical Nutrition	1. Food and Nutrition II: Theory Practical Nutrition	1. Food and Nutrition III: Theory Practical Nutrition
2. Food and Beverage Studies I: Theory Practical	2. Food and Beverage Studies II: Theory Practical	2. Retail Management I
3. Food and Beverage Communication I	3. Foods and Beverage Communication II	3. Food and Beverage Operations II
4. Food and Beverage Financial Management I	4. Food and Beverage Financial Systems II	4. Food and Beverage Financial Management III
5. Food and Beverage Information Systems I	5. Food and Beverage Information Systems II	5. Food and Beverage Information Systems III
6. Food and Beverage Management I	6. Food and Beverage Management II	6. Food and Beverage Management III
7. Food and Beverage Hospitality Operations I	7. Food and Beverage Operational Practice I	7. Food and Beverage Operational Practice II
8. Service Excellence I	8. Food and Beverage Industry Law I	8. Hospitality Industry Law
9. Food and Beverage Health and Safety I	9. Food and Beverage Behavioral Studies I	

**Source: Food and Beverage Management Departmental handbook 2002**

### **.2.11.2. The NQF structure**

The Food and Beverage Management academic programme falls within the band of National Qualification Frame levels 5 to 8 which are embedded in the Higher Education Band (HET) and are tied to occupational certificates, first degrees and higher diplomas, higher degrees, doctorates and further research degrees. The programme is promoting outcomes-based learning. According to Olivier (1995:5), with outcomes-based learning, the learning process is learner driven and aimed at achieving results. Knowledge and skills can be drawn from any source, and the role of the lecturer in an academic programme changes accordingly to provide for learners to achieve their outcomes by guiding them through specific learning procedures which are connected to the real situation and the ways outcomes are achieved in the real world. The lecturer should facilitate learning by stimulating creativity, innovation, self-learning and critical thinking.

The researcher proposes that entrepreneurship education and training should be introduced at the second year of the programme. That will arm the students who decide to leave the Technikon at the end of the second year with some entrepreneurship skills. They can fend for themselves in the small business world. Entrepreneurship is currently not included and not emphasised as a credit bearing subject/module. The researcher proposes that it should form part of the curriculum. It must be a subject such that the training offered by the Food and Beverage Management Department of the Eastern Cape Technikon meets the needs and expectations of the hospitality industry. It produces manpower for the Hospitality Industry. The Department of Food and Beverage Management, in offering the subject, must act within a supportive framework that encourages individual initiative. If the department encourages and rewards independent thinking and action, it will increase the students' chances of becoming entrepreneurs. If entrepreneurship education and training is included in this programme, it will play an important role in development of Food and Beverage Managers.

## **2.12. ENTREPRENEURSHIP EDUCATION AND TRAINING**

According to van Dyk et al (1997 : 227) education is the development of knowledge, moral values and understanding which are required in all areas of life rather than the acquisition of knowledge and skills which are applicable to a limited field. Education is wide, is a continuing process, starts at home, continues at school, aims at preparing the individual for life in the widest sense possible and has no immediate application to a specific job. One, therefore, can say that education is learning that contributes to total life growth. Training, on the other hand, is defined by Forrester (1990 : 4) as a process by which a learner acquires and develops knowledge, skills and attitude that lead to changes in behaviour in line with established performance goals. Training is usually limited to acquiring and developing competencies that meet a specific defined need. Training, therefore, can be viewed as any activity that results in learning, but is directed toward basic job competence and improved job performance.

Education has become a vital aspect in all spheres of South African life. Both the state and private companies see the need for addressing the education crisis in the country and are determined to make a contribution in this respect. Educating South Africa's youth and adults provide building material for the future. Education is the development of the individual's potential in contexts wider than those of a specific, work related task. Van Dyk et al (1997 : 226) further state that education is concerned with the development of sound reasoning process to enhance. Olivier (1999 : 1), is of the opinion that learners should not be seen as jars to be filled but rather as lamps to be fuelled in order provide light. In other words, the students must collect the information that develops their knowledge that is required for their future. For the students to provide light and earn a living for themselves, the training that is given to them should be needs oriented. The information should provide them with knowledge that they will be able to apply immediately after they leave the Technikon.

According to Mbadi (2001 : 125) entrepreneurship education is a process of providing individuals with the concepts and skills to recognize the opportunities that others have

overlooked, and to have the insight, self-esteem and knowledge to act where others have hesitated. It includes instruction in opportunity recognition, marshalling resources in the face of risk and initiating a business venture. Business management processes such as business planning, capital development, marketing, cash flow analysis and finance for entrepreneurs also form part of the process. The study will assess whether the integration of entrepreneurship education and training in the Food and Beverage Management academic programme can enable the students to initiate small business ventures or incorporate entrepreneurship in their work environment.

According to Mbadi (2001 : 125), entrepreneurship education differs from business management in that it includes creativity, risk taking, innovation and traits not normally nurtured in a standard business environment. Entrepreneurship should be viewed broadly in terms of the skills and competences that can be taught and acquired as well as the characteristics that can be engendered in students to help them develop innovative plans. The focus is on the features that are needed to conceive and start up a new business venture. Mbadi (2001 : 125), describes the difference between entrepreneurship education and business education as that, with business education, the focus is on running the business rather than starting a business. Erasmus (1995 : 8) states that training should be presented with a view to self-employment and for careers for which there is a specific need. The skills taught in business management classes are needed by entrepreneurs but there are also additional components which also need to be developed.

## **2.13. THE BENEFITS OF ENTREPRENEURSHIP EDUCATION AND TRAINING**

Mbadi (2001: 127) states that teaching entrepreneurship benefits the learner who is ready to be enterprising. It is, therefore, important that institutions of higher learning instill the culture of entrepreneurship among students at an early stage. The afore-mentioned author further explains that entrepreneurship education and training can develop and nurture an entrepreneurial culture in South Africa. This will benefit the country in all sectors, from an individual to government and private structures. Primary and high schools, as feeder institutions, need to be included to ensure synergy in the process.

## **2.14. INTEGRATING ENTREPRENEURSHIP TRAINING AND EDUCATION INTO THE FOOD AND BEVERAGE MANAGEMENT ACADEMIC PROGRAMME**

According to Dupre` (2001: 2) a programme is a coherent body of knowledge and academic activity aimed at the acquisition of a qualification. A programme is purposefully designed to ensure each graduate emerges well prepared for the working environment of the 21<sup>st</sup> century or for postgraduate study. The aforementioned author cautions though that this does not mean that programmes are necessarily designed for vocational training but rather that students are prepared for a career.

On the other hand, Van Dyk et al (1997: 30), suggest that the current vocational education and training system needs to be revitalized so that it responds quickly to changing skill needs, provides the critical interface between the general education system and the working world and creates opportunities for workers to upgrade their skills on a continuous basis. The afore-mentioned authors further argue that there are deficiencies in South Africa's education system that constitutes a major threat for the future growth and development. The education system seems unable to meet requirements that the employers expect from their employees. Education also seems to trail behind the technological developments experienced by industry. The end result is wide discrepancies between the competence of the workers and the requirements necessary to fulfil certain functions within the employment system.

Mbadi (2001 : 127) also states that education must start shifting from reading, writing and arithmetic to competence, confidence and connections that can give jobs. In order to stay in touch with the real world that the students are trained to enter, the education institutions need to be aware of the macro environment. Van Dyk et al (1997 : 26) argue that South Africa's future economic and social challenges will inevitably influence the sectoral policies in the long term. The country's economic challenges will come from a competitive global economy requiring a world-class workforce.

The aforementioned authors indicate that there is a growing awareness of the small, medium and micro- enterprises (SMME) sector's potential for job creation. It is

generally believed in South Africa today that the widening gap between an increasing population growth and a diminishing economic growth can be successfully addressed by an entrepreneurial-driven economy.

According to Mbadi (2001: 126), entrepreneurship is a skill that can be taught and learnt. The same author suggests a general format that should cover the following: the concept of entrepreneurship, characteristics of entrepreneurs, value of entrepreneurs, building of a business, assessing opportunities by developing an idea, funding the capital, starting up the business and managing a business. Mbadi (2001 : 127) gives an the example of Durban Institute of Technology where there are four programmes that offer entrepreneurship as a credit bearing subject. However, the structure and areas covered are not the same, and they vary from programme to programme.

**Table 2.2. Programmes that offer entrepreneurship at the Durban Institute of Technology**

<b>Faculty</b>	<b>Department</b>	<b>Programme</b>	<b>Level</b>
Arts	Communication and Language Practice	B Tech Translation	Entrepreneurship One
Engineering	Electronic Engineering	N.D. Engineering	Entrepreneurship Two
Sciences	Biological Sciences	N.D. Food Technology	Entrepreneurial Skills
Engineering	Mechanical Engineering	B Tech Industrial Engineering	Entrepreneurship

Source: Mbadi (2001 : 27)

## **CONCLUSION**

The study reviewed relevant literature on entrepreneurship, entrepreneurs, entrepreneurship education and training, the psychological traits or characteristics of entrepreneurs, the myths that are related to starting business entrepreneurship. It looked at the South African and international perspectives on entrepreneurship, the need and the shortage of entrepreneurs, new trends and challenges for entrepreneurs and the international hospitality industry. The study also reviewed the concept of young entrepreneurs, reasons for young people to be or not to be in business, benefits of entrepreneurship and finally integrating of entrepreneurship in an academic programme.

Entrepreneurship is a new concept that has come along with transformation of the South African society in the 1980s. The shortage of entrepreneurs in South Africa, the high rate of unemployment, the fact that there is high job insecurity in the formal sector, the talks about privatisation of food services in some of the government institutions such as hospitals came out as challenges that demand entrepreneurial skills training and education in institutions of higher learning.

It also emerged from the study that there is a free market in the hospitality industry where individuals can produce products and sell. The benefits of the free market can be realized with a number of entrepreneurs. South Africa, as a developing country, needs to follow the current trends in as far as entrepreneurship is concerned, for an example, the European and North American thinking. A gradual approach starting from formal lectures to business ownership can assist in developing the economy of the region and thus the country.

The researcher sought to gather relevant information on what entrepreneurship entails for an individual, groups of people, organizations and various countries. The literature review brought about information on young people as entrepreneurs, the need for entrepreneurs in the hospitality industry and challenges thereof. It discussed entrepreneurship education, benefits thereof and integrating the subject in an academic programme. The next chapter will discuss the research methodology that was used to set up an instrument for collecting data about the above information, and will also explain how the sample was chosen.



## **CHAPTER 3 RESEARCH METHODOLOGY**

### **INTRODUCTION**

This chapter discusses the research methods used to collect data for this study. It deals with the rationale for the chosen methodology, sampling and sources of data, the sample size, the research instrument, that is, the questionnaire in this case and data processing. This study examines views of lecturers and students in the Food and Beverage Management Department of the Eastern Cape Technikon. It involves a critical analysis of their perceptions on integrating entrepreneurship education and training in the Food and Beverage Management academic programme.

#### **3.1. Rationale for the chosen methodology**

The methodology chosen was, in line with the purpose of the study, a case study. Questionnaires were used to collect data. According to Mouton (2001 : 49), a case study is usually qualitative in nature and it aims to provide an in-depth description of a small number less than fifty. A case study is a detailed examination of one setting, a single subject a single deposition of documents of a particular event. It makes use of questionnaires to collect data. Questionnaires are qualitative but also include quantitative techniques. Bell (1993:63) cites that methods are selected because they will provide the data required to produce a complete piece of research.

#### **3.2. Sampling and Sources of Data.**

The sample is chosen from the two campuses of the Eastern Cape Technikon, that is Butterworth and Umtata. The sample comprises learners and lecturers of the Food and Beverage Management Department in both campuses to enable the researcher to ascertain their perceptions on the integration of entrepreneurial skills education and training in the Food and Beverage Management programme in the Eastern Cape Technikon. The students enrolled in the Department come from different backgrounds,

senior secondary schools and technical colleges. It is envisaged that these respondents will have different perceptions about the subject. The researcher conducted the study among Food and Beverage Management level one and two students. The students in the third level of the course were out on experiential training. The department has seven lecturers including the head of department who, also being the researcher, was thus excluded from the study. There are lecturers with different but relevant qualifications, namely Food Service Management, Dietetics, Consumer Science and Business Economics. All of them have worked either in the private or the public sector of the hospitality industry. The sample was drawn from the Food and Beverage Management Department, year one and two. There were one hundred students in level one and forty in level two students. The researcher intended to administer questionnaires among all one hundred and forty students and six lecturers but was eventually able to administer it to fifty one in first year level, thirty two in second year and six lecturers. The sample was chosen by a visit to the classes. Students were preparing for their end of the year examinations, hence not all students were available during this period. The researcher received responses from eighty-three students out of 140 students, a response rate of 45%. All the lecturers in the sample responded to the questionnaire.

### **3.3 The research instrument**

This study set out to find out perceptions on the need to integrate entrepreneurial skills education and training in the Food and Beverage Management programme. The data used in this study were obtained by a self-completion questionnaire. There were two questionnaires, one for lecturers and the other to the students.

### **3.4. CONCLUSION**

This chapter has discussed the research design and the method that was used to collect the data that would answer the research questions pertaining to the study. It also described the processes that were followed in administering questionnaires. One data collection method was used, namely, the questionnaire. The next chapter presents data that were collected and the analysis thereof.

## **CHAPTER 4 DATA PRESENTATION AND ANALYSIS**

### **INTRODUCTION**

This chapter presents an analysis of the data obtained from the questionnaires on how the students and lecturers perceive the issue of integrating entrepreneurial skills education and training in the Food and Beverage Management programme. The perceptions presented and analysed in this chapter are those of both the lecturers and students in the sites of the institution where Food and Beverage Management is offered. The data is analysed and presented according to the themes explored in the questionnaires. The analysis includes, qualifications, experience, age, gender and specialised training they got; analysis of lecturer's views, relevance of existing program, need to integrate entrepreneurship education and training, role of entrepreneurship training in preparing students for the future, how integration should be done and reasons to encourage students and graduates to be in business and analysis of student views on the subject.

### **4.1. RESPONSE FROM THE LECTURERS IN THE FOOD AND BEVERAGE MANAGEMENT DEPARTMENT**

#### **SECTION A**

##### **4.1.1. Personal profile of lecturers: Qualifications and subject offering**

The Department consists of six lecturers and a Head of Department who is the researcher. Table 4.1. shows the staff profile in the department of Food and Beverage Management, the number of lecturers in each area of specialisation, the rank of each person in the department, experience in years, area of specialisation and the subjects each lecturer is teaching. The questions on the profile of the staff members sought to get the standard of education of the lecturers so as to gauge their level of understanding the subject entrepreneurship and its relevance to the programme, Food and Beverage

Management. The table 4.1. illustrates the suitability of the lecturers to the programme, Food and Beverage Management. The researcher's observation was that the available staff was suitably qualified to teach in the department. The qualifications matched perfectly for subjects allocated to each lecturer. According to the norm of the department, 83% are able to teach all levels of the programme .

**Table 4.1. Food and Beverage Management Department: Staff profile**

<b>Number</b>	<b>Rank</b>	<b>Qualification</b>	<b>Experience In years</b>	<b>Area of specialisation</b>	<b>Subjects offering</b>
1	Lecturer	National Diploma	6-10 years	Catering Management	Food; Food and Beverage Studies
1	Lecturer	Bachelors degree (University)	1-5 years	Dietetics	Food and Nutrition; Health and Safety
1	Lecturer	Masters degree (University)	6-10 years	Business Management	Business Management; Financial Management
2	Lecturer	B Tech	1-5 years	Food Service Management	Food; Food and Beverage Studies; Hospitality Management
1	Lecturer	Bachelor degree (University)	Less than 1 year	Consumer Science	Food; Food and Beverage Studies; Service Excellence

#### **4.1.2. Specialised Training**

All lecturers confirmed that they had received specialized training in all the subjects they are teaching.

#### **4.1.3. Entrepreneurship training and education**

One lecturer had received training in entrepreneurship, that is, 17% of the staff members employed in the Department. The question was asked to gauge the extent to which the lecturers understand the concept of entrepreneurship and their capability to handle it once it is introduced and integrated in the programme.

#### **4.1.4. Gender of lecturers**

From Table 4.2, there is no significant difference between genders, there were 50% males and 50% females. The questions were asked to ascertain staff composition. It sought to check difference or similarities in opinion, perceptions and approach to the integration of the subject entrepreneurship in the Food and Beverage Management academic programme that could be associated with gender.

**Table 4.2. Gender of lectures**

<b>Respondents gender</b>	<b>Number</b>	<b>Percentage</b>
Female	3	50%
Male	3	50%
Total	6	100%

#### 4.1.5. Age of respondents

The study sought to relate the age of lecturers with the assumed level of understanding of the concept entrepreneurship based on their age, qualification and experience. 50% the lecturers were in the age range 20-30 years, 33% 31-40 years and 17% 41-50 years. The observation was that from the age 20 –50 years coupled with the tertiary education and some experience as shown in Table 4.4, the lecturers might realize the need to integrate entrepreneurial skills training and education in an academic programme. 100% of lecturers agreed that there is a need for integration of the subject.

**Table 4.3. Age of respondents**

<b>Respondents age</b>	<b>Number of lecturers</b>	<b>Percentage</b>
20 – 30 years	3	50%
31 – 40 years	2	33%
41 - 50 years	1	17%
Total	6	100%

#### 4.1.6. Experience of lecturers

A greater number of lecturers, 67% have accumulated experience in teaching hospitality industry. The researcher assumed that experience could be related with curriculum development. Therefore, experienced lecturers could contribute effectively in integrating entrepreneurship education and training in the Food and Beverage Management programme. All lecturers supported the concept of entrepreneurship.

**Table 4.4. Experience of lecturers**

<b>Experience in years</b>	<b>Number of lecturers</b>	<b>Percentage</b>
Less than 1 year	2	33%
1-5 years	3	50%
6-10 years	1	17%

## **SECTION B**

### **4.2. ANALYSIS OF THE LECTURER'S VIEWS ON THE INTEGRATION OF THE SUBJECT**

#### **4.2.1. Relevance of existing programme to the needs of the Hospitality Industry**

Lecturers were asked if existing programme prepared students adequately to cope with the demands of the hospitality industry. Four of the six lecturers (67%) agreed and two (33%) disagreed. Those who agreed supported their statements by stating that when at the Technikon students receive training in restaurant management to prepare them for the industry, the theory and the experiential training they receive is adequate for them to cope with the challenges of their industry. Those who disagreed argued that the practical part of the course involves cooking and food service but the graduates are not able take the responsibilities of running a business.

#### **4.2.2. Necessity to integrate entrepreneurial skills training and education in the Food and Beverage Management Programme**

All lecturers in the Food and Beverage Management Department agreed that there is a need to integrate the subject entrepreneurship in the course.

They cited the following as their reasons:

- ❑ the students need to be equipped with survival skills so that they do not remain unemployed
- ❑ the challenge to Technikon graduates to apply their business skills as entrepreneurs by starting their own businesses in the private sector of the hospitality Industry
- ❑ the Hospitality industry consists mainly of small to medium enterprises
- ❑ students need to be trained to be employers rather than employees



- ❑ the students need to be helped to cope with business management in the work situation.

#### **4.2.3. The role of entrepreneurship training and education in preparing students for future business**

Lecturers responded to the questions by indicating:

- ❑ not all students want to be employed. They, therefore, need to be prepared to start their businesses after completion of the course
- ❑ industry offers great opportunities. Training, therefore, will encourage students to identify these opportunities
- ❑ entrepreneurship is not a natural trait, it needs to be developed through training
- ❑ training is essential and without it, entrepreneurs fail
- ❑ in entrepreneurship education, and training students will be taught how to start and run their own business. The graduates will then help improve the economy and create more jobs. This will help in combating poverty and alleviating unemployment, and reducing the crime rate, which is becoming a problem in South Africa, particularly in the Eastern Cape region.

#### **4.2.4. Integrating entrepreneurship training and education in Food and Beverage Management**

In response to this question, Table 4.5. shows that five lecturers (83%) felt that entrepreneurship needs to be introduced as a subject on its own and one (17%) suggested that it needs to be done as part of the subject Food and Beverage Management.

**Table 4.5. Methods of integrating entrepreneurship**

<b>Comment</b>	<b>Number of lecturers</b>	<b>Percentage</b>
On its own as a subject	5	83%
Part of Food and Beverage Management	1	17%
Total.	6	100%

#### **4.2.5. Level at which entrepreneurship skills training and education should be introduced in the course**

33% of the respondents suggested that it be taught in the first year of the course, three (50%) chose the second year and one (17%) preferred it be done at all levels. The result is illustrated in Table 4.6. The majority of the lecturers in the department chose the second year of the course as the appropriate time to teach entrepreneurship in the Food and Beverage Management programme in the Eastern Cape Technikon.

**Table 4.6. Course level for introduction of entrepreneurship**

<b>Level</b>	<b>Number of Lecturers</b>	<b>Percentage</b>
Level one	2	33%
Level two	3	50%
Level three	0	0
All levels	1	17%
Total	6	100%

The views presented suggested that at the first year level the students will be introduced to basic business skills immediately they start the course. Level two is preferred because students can start developing business plans for their own enterprises and at this level they are mature and as such can understand, develop and implement plans. Opportunities can be exploited while on training.

#### **4.2.6. Impact of entrepreneurship training and education on the future of Food and Beverage Management graduates**

The lecturers' views were that because of a lack of entrepreneurship skills education and training, students develop a stereotypical view and see themselves as employees rather than employers. They do not secure jobs, remain unemployed and sometimes are exploited by established entrepreneurs by being given jobs and remunerated below market related salary scales. These lecturers further articulate that training changes this mindset. It is thus envisaged that entrepreneurship skills education and training could have a positive impact on the future of the Food and Beverage Management graduates, in preparing them to run their own business.

#### **4.2.7. Entrepreneurs: born or trained?**

In answering this question, four lecturers (67%) believed that entrepreneurs are trained and two (33%), that entrepreneurial skills are something a person is born with. The positive response suggested that a fair number of lecturers understand the notion of training entrepreneurs. It is envisaged that they support integration of entrepreneurship education and training in the Food and Beverage Management programme.

#### **4.2.8. Entrepreneurship and small business**

The question asked was if all small business managers are entrepreneurs and vice versa. All lecturers commented that not all small business managers are necessarily entrepreneurs. Entrepreneurship is a skill acquired through training. Students need to be taught innovative and creative ways of running a business.

#### **4.2.9. Characteristics of entrepreneurs and rating thereof**

Respondents were required to rate some of the characteristics of entrepreneurs in terms of whether they were, important, not important or not necessary. The aim was to examine if they, as trainers in the Department, believed that there are personality traits associated with entrepreneurship that need to be developed when training students. The characteristics chosen were optimism and self-confidence, integrity, ethics and reliability, strong sense of responsibility, creativity and innovativeness, calculated risk taking, ability to handle ambiguity, persistent problem solving and pressure handling. All lectures (100%) rated all the personality traits listed as important. It was observed that as much as some of the lecturers indicated that entrepreneurs are not born, they do have recognisable personality traits.

#### **4.2.10. Myths associated with entrepreneurship**

The response to this question reflected different views. Three (50%) lecturers agreed that there are myths associated with entrepreneurship but all of them did not mention the myths as was requested, two (33%) said there were no myths and one (17.0%) was not sure. The response indicated the need to integrate entrepreneurship education and training in the programme. This, it is envisaged will help in addressing uncertainties related to entrepreneurship and its viability as a tool for success.

#### **4.2.11. Reasons to encourage students and graduates to be in business**

Four lectures (67%) indicated that entrepreneurship training and education will help in improving the economy of the country, two (33%) articulated that training will alleviate the problem of unemployment, thus reduce the high rate of poverty. It was also indicated that entrepreneurship is an investment for the future of the student, it develops leadership skills, young entrepreneurs are the ones who must take the country forward, there are great opportunities and challenges out there that need to be exploited by young entrepreneurs, the course is business oriented, it promotes immediate business

ownership, training boosts self esteem, promotes independence and it enables one to earn an income.

### **4.3. RESPONSE FROM THE STUDENTS OF FOOD AND BEVERAGE DEPARTMENT**

#### **4.3.1. Profile of the students**

The Department had, at the time of the study, one hundred and forty students but the researcher could manage to reach eighty-three, that is fifty one doing first year and thirty two doing second year in Food and Beverage Management. This constitutes 59% of the registered students.

**Table 4.7. Profile of the students**

<b>Course</b>	<b>Level</b>	<b>Number of Students</b>	<b>Percentage</b>
Food and Beverage Management	1	51	61%
Food Service Management	2	32	39%
Total		83	100%

#### **4.3.2. Number of students in the department and the number participated in the study**

There were more students in the Food and Beverage Management programme than the Food Service Management, 61% and 39% respectively. Food and Beverage Management is more commercial oriented than Food Service Management, which Science inclined. The study sought to gauge the students' understanding of the subject based on the programmes they are doing in the department. There was no significant difference.

**Table 4.8. Number of students in the department**

<b>Course</b>	<b>Level of Offering</b>	<b>Site</b>	<b>Total Students</b>	<b>Total Participated</b>
Food and Beverage Management	One	Butterworth & Umtata	100	51
Food Service Management	Two	Butterworth	40	32
Total			140	83

#### **4.3.3. Gender**

The study sought to get views such as similarities and differences that could be associated with the respondents' understanding of the concept entrepreneurship. There were more females than males in the department but there was no exclusive response that could be related to gender differences as far as the subject entrepreneurship was concerned.

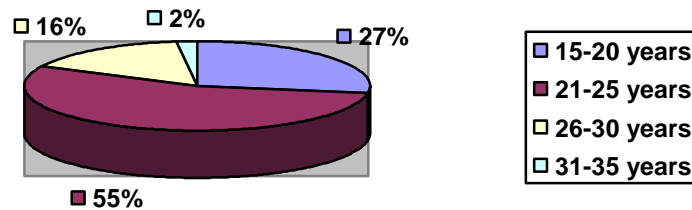
#### **4.3.4. Age of respondents**

The age of the respondents who participated in the study is illustrated in Figure 4.1 and Figure 4.2. In the literature review information was cited on young entrepreneurs in the age twenties. The question was asked to relate the age of the enrolled students in the department to what is stated in literature in order to emphasise the need for entrepreneurship in Food and Beverage Management. The majority of the respondents (55%) were between 21 and 25 years. It was indicated in the study that the workplace is changing fast. The traditional avenues of employment are gradually closing down and self-employment looks an increasingly interesting option for the under 25s. The researcher believes that at the above-mentioned age the students acquire skills, ideas and knowledge that can be utilized effectively in the business world. A young person

can bring a range of ideas and thoughts to the business world and see opportunities, chances and niche markets that older people do not see. All this can be done while one has a very good knowledge of it. Young people know more about modern technology than older business people.

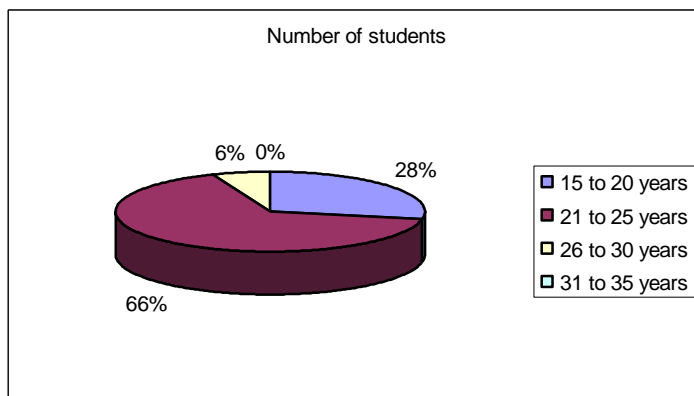
**FIGURE 4.1. Age of respondents**

### Food and Beverage Management 1



**Figure 4.2. Age of respondents**

### Food and Beverage Management 2



#### **4.4. ANALYSIS OF THE STUDENTS' VIEWS ON THE INTEGRATION OF THE SUBJECT ENTREPRENEURSHIP**

The discussions to this part of the study will examine the views of the students jointly. However, there will be mention of individual courses and levels where necessary.

##### **4.4.1. Knowledge of the term entrepreneurship**

The vast majority of students, namely 94%, indicated they had some knowledge of the term entrepreneurship and the remaining 6% indicated that they had heard of the term for the first time in the questionnaire.

##### **4.4.2. Meaning of entrepreneurship**

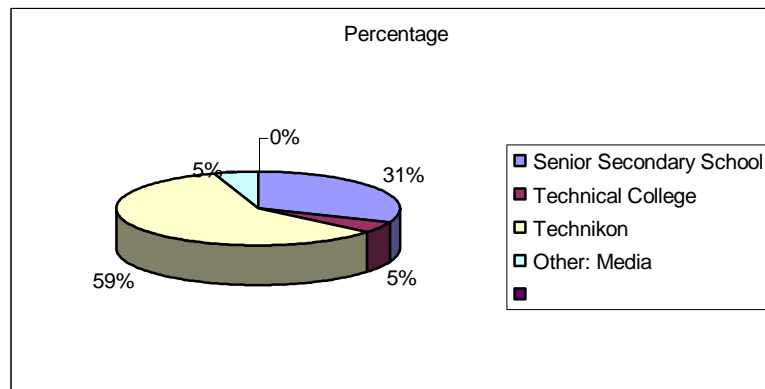
The respondents cited a number of meanings of the term entrepreneurship. The following were indicated: “starting a business in order to survive”; “someone who runs a business and gets profit”; “a leader in business; need to be creative, have managerial skills and motivated; going to business individually and selling own things, someone with business skills and knowledge, someone with vision and will to work, a creative manager who has been born and taught leadership skills, an independent person who starts a business based on creativity, training and motivation and someone who establishes a small business and risks capital.”

##### **4.4.3. Where the students heard about entrepreneurship**

Figure 4.3 reflects that the students' response on where they heard of the term entrepreneurship. It is interesting that thirty one percent of the students got to know about the subject at senior secondary school. Fifty nine percent heard about it at the Technikon, five percent at technical colleges and five percent via the media.



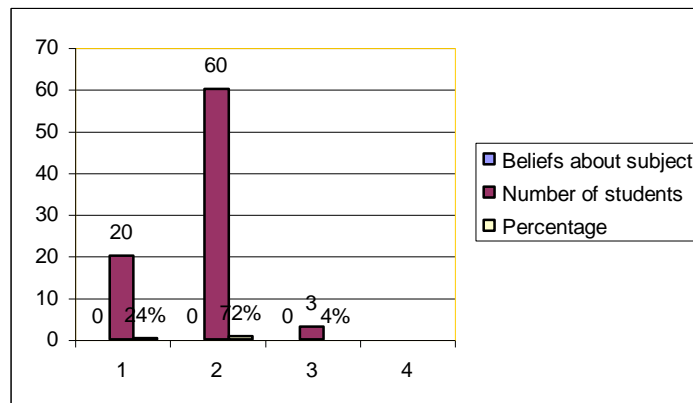
**Figure 4.3. Sources of information on entrepreneurship**



It was observed that when the students register in the Department they have little or no knowledge of the concept. The Department is presently not offering the subject. It can thus be assumed that the students, when they leave the Technikon, will have no education and training on the subject. They will lack the drive to be entrepreneurs as they have no insight into the subject and will always wait for employment. It is, therefore, important for the Department, to consider, in one way or the other, integration of entrepreneurship education and training in the Food and Beverage Management.

#### **4.4.4. Beliefs about entrepreneurship**

A large number, 72%, believed that entrepreneurs are trained, not born. Based on the large percentage of people who believed entrepreneurs are trained, it can be concluded that there is a great need for integration of entrepreneurship training and education in the academic programme Food and Beverage Management in the Eastern Cape Technikon. Figure 4.4. shows the response.

**Figure 4.4. Beliefs about entrepreneurship**

#### 4.4.5. The entrepreneur's freedom to go routes and avenues

The question was asked to determine whether there were respondents who had knowledge of the subject and an insight into what it entailed. In response to this question 73% agreed that entrepreneurs have the freedom to explore routes and avenues when working as employees, and 27% disagreed with this statement. However, judging from the responses, there was some misunderstanding of the question. Those who agreed stated that entrepreneurs can negotiate with the employer to sell something in the establishment in which they are working; employees can learn skills and apply them to their own business; employees can get transferred to other countries marketing independently.

#### 4.4.6. Perceptions of entrepreneurship

The question was asked to examine the perception of the respondents about the term entrepreneurship. 60% associated entrepreneurship with small business ownership, 37% related the subject to creativity and 3% did not have any knowledge. This is reflected in table 4.15.

**Table 4.15. Perceptions of entrepreneurship**

<b>Perceptions</b>	<b>Number of students</b>	<b>Percentage</b>
Small business	50	60%
Creativity	31	37%
Do not know	2	3%
Total	83	100

#### **4.4.7. Opinions on integration of entrepreneurship into the Food and Beverage Management academic programme**

Table 4.16. indicates the response of students to the question that sought answers on the need to integrate entrepreneurship education and training in the academic programme, Food and Beverage Management programme in the Eastern Cape Technikon.

**Table 4.16. The need to integrate entrepreneurship**

<b>Response</b>	<b>Number of students</b>	<b>Percentage</b>
Yes	75	90%
No	8	10%
Total	83	100%

The respondents who disagreed on the need to integrate the subject indicated that the programme is relevant to the needs of the hospitality industry in its current format. Those who agreed on the need to integrate the concept supported their statement as follows:

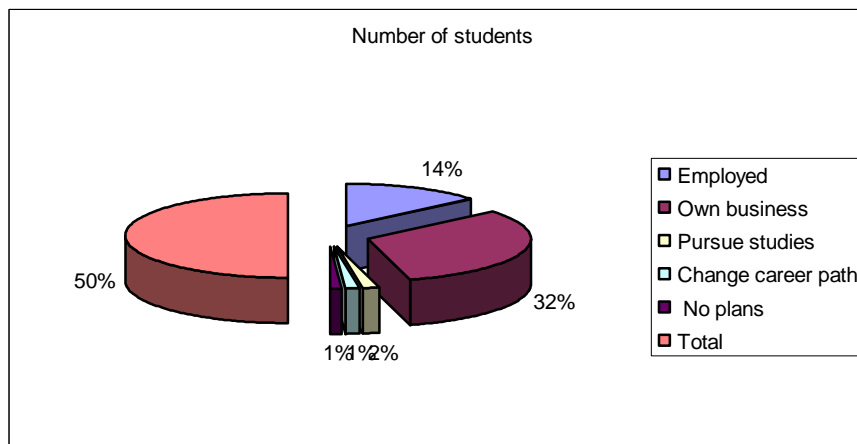
- ❑ a large number of graduates from the Department are unemployed

- ❑ had graduates received entrepreneurship education and training, they would engage themselves in business
- ❑ the course consists of managerial studies that provide business skills
- ❑ everybody wants to be independent and own business for survival
- ❑ successful people are in business
- ❑ pupils in high schools will know about the subject and join the Department
- ❑ students will acquire business skills
- ❑ train and employ people and thus create opportunities for the community
- ❑ to make students creative, independent and develop their leadership skills
- ❑ to produce independent graduates
- ❑ the current syllabus does not explain entrepreneurship as an option to employment.

#### 4.4.8. Career intentions of the students

The future plans that were put forward by the students as their response to the question was that 50% of them wanted to start their own small business. Franchising was mentioned as another business option. 14% intend to look for jobs in the formal sector, 32% had no plans, 2% to pursue studies, 1% to change career path and 1% not sure. Figure 4.5. illustrates all the career intentions of the students..

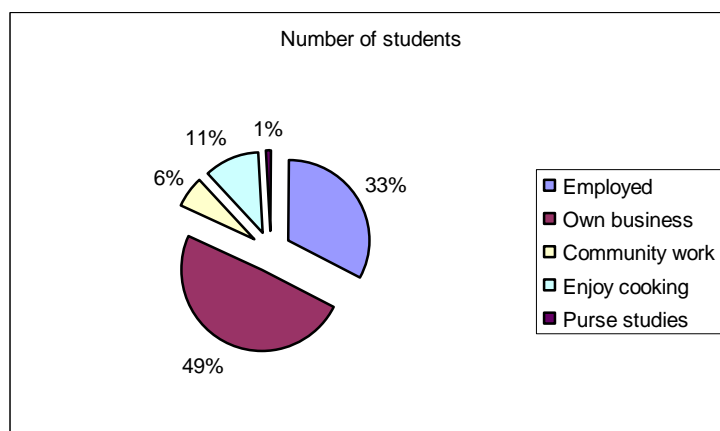
**Figure.4.5. Career intentions of the students**



#### 4.4.9. Reasons for choice of Food and Beverage Management as a career

The question sought to understand the reasons respondents had for choosing of Food and Beverage Management as their careers. Respondents cited a number of reasons that included desire to own business, interest in the commercial industry, contribution to the community outreach programmes and a passion for cookery. The reasons for their choice are reflected in Figure 4.6.

**FIGURE 4.6. Reasons for choice of career**



#### 4.4.10. Anticipated problems when respondents leave the Technikon

Respondents cited a number of problems they anticipate when they leave the Technikon. The main problem cited was unemployment, which, in some cases, leads to alcohol or drug abuse, pregnancy, and crime. Some graduates struggle to find jobs while others find jobs but do not upgrade their qualification and thus find it difficult to succeed in the corporate world. They encounter discrimination by older employees and problems in accessing funds to start their own business. They also feel that some organizations require longer periods of job experience, which they do not have. They lack business knowledge and skills and find it difficult to start their own business, the students lack management and leadership skills and thus they are exploited by their employers and paid meagre salaries.

## **4.5. CONCLUSION**

This chapter has presented data collected from the respondents, namely, lecturers and students on integration of entrepreneurship education and training in the Food and Beverage Management programme at the Eastern Cape Technikon. The majority of respondents agreed that there is a need to introduce entrepreneurship as a credit bearing subject. There was support for inclusion of the entrepreneurship education and training in the second year of the programme. The majority believed that entrepreneurs are trained and not born. Lecturers believed that training changes the mindset of most students. Most students indicated their intention to start business when they leave the Technikon. Entrepreneurship training can help in alleviating poverty in the region and the Eastern Cape Province as a whole. The graduates ought to create more jobs and thus contribute towards improving the state of the economy. It has emerged from the study that not all students want to be employed. They need to be prepared to start their businesses after completion of the course. Industry offers great opportunities. Training will, therefore, encourage students to identify these opportunities.

The next chapter will present a summary of findings that have emerged and make recommendations on integration of entrepreneurial skills education and training in the Food and Beverage Management programme in the Eastern Cape Technikon. The researcher takes due recognition of the fact that what she has been dealing with in the analysis are not necessarily facts but perceptions of the respondents.

## **CHAPTER 5      CONCLUSIONS AND RECOMMENDATIONS**

### **INTRODUCTION**

This chapter presents a summary of the research findings and also presents conclusions and recommendations in the light of the findings. The contents of the chapter are presented under two sections: a summary of the research findings, and recommendations for integrating entrepreneurial skills education and training in the Food and Beverage Management programme in the Eastern Cape Technikon.

### **5.1. SUMMARY OF RESEARCH FINDINGS**

This study sought to examine lecturer and student perceptions on integrating entrepreneurial skills education and training in the Food and Beverage Management programme in the Eastern Cape Technikon, and on the basis of the findings, to make recommendations on how this can be effected. The findings have been categorized into two groups, namely those that emanate from the literature review and those that arise out of the empirical study.

#### **5.1.1. Literature review**

The review of literature brought out the following important points about entrepreneurship: -

##### **5.1.1.1. Entrepreneurship education and training is very urgent.**

Education and training is very urgent. The turbulent environment of the 1990s dictates that for survival companies need to be entrepreneurial. The economic and social challenges influence national and sectoral policies as well as strategies in the medium and long term. South Africa has a free market system. There is freedom, opportunities and an abundance of resources for starting business and accumulate wealth and prosperity.

#### 5.1.1.2. Shortage of entrepreneurs in South Africa

Despite the opportunities for business, South Africa has very few people with entrepreneurial skills. Such skills are acquired through learning. The shortage of entrepreneurs is ascribed to a lack of education and training. Entrepreneurship education and training will change this situation.

#### 5.1.1.3. Training and development of entrepreneurs.

The recession of the early 1990s has ingrained itself into a working psyche of the country, and has fundamentally changed attitudes to work. Workers have to become more self - reliant. The school and college leavers will be asking themselves how they will be able to start their own business, finance and marketing matters. Entrepreneurship education and training is a fast growing area in colleges and universities that will bring solutions to the problem. This calls for formulating, implementing and continually adapting training programmes and strategies. The best approach would be the establishment of a sound system by which behavior can be changed. This can be achieved through relevant training programmes, including entrepreneurship.

#### 5.1.1.4. The need for entrepreneurs in the hospitality industry.

Hospitality industry has grown so large that, it is complex, demanding, and highly professional. It calls for skills of market analysts and financial planners. The industry relies on thousands of skilled people to deliver services that are required by the sophisticated clientele. It is evident that entrepreneurial skills are in great demand in the hospitality industry, entrepreneurship education and training needs to be integrated in the Food and Beverage Management programme in the Eastern Cape Technikon.



#### 5.1.1.5. The benefits of entrepreneurship education.

Teaching entrepreneurship benefits the learner who is ready to start a business or the one who is ready to be enterprising in a corporate environment. It is, therefore, important that institutions of higher learning instill the culture of entrepreneurship among students at an early age. Entrepreneurship education and training can then develop and nurture an entrepreneurial culture in South Africa that will benefit the country in all sectors from an individual to government and private structures. Primary and high schools, as feeder institutions, need to be included to ensure synergy in the process.

#### **5.1.2. EMPIRICAL STUDY**

The following is a summary of the findings of the empirical study:-

##### 5.1.2.1. Necessity to integrate entrepreneurial skills education and training in the Food and Beverage Management programme.

There is a need to integrate entrepreneurial skills education and training in the course. The students need to be equipped with survival skills so that they do not remain unemployed. The students need to be trained to be employers rather than employees. The programme need to be designed such that it assists the students to develop qualities that will help them to enjoy their lives as resourceful, confident, well balanced individuals, able to participate meaningfully and creatively in the society. They need to develop creative thinking and problem-solving skill. They need an independent attitude and an innovative spirit. They will then be able to cope with business management challenges in the work situation.

5.1.2.2. The role of entrepreneurship training and education in preparing the students for future business

Entrepreneurship education and training prepares students to start their own business after completion of the course. Training will encourage students to identify opportunities. The graduates will then help improve the economy and create more jobs. This will help in combating poverty, alleviating unemployment and crime which is becoming a problem in South Africa, particularly in the Eastern Cape region.

5.1.2.3. Impact of entrepreneurship education and training on the future of Food and Beverage graduates.

The lecturers articulated that through lack of entrepreneurship skills education and training, students develop a stereotypical view and see themselves as employees rather than employers. When they leave the Technikon some do not find jobs, resort to alcohol and drug abuse, pregnancy and others resort to crime. They get exploited by established entrepreneurs by being given jobs and remunerated below market related salary scales. They encounter discrimination by older employees. If they receive entrepreneurship training and education, the graduates are prepared to run their own business. They have to be assisted academically to change the mindset of being employees, who depend on the employer for their success, but rather to be entrepreneurs.

## **5.2. RECOMMENDATIONS**

On the strength of the research findings and the literature reviewed in this study this section will present recommendations for integration of entrepreneurial skills education and training in the Food and Beverage Management programme in the Eastern Cape Technikon.

The following are the researcher's recommendations of the study:

- ❑ The Food and Beverage Department needs to apply for the subject entrepreneurship to be part of the curriculum. Entrepreneurship needs to be introduced as a credit bearing subject in the Food and Beverage Management programme in the Eastern Cape Technikon in order to combat the problem of unemployment of graduates. Also, there is a shortage of entrepreneurs in South Africa and the Eastern Cape region especially in the hospitality industry.
- ❑ The subject entrepreneurship needs to be introduced in the second level of the programme. It has been argued that the students at this level are mature. They have studied basic management skills in the first level of the Food and Beverage Management. The students enrolled in this programme are in their late teens and early twenties. They can still turn to starting their own business. They can thus keep their fate in their hands. Entrepreneurship is accepted as one of the instruments able to generate prosperity in a rapidly changing environment. It leads to job creation. Entrepreneurs are defined as engines that drive the production process.
- ❑ To consult Heads of Departments to consult those Technikons that offer Food and Beverage Management and solicit their views on integrating entrepreneurship in the programme. This will ensure that the subject is portable; students who want to move to other institutions can still learn entrepreneurship.
- ❑ To consult the Durban Institute of Technology where there are four Departments that offer the subject and get advice on the process of integrating entrepreneurship in an academic programme. The department will be advised on the relevant number of credits and modes of assessment.

- ❑ The ten staff members from the Eastern Cape Technikon who participated in the Tabeisa M Tech programme, need to introduce the subject entrepreneurship in all the programmes that are offered at the Eastern Cape Technikon. They need to assist in formulating, developing, implementing and continually adapting training programmes and strategies in the Eastern Cape Technikon.
- ❑ The head of the department who was one of these staff members in the M Tech programme, needs to facilitate the process of integrating entrepreneurship training and education in the programme Food and Beverage Management. This then demands liaison among the Eastern Cape Technikon, Food and Beverage Management department, the convener Technikon and other bodies responsible for recirculation in tertiary institutions.

### **5.3. CONCLUSION**

The study has revealed that there are deficiencies in South Africa's education system that constitutes a major threat for the future growth and development. The country's economic challenges will come from a competitive global economy requiring a world-class workforce. The education system seems unable to meet the requirements that the employers require from their employees especially in the hospitality industry. Education also seems to trail behind the technological developments experienced by industry. Educational institutions need to be aware of the macro environment in order to stay in touch with the real world that we are training students for. It is generally believed that, in South Africa today, the widening gap between the increasing population growth and a diminishing economic growth can be successfully addressed by an entrepreneurial-driven economy. Entrepreneurship is a new concept that has come along with transformation of the South African society in the 1980s.

At the same time, in South Africa, a free market exists. It is the economic system in which material and financial wealth can develop. The individual, therefore, has the freedom to start a business and can within certain limits provide the product and service required by the consumer. At the same time, there is a shortage of entrepreneurs which adds to the country's poor economic performance. Availability of entrepreneurs is an important factor which determines the economic development of a country. It is the view of the researcher, therefore, that there is a need to consider integration of entrepreneurial skills training in the Food and Beverage Management programme. The students enrolled in the department are from disadvantaged backgrounds. It came out from the study that they are not aware of the concept, most of them still believe that after completion of their studies, they have to seek employment rather than look for business ventures for themselves. The structure of the subjects offered in the department ought to be needs oriented.

In line with the principle of transformation and in conjunction with the mission statement of the Eastern Cape Technikon, the Food and Beverage Management Department needs to align the course with the community, new trends, development and challenges in the education sector and government as well as the Hospitality and Tourism Industry, more especially those challenges that are facing the region in which the institution is situated. Integrating entrepreneurship education and training in Food and Beverage Management will enrich the business-oriented programme. The department will then be able to produce graduates who will be assets on joining the hospitality industry in many ways, even if they run their own business. Graduates should be fully armed to face the needs of the industry.

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## APPENDIX I

### RESEARCH QUESTIONNAIRE ON INTEGRATING ENTREPRENEURIAL SKILLS EDUCATION AND TRAINING IN FOOD AND BEVERAGE MANAGEMENT DEPARTMENT.

(For lecturers)

Please complete the following questionnaire.

#### KINDLY NOTE THE FOLLOWING BEFORE ANSWERING THE QUESTIONS.

It is not necessary to place your name or signature on the questionnaire. The response given will be treated as confidential. In reporting the results, only statistical summaries of responses will be cited.

Use pencil to mark your answers on the questionnaire.

(a) Tick the appropriate box as requested.

For an example:

Please indicate your occupation

Lecturer [ ]

Nurse [ ]

(b) Please give answers in writing where required.



For an example:

Give other reasons:

.....

.....

.....

.....

.....

.....

3. Attempt to answer every question. In cases where some alternatives do not correspond exactly to your situation or to your point of view, mark the one that comes closest to your view.

**THANK YOU VERY MUCH FOR YOUR COOPERATION AND ASSISTANCE IN THIS RESEARCH PROJECT.**

## **SECTION A**

**THIS SECTION ASKS FOR PERSONAL PARTICULARS.**

### **[ PERSONAL PROFILE : QUALIFICATIONS AND EXPERIENCE ]**

#### **LECTURERS**

Please supply the following information.

1. Name of department:

2. Which of the following positions do you occupy?

- |                    |                          |
|--------------------|--------------------------|
| Head of Department | <input type="checkbox"/> |
| Senior lecturer    | <input type="checkbox"/> |
| Lecturer           | <input type="checkbox"/> |
| Technician         | <input type="checkbox"/> |

3. What is your sex?

- |         |                          |
|---------|--------------------------|
| Male?   | <input type="checkbox"/> |
| Female? | <input type="checkbox"/> |

4. For how many years have you been in the position you indicated above?

- |                  |                          |
|------------------|--------------------------|
| Less than 1 year | <input type="checkbox"/> |
| 1-5 years        | <input type="checkbox"/> |
| 6-10 years       | <input type="checkbox"/> |

5. How many years have you been in the Eastern Cape Technikon/Food and Beverage Management Department?

Less than 1 year [ ]

1-5 years [ ]

6-10 years [ ]

6. To which age do you belong?

Less than 20 years [ ]

20-30 years [ ]

31-40 years [ ]

41-50 years [ ]

Above 50 years [ ]

7. Which of the following professional qualifications do you hold? A qualification in:-

National Diploma [ ]

Bachelor of Technology degree [ ]

Master of Technology degree [ ]

Other – Specify

8. Which of the following professional qualifications do you hold?

Food Service Management [ ]

Hotel Management [ ]

Catering Management [ ]

Home Economics/ Consumer Sciences [ ]

Human Ecology [ ]

Dietetics [ ]

Other – Specify

[ ]

9. What subject/s do you offer?

Mention the subjects.

10. Did you get specialized training in all the subjects you offer?

Yes [ ]

No [ ]

Mention the subjects.

11. Did your own training include entrepreneurship?

Yes [ ]

No [ ]

**SECTION B.**

**THIS SECTION SEEKS YOUR VIEWS ON THE SUBJECT OF INTEGRATING ENTREPRENEURIAL SKILLS EDUCATION AND TRAINING IN FOOD AND BEVERAGE MANAGEMENT ACADEMIC PROGRAMME**

1. Do you think the existing programme Food and Beverage Management prepares the trainees / students enough to cope with the demands of the Hospitality Industry?

Yes [ ]

No [ ]

2. Give reasons to support your answer on 1 above.

3. Is integration of entrepreneurial skills education and training with the Food and Beverage Management academic programme necessary?

Yes [ ]

No [ ]

4. Give reasons in support of your answer to 3 above.

5. Do you think entrepreneurship education and training will play an important role in preparing the students adequately for the future in business and the Hospitality industry in general?

Yes [ ]

No [ ]

6. Give reasons in support of your statement to 5 above.

7. How do you think entrepreneurship education and training can be integrated in the Food and Beverage Management academic programme?

It must be part of the Food and Beverage Management subject. Yes / No

It must be on its own as a credit bearing subject. Yes / No

I am not sure. Yes / No

8. At which level of the programme do you think the integration of entrepreneurial skills education and training would be appropriate?

Level I

Level II

Level III

All levels

9. Why do you choose the level you have given as an answer to 8 above?

10. Do you view entrepreneurial skills education and education and training or lack of it as having an impact on the future of Food and Beverage Management graduates from the Eastern Cape Technikon?

Yes [ ]

No [ ]

11. Give reasons in support of your answer in 10 above.

12. Do you think entrepreneurs are born or trained?

Born

Trained

Not sure

13. Do you agree that not all small business managers are entrepreneurs and not all entrepreneurs are small business managers?

Agree

Disagree

Not sure

14. Rate the following characteristics of an entrepreneur according to the ways you view them [important, not important, not necessary]

- ☐ Optimism and self confidence.
- ☐ Integrity, ethics and reliability.
- ☐ Strong sense of responsibility.
- ☐ Creativity and Innovativeness.
- ☐ Calculated risk taking.
- ☐ Confidence and ability to handle ambiguity.
- ☐ Persistent problem solving and pressure handling.

15. Do you believe there are myths that are associated with entrepreneurship that can retard the progress of young entrepreneurs?

Yes [ ]

No [ ]

16. Mention any myths that you know as far as entrepreneurship is concerned?

17. There are specific reasons why young people like our students and graduates should be encouraged to be in business.

Yes [ ]

No [ ]

Give the reasons in support of your answer in 16 above

**THANK YOU VERY MUCH FOR YOUR COOPERATION AND ASSISTANCE IN THIS RESEARCH.**



## APPENDIX 2

### THIS SECTION ASKS FOR YOUR PERSONAL PARTICULARS.

#### PERSONAL PROFILE: QUALIFICATIONS AND EXPERIENCE.

#### STUDENTS

Please supply the following information.

1. Which of the following levels are you in ?

- |         |                          |
|---------|--------------------------|
| Level 1 | <input type="checkbox"/> |
| Level 2 | <input type="checkbox"/> |
| Level 3 | <input type="checkbox"/> |

2. What is your sex ?

- |        |                          |
|--------|--------------------------|
| Male   | <input type="checkbox"/> |
| Female | <input type="checkbox"/> |

3. At which age group are you ?

- |                |                          |
|----------------|--------------------------|
| 15 to 20 years | <input type="checkbox"/> |
| 21 to 25 years | <input type="checkbox"/> |
| 26 to 30 years | <input type="checkbox"/> |
| 31 to 35 years | <input type="checkbox"/> |
| 35 to 40 years | <input type="checkbox"/> |

4. Which area in the Province do you come from ?

- |       |                          |
|-------|--------------------------|
| Urban | <input type="checkbox"/> |
| Rural | <input type="checkbox"/> |

5. Which course are you doing in the Department ?

Food and Beverage Management [ ]

Food and Service Management [ ]

**THIS SECTION SEEKS YOUR VIEWS ON THE NEED TO INTEGRATE ENTREPRENEURSHIP EDUCATION AND TRAINING IN THE FOOD AND BEVERAGE MANAGEMENT ACDEMIC PROGRAMME.**

**STUDENTS.**

1. Do you know what entrepreneurship means?

Yes [ ]

No [ ]

Support the statement by explaining the meaning of entrepreneurship in your own words.

2. Where did you first gain knowledge about the concept entrepreneurship?

Senior Secondary School [ ]

Technical College [ ]

Technikon [ ]

Other (Specify) [ ]

3. What is your personal belief about entrepreneurship?

Entrepreneurs are born [ ]

Entrepreneurs can be trained [ ]

Entrepreneurship comes as luck [ ]

4. An entrepreneur has the freedom to go routes and avenues that are closed when working as an employee.

Agree [ ]

Disagree [ ]

5. Support your statement you have given in 4 above.

6. What do you associate entrepreneurship with?

Small business [ ]

Prosperity [ ]

Creativity [ ]

Do not know [ ]

7. Do you think entrepreneurship needs to be integrated in the academic programme Food and Beverage Management?

Yes [ ]

No [ ]

8. Is entrepreneurship included in the level of the course you are doing?

Yes [ ]

No [ ]

9. Do you think it must be included in the curriculum of the academic programme Food and Beverage Management?

Yes [ ]

No [ ]

10. Give reasons in support of your answer given in 9 above.

11. What are your future plans?

12. Why did you choose this career line?.

13. Problems students / graduates encounter when they leave the Technikon?

[For questions 11,12, and 13, use the blank paper provided if the space given is not enough.]

### **APPENDIX 3**

Food and Beverage Management Department  
Eastern Cape Technikon  
P/B X3182  
BUTTERWORTH

09 September 2002

Dear Sir / Madam

Kindly complete the attached questionnaire and send it to me at the above address after completion.

I am undertaking a research study of integrating entrepreneurial skills education and training with Food and Beverage Management as a Technikon academic programme in partial fulfillment of the requirements for the degree Master of Technology Entrepreneurship that I am doing with the University of Coventry, United Kingdom and the Durban Institute of Technology through the Tabeisa programme.

The study serves three purposes first: to investigate the role the integration of skills education and training will play in preparing the students in the Food and Beverage Management Department for their future in business and the Hospitality Industry in general, second: to investigate the views of the lecturers and students on entrepreneurship as a tool for empowering, third: to investigate the potential impact that the integration of entrepreneurial skills education and training or the lack of it can have on the future of the graduates of the Food and Beverage Management graduates of the Eastern Cape Technikon.

I hope that the study will make a contribution first: assess the existing programme to determine whether there is a need to integrate entrepreneurial skills education and training in the Food and Beverage Management academic programme, second: to identify the problems relating to the integration of the entrepreneurial skills concept or the lack thereof, third: to add to the existing knowledge about the entrepreneurial skills education and training and to enhance the skills of the graduates of the Food and Beverage Management.

When I have completed the study, I shall make a copy of it available to the Faculty of the Applied Technology and Education.

Yours faithfully

Nombasa K. Matoti

## **APPENDIX 4**

Food and Beverage Management Department  
Eastern Cape Technikon  
BUTTERWORTH

03 September 2002

The Dean  
Faculty of Applied Technology  
Eastern Cape Technikon  
BUTTERWORTH

Sir

### **APPLICATION FOR PERMISSION TO DO RESEARCH IN THE FACULTY OF APPLIED TECHNOLOGY: FOOD AND BEVERAGE MANAGEMENT DEPARTMENT.**

I would appreciate your considering my application for permission to do research in the Food and Beverage Management Department in your Faculty.

I am doing a research study in integration of entrepreneurship education and training in the Technikon programme, Food and Beverage Management, a case study.

This is in partial fulfillment of the requirements for the degree of Master of Technology (Mtech) Entrepreneurship which I am doing with the University of Coventry, United Kingdom through the Tabeisa programme in the Eastern Cape Technikon.

The study serves three purposes, first: to investigate the role the integration of skills education and training will play in preparing the trainees in the Food and Beverage Management Department for their future, in business and the Hospitality; second: to investigate the views of trainers / lecturers and trainees students on entrepreneurship as a tool for empowering; third: to investigate the potential impact that the integration of



entrepreneurial skills education and training or the lack of it can have on the future of the Food and Beverage Management graduates of the Eastern Cape Technikon.

I hope that the study will make a contribution to, (i) assess the existing programme to determine whether there is a need to integrate integration skill education and training in the Food Beverage Management academic programme (ii) identify the problems relating to the integration of the entrepreneurial skills concept or the lack thereof (iii) to add to the existing knowledge about the entrepreneurial skills education and training and to enhance the skills of the graduates of the Food and Beverage Management Department.

When I have completed the study, I shall make a copy of it available to the Faculty.

Yours faithfully.

N. K MATOTI

**APPENDIX 5**

Food and Beverage Management Department  
Eastern Cape Technikon  
**BUTTERWORTH**

03 September 2003

The Dean  
Faculty of Applied Technology and Education  
Eastern Cape Technikon  
**BUTTERWORTH**

Sir

**APPLICATION FOR PERMISSION TO DO RESEARCH IN THE FACULTY OF  
APPLIED TECHNOLOGY AND EDUCATION: FOOD AND BEVERAGE  
MANAGEMENT DEPARTMENT.**

I would appreciate your considering my application for permission to do research in the Food and Beverage Management Department in your Faculty. I am doing research on integrating entrepreneurial skills training and education Food and Beverage Management, a case study.

This study is in partial fulfillment of the requirements for the degree of Master of Technology (Mtech) Entrepreneurship, which I am doing through the Tabeisa programme.

The study serves three purposes: first, to investigate the role the integration of entrepreneurial skills education and training will play in preparing students for their future in business and the hospitality industry; second, to investigate views of lecturers

and students on entrepreneurship as a tool for empowering, third, to investigate the potential impact that the integration of entrepreneurial skills education and training or the lack of it can have on the future of the Food and Beverage Management graduates of the Eastern Cape Technikon.

I hope that the study will make contribution to: -

- ❑ assess the existing programme to determine whether there is a need to integrate entrepreneurial skills education and training in the Food and Beverage Management programme
- ❑ identify the problems relating to the integration of the entrepreneurial skills concept or the lack thereof and
- ❑ to add to the existing knowledge about the entrepreneurial skills education and training and to enhance the skills of the graduates of the Food and Beverage Management Department.

When I have completed the study, I shall make a copy available to the Faculty.

Yours faithfully

N. K. MATOTI (MISS)