

THE ROLE OF EXPERIENCE IN THE DEVELOPMENT OF BAR MANAGERS' SOCIAL COMPETENCIES

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Abstract

This research study analysed the role that experience played in the development of bar managers' social competencies. Given the social nature of the bar environment, social competencies were perceived to be essential managerial competencies that enable bar managers to manage employees and consumers to ensure that employee and consumer satisfaction is maintained. The literature reviewed discussed the importance of managerial competencies and the composition of social competencies. Experience was conceptualized to develop an understanding of the informal learning method through which competency development occurs. Data was captured through face-to-face interviews, which were based on the Critical Incident Technique (CIT). The data was analysed using the open coding procedures of grounded theory. This research study proposed a process to explain how experience contributed to the development of social competencies. The proposed process, which is called the Social Competency Cache Development Process (SCCD Process), ultimately indicated that experience contributed to bar managers' social competencies through a reflection process, the residues of experience, and through the familiarity of situations and results. This research study found that experience contributed to the development of bar managers' social competencies within a process that established an awareness of unfamiliar social competencies or reinforced the effects of familiar effective social competencies. Experience was also found to promote the transition between novel situations and familiar situations, which in turn enabled bar managers to effectively assess social situations and select effective responses to social situations. Consequently, experience improved the probability of bar managers implementing effective social competencies to ensure employee and consumer satisfaction. In essence, experience shaped bar managers' accumulation of social competencies by promoting the addition of new social competencies or the reinforcement of existing social competencies.

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Chapter 1: Introduction

1.1 Introduction and Rationale of the Research Study

The South African travel industry is composed of the South African hospitality and tourism industries (George, 2001:17). These service-oriented industries contribute towards the service sector of the South African economy and overlap in their service offerings (George, 2001:17).

The hospitality industry is primarily concerned with “providing food, drink, and accommodation, but also promotes a warm and friendly experience that benefits consumers” (George, 2001:18). The tourism industry, on the other hand, focuses on the term “tourism”, which, according to George (2001:17), refers to the “activity that occurs when tourists travel”. The tourism industry is described as being “serviced by a number of industries”, including the hospitality industry (George, 2001:17). This implies that tourists should also be included within the consumer segment of the hospitality industry. However, George (2001:19) points out that the definition of the hospitality industry provided above, implies that “not all consumers are tourists” and as such provides a basis on which the hospitality and tourism industries may be differentiated.

Given this differentiation, the focus of this research study is on the hospitality industry, with specific reference to the bar and pub sectors of this industry. According to George (2001:18), ensuring that a service culture is developed within the hospitality industry is paramount. Lewis and Chambers (2000:25), who note that “hospitality is first and always a service industry”, support the notion of a service culture within the hospitality industry. A service culture is defined as a system of values and beliefs that emphasize the concept of providing consumers with quality service (Kotler, Bowen and Makens,

2003:882). A service culture “focuses on serving and satisfying the customer” (Kotler, *et al.*, 2003:41).

As previously mentioned, this research study is centred on the hospitality industry with a specific focus on the bar and pub sector of the hospitality industry. According to the Restaurant Association of South Africa (2007:2), a pub is an organisation that sells alcohol and light meals or snacks. The Tobacco Products Control Act 83 of 1993 (Tshabalala-Msimang, 2000: Government Gazette Number 21610), which is the legislation controlling the smoking of tobacco products in public areas, defines bars and pubs as “a public place where the primary business of the place is to sell alcoholic beverages to the general public, for consumption on the premises”. These definitions suggest that bars and pubs are primarily involved in the sale of alcoholic beverages to the general public for consumption on the premises. Hence, these definitions exclude occasions or events such as social parties, where there is no commercial trade involved. Additionally, these definitions explicitly mention the location of consumption of alcoholic beverages at the premises of sale and consequently exclude liquor stores, which provide alcoholic beverages for consumption on alternative premises. These definitions also mention the primary focus of bars and pubs as the sale of alcoholic beverages. In turn, these definitions suggest that those organisations providing alcoholic beverages as a secondary or supplementary service offering should be omitted when referring to bars and pubs.

Based on the definitions of bars and pubs presented above, it is evident that both the terms “bar” and “pub” seem to primarily focus on the selling of alcoholic beverages to the public for consumption at the premises of sale. Hence, for the purpose of this research study, the terms “bar” and “pub” are seen to relate to hospitality organisations, which are primarily concerned with the sale of alcoholic beverages for consumption on the premises of sale. Given

its fluidity and dominance within the South African context, the term “bar” will be used to indicate either a bar or a pub within the context of this research study.

The literature pertaining to the South African bar sector seems to be relatively limited. Therefore, it is suggested that the general characteristics of the South African bar sector be inferred from the United Kingdom (UK) bar sector. The UK bar sector is consumer-driven, in that consumer tastes influence bar offerings (Pratten, 2003:257). This is evident in the range of different types of bars, including theme bars, sporting bars, family bars, smoke free bars, and beer bars (Pratten, 2003:257). Although South Africa may not possess the exact same type of bars, it is suggested that the South African bar sector is also influenced by consumer tastes and is therefore dynamic in terms of adapting service offerings to match consumer demands.

Fridjon (2004:9) provides an overview of the nature of the South African liquor industry in the Research Report on the Liquor Industry and indicates that there are “5000 restaurant” liquor licenses and “25 000 - 30 000 other” liquor licenses registered in South Africa. The “25 000 - 30 000 other” liquor licenses relates to registered bars (Fridjon, 2004:9). Fridjon (2004:9) also estimates that there are “between 20 000 – 200 000 illegal outlets” including shebeens. According to Magoda (2007), there are 1536 registered bars in the Eastern Cape, of which 24 are located in the Grahamstown region (Njovane, 2007).

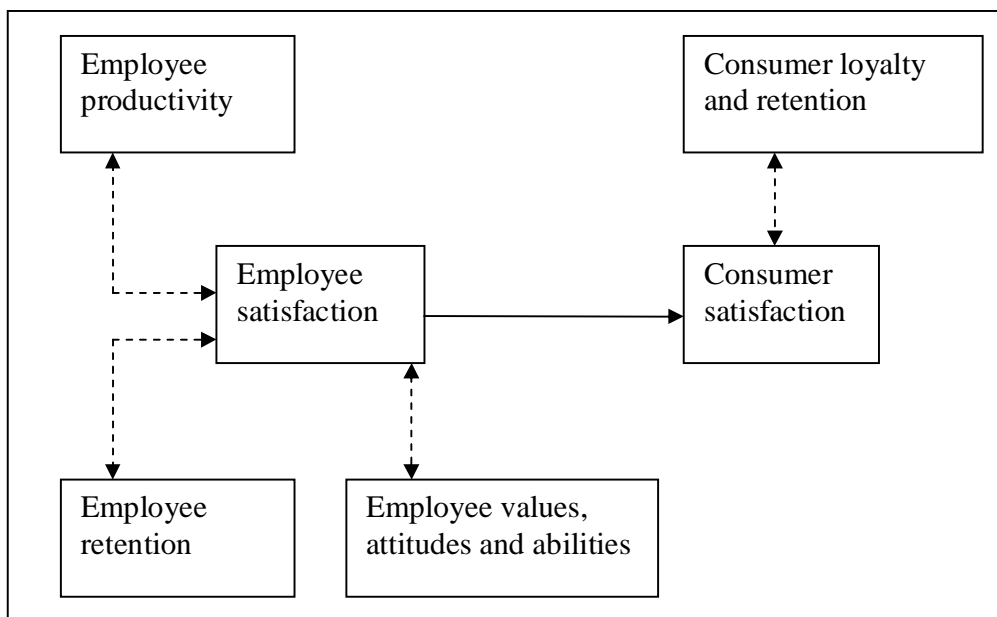
The South African bar sector seems to be facing certain challenges, such as a decline in revenue and legislative changes. These challenges will be briefly discussed. Firstly, the South African bar sector seems to be experiencing a decline in revenue. Statistics South Africa (2006b:5) indicates in the Food and Beverages September 2006 Report that income from catering services, which includes bars, has declined from 5, 2 million Rand in September 2005 to 1, 8

million Rand in September 2006. Furthermore, according to Statistics South Africa (2006a:12.4), the income recorded from restaurant and bar sales decreased from 229, 3 million Rand in September 2004 to 224, 2 million Rand in June 2006. It is important to note that these figures are limited as they only include registered organisations and, therefore, may not be accurately indicative of the total fluctuation in revenue experienced by the South African bar sector.

Secondly, the South African bar sector has experienced legislative change. This may be seen in the drafting of anti-smoking legislation (Tshabalala-Msimang, 2000: Government Gazette Number 21610). According to Reddy (2006:10), bars face fines up to R20 000 for failing to comply with the Tobacco Products Control Act 83 of 1993. Further legislative changes in the South African bar sector may be seen in the attempt of the Nelson Mandela Municipality to curb drinking hours (Matavire and Capazorio, 2005:1). The Nelson Mandela Municipality has looked to employ set times for the sale of alcohol. Accordingly, bars are permitted to carry out their business from “10 am to 2” am every day of the week (Matavire and Capazorio, 2005:1). Given the legislation enforced by government authorities, it is suggested that bar managers need to assume the role of maintaining consumer satisfaction by managing their interaction with consumers. This implies that bar managers are in direct contact with their consumers. Additionally, bar managers will need to manage their interaction with employees to ensure that employee efforts are in line with the required legislation. Consequently, it is suggested that bar managers must interact with both employees and consumers in order to manage the environmental challenges evident in the bar context and to contribute towards employee and consumer satisfaction. Hence, within the context of this research study, managements’ attempts to satisfy employees and consumers are suggested to be imperative to the establishment of a service culture.

The service profit chain, which is presented in Figure 1.1, suggests that consumer satisfaction and employee satisfaction are related (Heskett, Jones, Loveman, Sasser and Schlesinger, 1994: 164). Consumer satisfaction entails meeting the needs of targeted consumers to promote consumer retention, and is evident in consumer loyalty (Heskett, *et al.*, 1994:166). Consumer loyalty is seen as a “direct result of customer satisfaction” (Heskett, *et al.*, 1994:165). Consumer satisfaction is “largely influenced by the value of services provided to customers” (Heskett, *et al.*, 1994:165). “Value is created by satisfied, loyal and productive employees” (Heskett, *et al.*, 1994:165). Hence, in order to satisfy consumers, bar managers must be concerned with satisfying employees as well.

Figure 1.1: The Service Profit Chain



(Adapted from Heskett, *et al.*, 1994:166)

Employee satisfaction, which appears to contribute to consumer satisfaction, is evident in employee retention and employee productivity (Heskett, *et al.*, 1994:166). Employee satisfaction seems to be linked to the values and attitudes

that employees have towards their jobs and their ability to “achieve results for customers” (Heskett, *et al.*, 1994:168). Thus, satisfied employees appear to be a prominent aspect of consumer satisfaction.

In essence, the service profit chain proposes that employee satisfaction drives or contributes towards consumer satisfaction (Heskett, *et al.*, 1994:164). Hence, in order to maintain a service culture, which contributes towards consumer satisfaction (Kotler, *et al.*, 2003:41), bar managers would need to ensure employee satisfaction as well. This notion is based on the premise that satisfied employees contribute towards consumer satisfaction (Heskett, *et al.*, 1994:164). Managers would therefore need to manage both employees and consumers to ensure that both parties are satisfied.

Management’s attempt to manage both employees and consumers in order to develop a service culture and thereby simultaneously promote employee and consumer satisfaction highlights the significance of managerial performance. Effective or superior performance by managers is perceived to be related to the possession and utilization of competencies (Burgoyne, 1989 in Moore, Cheng and Dainty, 2002:314; Murray, 2003:306; Stuart and Lindsay, 1997:28). Competencies represent a “combination of observable and applied knowledge, skills and behaviours that create a competitive advantage for an organization” (Jauhari, 2006:123). The concept of competencies will be further conceptualized in chapter two of this research study.

Against this backdrop, it is important to recognize that the service orientation within the hospitality industry is underpinned by service encounters (Chapman and Lovell, 2006:79). Service encounters within the hospitality industry are perceived to be “social in nature, because the personal mode of delivery is intertwined with the provision of the tangible thing that initiated the encounter” (Chapman and Lovell, 2006:79). Within the bar context, the tangible product in

question relates to the alcoholic beverages that consumers desire. Service encounters appear to be based on the direct communication and interaction between consumers and employees. Hence, this direct interaction provides the basis for viewing service encounters within the bar context as social in nature. Kay and Russette (2000:53) highlight the effect of the social nature of the hospitality industry by indicating that social competencies are essential managerial competencies required in the hospitality industry. Social competencies may be defined as the “ability to work with people” (Smit and de J Cronjé, 2002:17), including communication skills, social awareness, conflict resolution and motivating people (Cherniss and Goleman, 2001:31). Tas (1988, in Jauhari, 2006:126) supports this notion by indicating that “sensitivity to guest issues, developing positive customer relations and striving to achieve a positive working relationship”, are among the critical managerial competencies essential in the hospitality industry. This implies that a manager’s duty, in terms of social interactions with employees and consumers, is critical within the hospitality industry.

Given the premises that the hospitality industry is established on the grounds of social interaction (King, 1995 in Brotherton, 1999:168), it is argued that hospitality managers require social competencies. The importance of social competencies within the South African hospitality industry, and therefore the South African bar sector, heightens the need to ensure the development of social competencies.

Competencies are perceived to be developed by both formal and informal learning methods (Svensson, Ellström and Åberg, 2004:480). Formal and informal learning methods are “to some extent interrelated” (Cheetham and Chivers, 2001:249). Formal learning methods include professional development programmes and educational programmes, while informal learning methods

include the experiences that individuals utilize to develop competencies (Cheetham and Chivers, 2001:249).

This research study focuses on the informal learning method through which experiences are used to develop social competencies. Kor (2003:707) suggests that managerial experience may shape managerial knowledge and confidence. Kor (2003:709) also points out that managerial experience “contributes to managerial competence”. This suggests that there is a link between experience and managerial competencies. However, the researcher suggests that experience, when viewed from a developmental sense, should not be limited to managerial experience. It is suggested that experiences throughout one’s life may contribute towards the development of social competencies.

1.2 Purpose of the Research Study

The primary aim of this research study is to analyse the role that experience plays in developing bar managers’ social competencies, which in turn enable the effective management of employees and consumers to ensure employee and consumer satisfaction. This aim may be subdivided into the following objectives. Firstly, to identify examples of critical incidents that facilitate the effective management of employees and consumers. Secondly, to analyse these critical incidents to identify their underlying social competencies. Thirdly, to analyse the role of experience in the development of the underlying social competencies.

1.3 Importance of the Research Study

Research has been conducted into the formal learning methods of competency development within the hotel sector of the hospitality industry (Brophy and Kiely, 2002; Chapman and Lovell, 2006; Garavan, 1997; Jauhari, 2006). Cheetham and Chivers (2001) and Paloniemi (2006) conducted research into

the informal learning methods of competency development. Cheetham and Chivers (2001) conducted research into the informal learning methods that professionals use to learn while Paloniemi (2006) examined the conceptions of experience, workplace learning and competence. In terms of learning from experiences, Mumford (1995:12) conducted research into the approaches that senior executives use to learn from experience.

Despite previous research into the informal methods of learning, there appears to be a lack of research in terms of the informal learning methods of competency development within the hospitality industry.

This research study therefore firstly contributes towards the body of knowledge related to informal learning methods. This will be achieved by investigating how experience, as an informal learning method, may be used to develop bar managers' social competencies. The researcher developed the Social Competency Cache Development Process (SCCD Process) to demonstrate the manner in which experience contributes towards the development of bar managers' social competencies. The researcher therefore proposes the SCCD Process as a process that illustrates the manner in which experience develops social competencies.

Furthermore, this research study may add to the hospitality and human resource management body of knowledge by contributing to the limited literature pertaining to bars in the South African context. More specifically, this research study may yield an improved understanding of the role that experience plays in the development of social competencies within bars.

In order to establish and discuss the role that experience plays in developing bar managers' social competencies, this research study employs a qualitative research methodology. The research paradigm followed in this research study is

anti-positivist or phenomenological in nature (Collis and Hussey, 2003:47). Semi-structured interviews were conducted with six bar managers based on structured questions. The Critical Incident Technique (CIT) was used to frame the interviews. Data was analysed using the open coding procedures of grounded theory (Chell, 2004:49).

1.4 Outline of Chapters

Chapter one presented the introduction and rationale of this research study. It was noted that the hospitality industry focuses on developing a service culture, which emphasizes the need to ensure consumer satisfaction. This research study is concerned with the bar and pub sector of the hospitality industry. Hence, this chapter presented a working definition of bars and pubs as hospitality organisations which are first and foremost concerned with the sale of alcoholic beverages for consumption at the premises of sale. The characteristics of the South African bar sector were presented to provide an overview of the bar sector. Thereafter, this chapter drew upon the service profit chain to indicate that employee and consumer satisfaction are related. It is argued that the maintenance of a service culture, which emphasizes consumer satisfaction, requires employee satisfaction as well. Thus, managerial performance entails ensuring both employee and consumer satisfaction. Managerial performance is perceived to be linked to the possession and utilization of competencies. Based on the premise that the hospitality industry is social in nature, it is argued that bar managers require social competencies. This chapter indicated that the focus of this research study is on the informal method of learning. Additionally, this chapter proposed that experience, as an informal learning method, plays a role in the development of the social competencies required by bar managers.

Chapter two develops an understanding of what a competency is. In Chapter two, the concept of managerial competencies and the perceived link between

managerial competencies and performance is outlined. Social competencies and competency development are also discussed within the second chapter of this research study.

In Chapter three, the focus is on how experience contributes to the development of social competencies. Kolb's Learning Cycle (Kolb, Boyatzis and Mainemelis, 2001:228), behavioural theory (Skinner, 1938, in Tennant, 1997:95) and the Conscious Competence Learning Matrix (Thomson and Von Solms, 2006:12) are used to demonstrate how experience contributes to competency development.

Chapter four presents the research methodology that was employed within this research study, including the data collection and data analysis techniques utilized and the ethical considerations that were noted.

Chapter five illustrates the SCCD Process to present the research results. The SCCD Process describes the manner in which the bar managers utilized their social competencies and the manner in which experience contributed to the development of their social competencies.

The results of the research study are discussed in Chapter six, while Chapter seven concludes this research study by highlighting the key findings, implications, and limitations of this research study.

Chapter 2: Managerial Competencies

2.1 Overview

The primary aim of this research study is to analyse the role that experience plays in developing bar managers' social competencies, which in turn enable the effective management of employees and consumers to ensure employee and consumer satisfaction. In order to accomplish this aim, an understanding of competencies needs to be established. This chapter firstly explores the concepts of competence, competency and competencies to provide a working definition of competencies. Thereafter, managerial competencies are defined to emphasize the range of competencies required by managers. Based on the notion that competencies are related to enhanced performance, an exploration of the link between managerial competencies and performance is provided. Managerial performance within the hospitality industry is perceived to be related to the use of social competencies. Social competencies represent a major theme of this research study and are therefore explored. Lastly, this chapter examines the development of social competencies.

2.2 Competence, Competency and Competencies

The purpose of this section is to develop an understanding of what competencies are. Hence, this section discusses the concepts of competence, competency, competencies, individual competencies and organisational competencies to achieve its purpose.

The managerial literature displays a range of definitions regarding the composition of competence, competency and competencies. For example, Woodruffe (1991, in Cheng, Dainty and Moore, 2003:527) indicates that "competence" refers to the area of work in which an individual is perceived to

be competent, while “competency” suggests an ability to perform a task. This definition proposes that competence refers to an area of work whereas competency refers to the ability associated with performance. Burgoyne (1989, in Moore, *et al.*, 2002:314) defines competence as the “ability and willingness to perform a task”. This definition notes that an individual must possess certain abilities and the willingness to perform a task. However, this definition does not consider the outcome of employing such abilities. Boytazis (1982, in Moore, *et al.*, 2002:314) on the other hand, suggests that competence refers to “an underlying characteristic of a person which results in effective and/or superior performance in a job”. This definition explicitly indicates that the outcome of competence is effective performance.

Spencer and Spencer (1993, in Abraham, Karns, Shaw and Mena, 2001:843) define a competency as an “underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation”. Meyer (1996:34) defines competency as the “integration of knowledge, skill and value orientation, demonstrated to a defined standard in a specific context”. Moore, *et al.* (2002:316) states that an individual’s competency “becomes a combination of relevant attributes that underlie aspects of successful professional performance”.

Hence, the term “competence” seems to be associated with a specific context or area of work. Furthermore, “competency” appears to relate to the attributes and characteristics displayed by an individual to achieve effective performance in relation to a defined standard. Thus, an individual demonstrating behaviour to support the relevant area of work, in which they are seen to be competent in, would be “exhibiting competency” (Moore, *et al.*, 2002:316).

The plural of competency according to Abraham, *et al.* (2001:843), is competencies, which refers to “a panoply of the characteristics, behaviors and

traits necessary for successful job performance”. Competencies may be defined as “the skills, knowledge, behaviours, and attitudes required to perform a role effectively” (Brophy and Kiely, 2002:167). A competency “therefore describes a feature of a person’s ability to perform their job effectively” (Brophy and Kiely, 2002:167). An individual’s competencies therefore represent those “behaviours that contribute towards achieving” effective individual performance (Brophy and Kiely, 2002:167).

Based on the previous discussion, “competence” appears to relate to an area of work in which individuals are perceived to be competent. Additionally, the terms “competency” and “competencies” seem to refer to the characteristics required to perform a task in an adequate, effective or superior manner. This suggests that the notions of “competence”, “competency” and “competencies”, are related to the ability of effective performance. Furthermore, the terms “competency” and “competencies” seem to encompass many elements such as individual skills, knowledge, values and attitudes. Consequently, the researcher proposes that “competencies”, for the purpose of this research study, are defined as the skills, knowledge and values required by individuals to perform effectively.

Skills are defined as task-related behaviours that may be “acquired through learning and improved with practice” (Dale, 1998:4). Katz (1955:34) describes the outcome of a skill as the manifestation of performance. Hence, a skill relates to the behaviours of “doing” (Meyer, 1996:35) or performing a task, which may be learned or developed. Knowledge is defined as the “information, theory, arguments or concepts” that individuals internalize to facilitate understanding (Meyer, 1996:35). Lastly, values represent the “basic belief about a condition that has a considerable importance and meaning to individuals” (Hellriegel, Jackson and Slocum, 1999:615).

These elements appear to contribute towards an individual's ability and willingness to perform a task effectively and consequently to the level of performance. It appears that an individual's skills and knowledge would relate to the ability to effectively perform a task, whereas an individual's values may relate to the willingness to perform the task. Additionally, values are perceived to relate to the outlook or attitude that individuals attach to performing a task.

The management literature seems to differentiate competencies based on either an organisational perspective or individual perspective. Hagan (1996:150) and Prahalad and Hamel (1990:83) discuss organisational competencies whereas Abraham, *et al.* (2001:842), Jauhari (2006:131) and Ruth (2006:208) analyse individual competencies. Organisational competencies are defined as the "processes, systems, and practices", such as training methods and technical processes, that contribute towards an organisation's competitive advantage (Murray, 2003:306). Organisational competencies are perceived to represent the collective competencies found within the organisation's human resources (Murray, 2003:305), including the "knowledge, skills, and capabilities embedded in the organization's structure, technology, processes, and interpersonal relationships" (Lado and Wilson, 1994:702). Hence, organisational competencies refer to a holistic, resource-based perspective of competencies in which the organisation is conceptualized "as a collection of competencies" (Garavan and McGuire, 2001:148).

Individual competencies include managerial competencies, and "comprise of personal attributes, skills, and behaviours to perform a function or task of a job in a designated but superior way" (Murray, 2003:306). Based on the definition of competencies presented earlier in the chapter, and as mentioned previously, for the purpose of this research study, individual competencies represent the skills, knowledge and values required by an individual to perform effectively.

Organisational competencies and individual competencies appear to be related (Murray, 2003:306). This relation is thought to facilitate the transformation of individual competencies throughout the organisation to ensure that a competitive advantage is realised (Murray, 2003:306). Learning routines, including “training methods, performance appraisal reviews, motivation techniques, change programs, technical process” and learning subsystems (Murray, 2003:306) facilitate the transformation of individual competencies to organisational competencies by enabling “a better capacity to collect and disseminate knowledge” (Murray, 2003:306). Organisations appear to be utilizing learning subsystems “as the basis for establishing desired behaviour” and thereby achieving the intended transformation (Dibella, Nevis and Gould, 1996, in Murray, 2003:307). For example, a management subsystem may be utilized to display the “set of skills managers are expected to develop” (Dibella, *et al.*, 1996, in Murray, 2003:307). It appears that the developed managerial skills are then used to leverage employee competencies and thereby enhance organisational competencies. Consequently, individual competencies appear to contribute towards organisational competencies. Individual competencies, in essence the skills, knowledge and values that facilitate effective individual performance, are seen to collectively culminate in the organisation’s ability to achieve competitive advantage, which in turn represents the strength of the organisation’s competencies.

Managers undertake their jobs with certain individual competencies (Mintzberg, 1994:12). These competencies are therefore termed managerial competencies. According to the definition of competencies stated earlier, which indicates that competencies are the skills, knowledge and values required by an individual to perform effectively, it is suggested that managerial competencies represent the skills, knowledge, and values required by managers. These competencies are then seen to relate to a manager’s ability to effectively

perform his/her managerial duties. Managerial competencies will now be discussed.

2.3 Managerial Competencies

This section discusses managerial competencies by highlighting the various competencies required by managers. Katz (1955:34) is a seminal author on the topic of managerial skills who states that managers require three types of skills to be effective. More specifically, effective managers possess technical skills, human skills and conceptual skills (Katz, 1955:34). These managerial skills are graphically presented in Figure 2.1. Katz (1955:37) notes that for the purpose of analysis, the abovementioned skills may be viewed separately. However, “in practice, these skills are so closely related that it is difficult to determine where one ends and another begins” (Katz, 1955:37). This suggests that each skill may be independently analysed but consideration must be given to the practical relation between each skill.

Figure 2.1: Managerial skills required at various managerial levels

Top Management	Middle Management	Lower Management
Conceptual Skills	Conceptual Skills	Conceptual Skills
	Interpersonal Skills	Interpersonal Skills
Interpersonal Skills		Technical Skills
Technical Skills	Technical Skills	

(Adapted from Smit and de J Cronjé, 2002:17)

Technical skills entail the use of specialized knowledge, tools and techniques to accomplish a job (Katz, 1986:198). Technical skills lead to the attainment of a goal using knowledge of a particular discipline (Smit and de J Cronjé, 2002:17). Human skills are concerned with a manager's ability to work with people and within a team context (Katz, 1955:34). According to Smit and de J Cronjé (2002:17), human skills refer to a manager's "ability to work with people", including communication skills, understanding people's behaviour, conflict resolution and motivating people. Conceptual skills involve a manager's ability to perceive the organisation as a whole, and consequently recognize the functioning and relationships between the various organisational components (Katz, 1955:35).

May (1999:336) suggests that management competencies are often technical or behavioural. Technical managerial competencies may be industry specific or occupation specific. An industry specific competency that is of a technical nature may reside in "knowledge of the regulatory requirements of many manufacturing and financial services industries" (May, 1999:336). On the other hand, human resource managers may exhibit occupation specific competencies in the form of their "awareness of grievance procedures" (May, 1999:336). May (1999:336) also points out that certain technical competencies, such as knowledge of the relevant management structure and organisational structure, are common to all managers. The technical competencies proposed by May (1999:336) appears to share a resemblance with the technical skills described by Katz (1986:198) and Smit and de J Cronjé (2002:17).

Behavioural competencies are classified as specific or common. Managers, regardless of their industry, are expected to show common competencies such as "self-confidence and communication skills" (May, 1999:336). Additionally, May (1999:336) highlights specific behavioural competencies that managers may require and which are to some degree dependent on their position and

industry. These include “negotiation skills, leadership and creative thinking” (May, 1999:336).

The previous section highlighted the competencies required by managers. In terms of the managerial competencies relevant to this research study, it is suggested that managers require the human skills or social competencies to effectively work with people. The terms “social competencies” and “interpersonal competencies” are often used interchangeably and as such are thought to relate to the same grouping of skills or competencies. This is evident in the similarity of views regarding a manager’s ability to work with people. For instance, the behavioural competencies suggested by May (1999:336) appear to be similar to the interpersonal skills mentioned by Katz (1955:35) and Smit and de J Cronjé (2002:17) and to the interpersonal competencies noted by Price (1997:348). Given the social nature of the hospitality industry, these social or interpersonal competencies appear to be relevant to enable bar managers to perform effectively.

Katz (1955:37) suggests that although managers require the abovementioned skills, the importance of these skills may vary according to managerial level. This is illustrated within Figure 2.1, which indicates that technical skills are the most important for lower level managers, while conceptual skills are considered relatively more important at the higher levels of management. Additionally, Figure 2.1 illustrates that human or interpersonal skills are “most important at lower levels of management, where the number of direct contacts between administrators and subordinates is greatest” (Katz, 1955:37). Katz (1955:37) indicates that as one moves from the lower levels of management to the higher levels, technical and interpersonal skills become less important.

Interpersonal skills hold a key standing within this research study and as indicated by Figure 2.1, are required at all levels of management. Katz

(1986:198) supports this idea by noting that human skills are essential to managerial effectiveness at every level. Additionally, it is important to note that interpersonal skills coexist with conceptual and technical skills.

Based on the direct interaction that bar managers undertake in their attempts to ensure employee and consumer satisfaction, it is suggested that bar managers may attach more importance to the effectiveness of their human or interpersonal skills as opposed to their technical and conceptual skills.

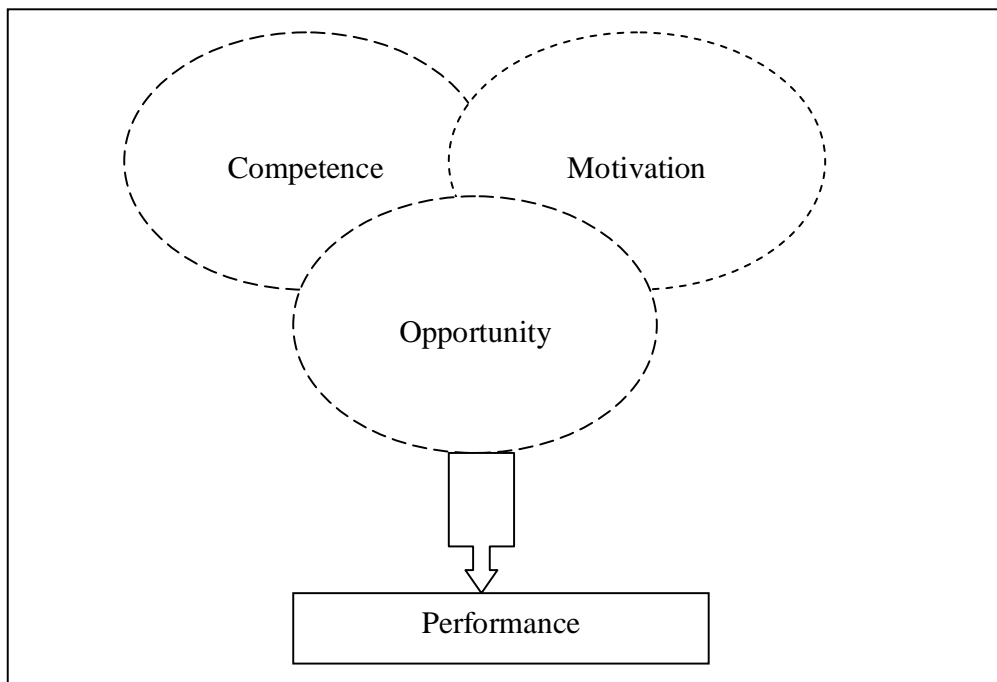
Hellriegel, *et al.* (1999:5) suggest that a manager's competencies are an important element in their ability to achieve individual effectiveness. Thus, the researcher argues that the concept of managerial competencies represents the individual perspective of competencies in terms of the combination of elements, including the skills, knowledge, and values that culminate towards a manager's potential for superior performance.

Based on the notion that managerial competencies are related to effective or superior performance (Burgoyne, 1989, in Moore, *et al.*, 2002:314; Murray, 2003:306; Stuart and Lindsay, 1997:28), it is therefore evident that there is a link between managerial competencies and effective individual performance.

2.4 Managerial Competencies and Performance Link

This section discusses the link between managerial competencies and performance by means of two performance models. Meyer (1996:36) proposes a model of performance to illustrate the relation between competencies and performance. Figure 2.2 depicts this performance model and in particular stresses that "a competent individual will not perform to standard if he or she is not motivated and will be unable to perform if the opportunity to perform is frustrated" (Meyer, 1996:37).

Figure 2.2: Model of Performance



(Adapted from Meyer, 1996:37)

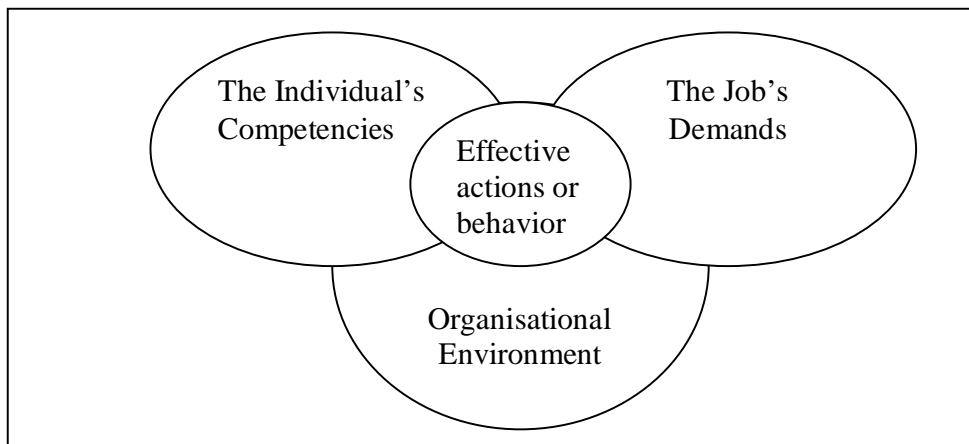
As per the performance model presented in Figure 2.2, competencies exist within a larger framework and require a “fit” between the “competence”, “motivation”, and “opportunity” elements (Meyer, 1996:37). Additionally, managerial competencies alone are insufficient for managerial performance to occur and ultimately require managers to be motivated and possess the opportunity to perform. This in turn suggests that managerial competencies and managerial performance are two separate notions that may be linked. It appears that the alignment of managerial competencies, motivation and the opportunity to perform may lead to managerial performance.

A second performance model, which is proposed by Boyatzis (1982, in Spangenberg, 1990:2), will now be discussed. Boyatzis (1982, in Spangenberg, 1990:2) describes his competency model by firstly outlining a model of effective job performance. The idea behind this particular sequence lies in the

contribution that individual competencies have on effective performance (Spangenberg, 1990:3).

The model, which is depicted in Figure 2.3, “suggests that effective action, and therefore performance, will occur when all three components of the model correspond with each other” (Spangenberg, 1990:3). This in turn reinforces the rationale behind the performance model suggested by Meyer (1996:37), and strengthens the idea that an individual’s competencies, and consequently managerial competencies, exist within a broader system. This system, which requires a “fit” between the elements, is thought to promote effective managerial performance. Consequently, this supports the idea that managerial competencies and managerial performance are separate but related entities.

Figure 2.3: A Model for effective job performance



(Adapted from Boyatzis, 1982, in Spangenberg, 1990:2)

Figure 2.3 indicates that effective performance is made up of three elements. Firstly, “the job’s demand” element refers to “what a person in the job is expected to do” and relates to assigned tasks and duties (Boyatzis, 1982, in Spangenberg, 1990:3). Secondly, the “organisational environment” element “reveals how a person is expected to respond to the job demands” (Boyatzis, 1982, in Spangenberg, 1990:3). Thirdly, “the individual’s competencies”

element entails “what a person is capable of doing” (Boyatzis, 1982, in Spangenberg, 1990:3).

Certain elements in Figure 2.2 and Figure 2.3 appear to share a resemblance. For instance, the “job’s demand” element within Figure 2.3 relates to the “opportunity” element depicted within Figure 2.2, as both elements indicate an opportunity to perform job-related tasks. The “individual competencies” element in Figure 2.3 relates to the “competence” element found within Figure 2.2, as these elements relate to the individual competencies associated with performance of job-related tasks.

It was previously noted that effective managerial performance requires an alignment between the manager’s individual competencies, their managerial duties or tasks, and the environment in which they perform. In terms of the context of this research study, it is suggested that managerial performance is represented through bar managers’ efforts to ensure employee and consumer satisfaction. This would relate to the “opportunity” element of Figure 2.2 and the “job’s demand” element of Figure 2.3. The “organisational environment” element of Figure 2.3 relates to the social nature and service orientation within hospitality organisations. Lastly, the “competencies” element of Figure 2.2 and the “individual competencies” element of Figure 2.3 appear to represent the managerial competencies possessed by bar managers that enable the effective management of employees and consumers. Hence, it appears that hospitality managers will need to ensure alignment between their managerial competencies, their duties as a manager, and the environment in which they operate. In other words, managers must possess the opportunity to perform, the motivation to perform, and the competence to perform. Successful attainment of such alignment may represent a managerial competency in its own right. However, in terms of the focus of this research study, it is proposed that this

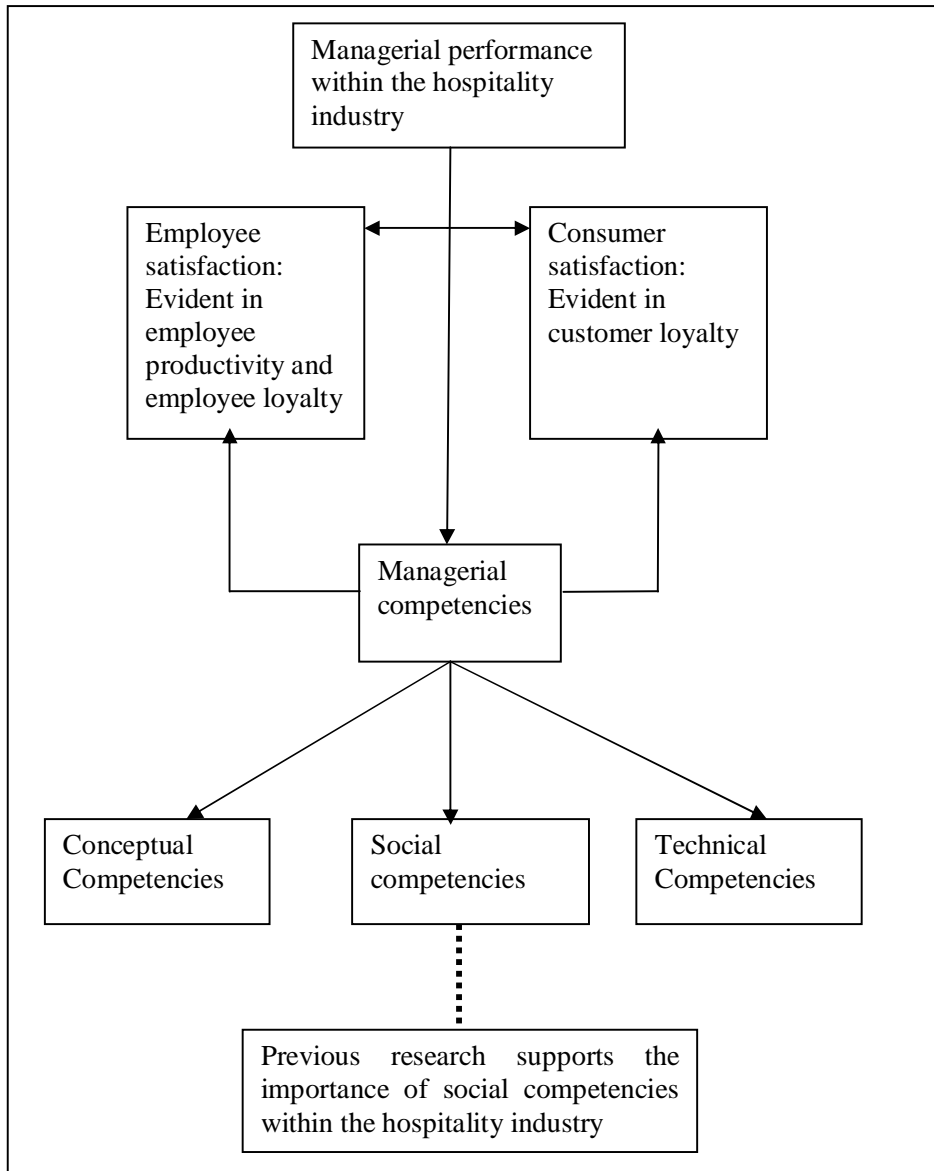
alignment facilitates effective managerial performance evident in employee and consumer satisfaction.

Given the previous discussion, it is suggested that a manager's competencies are linked with his/her individual's skills, knowledge and values that facilitate effective managerial performance. Additionally, the job itself and the environment in which managers are expected to perform also seem to influence the level of managerial performance or effectiveness. Thus, successful alignment between a manager's competencies, the job as a manager, and the work environment is seen to contribute towards the managerial competencies required to perform effectively.

Managerial performance within the hospitality industry is perceived to be associated with ensuring employee and consumer satisfaction to maintain a service culture (Jauhari, 2006:124). Brophy and Kiely (2002:169) concur with the notion that managerial performance within the hospitality industry entails ensuring employee and consumer satisfaction by noting "customer care" and "managing staff" as key areas for middle and general hospitality managers. This suggests that the level of employee and consumer satisfaction is related to hospitality managers' effective performance.

Given the social nature of the hospitality industry and the importance of managerial performance, evident in employee and consumer satisfaction, the researcher argues that managers within the hospitality industry require social competencies. This argument is strengthened by the previous research by Brophy and Kiely (2002:171), Kay and Russette (2000:53), Lockwood and Jones (1989, in Jauhari, 2006:125) and Tas (1988, in Jauhari, 2006:126), which view social competencies as essential managerial competencies required in the hospitality industry. This is graphically illustrated in the Figure 2.4.

Figure 2.4: The link between managerial performance and social competencies within the hospitality industry



(Adapted from Jauhari, 2006:125)

Figure 2.4 suggests that managerial performance within the hospitality industry entails ensuring employee and consumer satisfaction. In order to ensure employee and consumer satisfaction, managers require managerial competencies. The relative importance of social competencies within the

hospitality industry is supported by previous research (Brophy and Kiely, 2002:171; Kay and Russette, 2000:53; Lockwood and Jones, 1989, in Jauhari, 2006:125; Tas, 1988, in Jauhari, 2006:126).

Social competencies represent the ability to effectively work with others, including “knowing and managing emotions in others” (Cherniss and Goleman, 2001:29). Lockwood and Jones (1989, in Jauhari, 2006:125) view managing employee performance and customer demand as key result areas for managers within the hospitality industry. Further research by Kay and Russette (2000:53) indicates that social or interpersonal skills are essential within the hospitality industry. Brophy and Kiely (2002:171) investigated the skills required by middle managers in the Irish hotel industry, and found “interaction with customers” and managing staff were among the key result areas which middle managers considered most important. In order to satisfy these key result areas, managers require social competencies (Brophy and Kiely, 2002:172). Additionally, Tas (1988, in Jauhari, 2006:126) conducted research into the hospitality industry and noted the following as critical managerial competencies within the hotel sector of the hospitality industry:

- Understanding guest problems
- Sensitivity to guest issues
- Effective communication
- Developing positive customer relations
- Developing positive employee relations

Although the abovementioned managerial competencies were identified through research conducted into the hotel context, the researcher suggests that these findings may be applied or transferred to the bar context. This suggestion is based on the notion that both the hotel context and bar context are service-oriented organisations within the hospitality industry.

Based on the premises that the hospitality industry is social in nature (Chapman and Lovell, 2006:79), it is suggested that bar managers require social competencies to ensure effective managerial performance. This seems to concur with the performance model proposed by Boyatzis (1982, in Spangenberg, 1990:2) in that bar managers are required to consider the social nature of their work environment and their duty of ensuring employee and consumer satisfaction to perform effectively. Additionally, bar managers will need to utilize their individual competencies to ensure that their managerial tasks are effectively accomplished. Bar managers therefore require social competencies.

2.5 Social Competencies

The concept of social competencies is explored within this section. Various viewpoints are discussed in order to develop an understanding of social competencies. Social competencies, in a nutshell, are seen as “knowing and managing emotions in others”, as well as the ability to effectively work with others (Cherniss and Goleman, 2001:29). The literature on social competencies seems to illustrate that social competencies are composed of certain elements. Although different authors seem to view social competencies as comprising of various elements, there seems to be a thread of common elements.

Consideration will now be given to the various authors’ viewpoints concerning what constitutes a social competency. The similarities and differences amongst these views are highlighted in Table 2.1.

Table 2.1: Views on the composition of social competencies

The Elements of Social Competencies	Authors							
	Bardzil and Slaski (2003: 97)	Cherniss and Goleman (2001: 28)	Crosbie (2005: 47)	McKenna (2004: 665)	Mintzberg (2004:260)	Price (1997: 348)	Smit and de J Cronjé (2002: 16)	Whetten and Cameron (1995: 131)
Communication	X	X	X			X	X	X
Conflict Resolution		X		X	X		X	X
Developing and influencing employees		X	X	X	X	X		X
Team formation		X	X		X			X
Relationship building		X				X	X	
Motivation and empathy towards others	X	X		X			X	X

(Researcher's own construction)

Social or interpersonal competencies are thought to be composed of various elements. Bardzil and Slaski (2003:97) view interpersonal competencies as comprising of communications skills, empathy and emotional labour. Cherniss and Goleman (2001:28) highlight social competence as an element within their Emotional Intelligence framework. This social competence element entails social awareness and relationship management (Cherniss and Goleman, 2001:31). Social awareness “encompasses the competency of empathy”, service orientation and organisational awareness (Cherniss and Goleman, 2001:31). Relationship management involves the following competencies:

- Developing and influencing others
- Communication
- Conflict management
- Relationship building
- Teamwork (Cherniss and Goleman, 2001:31).

Crosbie (2005:47) highlights interpersonal skills as encapsulating the following elements:

- Collaboration/teamwork
- Communication skills
- People development/coaching
- Personal effectiveness/personal mastery
- Presentation skills.

According to McKenna (2004:665), interpersonal skills involve the ability to communicate supportively, manage conflict, motivate and influence others. Mintzberg (2004:260) views interpersonal competencies as inclusive of the following:

- Leading individuals
- Leading groups
- Leading the organisation and its units
- Linking the organisation and units

Accordingly, “leading individuals” entails teaching and coaching employees (Mintzberg, 2004:260). “Leading groups” involves team building and conflict resolution (Mintzberg, 2004:260). “Leading the organisation and its units” relates to building effective organisational cultures and managing change (Mintzberg, 2004:260). “Linking the organisation and its units” involves networking and negotiating (Mintzberg, 2004:260).

Price (1997:348) postulates that interpersonal competencies are composed of the following elements:

- Self-confidence
- Developing and influencing others
- Communication
- Managing group processes
- Unilateral and social power

Whetten and Cameron (1995:131) refer to interpersonal skills as interpersonal competence and suggest that these competencies entail conflict resolution, team formation, employee coaching and counseling, providing constructive criticism, motivating and influencing employees, as well as empowering employees.

Table 2.1 indicates the commonality and differences between the various authors’ views on what constitutes social competencies. An attempt will now be made to combine the commonality of these views in order to present a more integrated picture of social competencies.

Communication is the first common thread amongst the various views (Bardzil and Slaski, 2003:97; Cherniss and Goleman, 2001:28; Crosbie, 2005:47; Price, 1997:348; Smit and de J Cronjé, 2002:16; Whetten and Cameron, 1995:131). Steiner and Berelson (1964, in Fauconnier, 1985:29) define communication as a process, which entails the “transmission of information, ideas emotion, skills, etc. by the use” of symbols and words. Stewart, De Kock, Smit, Sproat and Storrie (1996:23) define communication as a “cyclic process in which information is transmitted to a receiver, but in which the reaction of the receiver continuously alters or changes the sender’s next signal”. The above definitions emphasize the transmission of information within the process of communication. Additionally, communication is described as transactional as opposed to linear (Andrews and Baird, 1995:7). The reason for describing communication as transactional lies in the reciprocal two-way nature of communication in which there is a mutual exchange of messages (Andrews and Baird, 1995:7). According to Rasberry and Lemoine (1986:23), every communication transaction entails a source and a receiver. The source refers to the individual who “initiated the message”, while the receiver refers to the individual who received the message (Rasberry and Lemoine, 1986:23).

Managers utilize communication when interacting with staff (Price, 1997:348). Managers are perceived to utilize such communication competencies to either provide employees with support or constructive criticism. Timely and constructive feedback can help improve employee satisfaction and performance (Whetten and Cameron, 1995:133) and ultimately requires effective communication skills.

Additionally, managers are seen to utilize their communication competencies to communicate with consumers. In order to clearly communicate, managers must possess the capability to deal with complex issues, listen and promote the complete sharing of information (Cherniss and Goleman, 2001:37). “Listening

involves understanding and evaluating what others say” (Preston, 1979:32). The inputs gained from listening are thought to become part of an individual’s frame of reference (Preston, 1979:32) and therefore contribute towards an individual’s understanding of a message.

Managers also seem to employ different styles of communication. For instance, managers often communicate through a supportive style in which the aim may be “to work with the employee to set realistic improvement goals and to assist in training, counseling, and problem solving” (Andrews and Baird, 1995:7). Whetten and Cameron (1995:250) refer to this style of communication as supportive communication, which supports and enhances the relationship between the source and receiver of the transmitted message. Alternatively, managers may employ egalitarian communication, whereby the manager would “treat subordinates as worthwhile, competent, and insightful” (Whetten and Cameron, 1995:262). On the other hand, managers may also employ communication that is repressive (Whetten and Cameron, 1995:262). The abovementioned styles of communication are by no means exhaustive. However, the various styles of communication have been highlighted to indicate that managers may employ different styles when communicating and that these styles may reflect different levels of social competence, which have different effects on the receiver.

The second common theme among the various authors’ views is conflict resolution (Cherniss and Goleman, 2001:28; McKenna, 2004:665; Mintzberg, 2004:260; Smit and de J Cronjé, 2002:16; Whetten and Cameron, 1995:131). “Dealing with conflicts is at the heart of managing any business” (Whetten and Cameron, 1995:417). Conflict management emphasizes the need to listen, empathize and negotiate (Cherniss and Goleman, 2001:37). The ability of managers to manage and resolve conflict is seen to encompass negotiation skills and creativity (Silberman, 2001:267).

Andrews and Baird (1995:333) highlight the causes or sources of conflict. These include competition for rewards, whereby organisational members compete for limited rewards in the form of promotions or raises (Andrews and Baird, 1995:333). Conflict may also be caused by functional conflict between organisational functions or departments (Andrews and Baird, 1995:333). Differences in values and goals between individuals or organisational departments may also lead to conflict (Andrews and Baird, 1995:333). Deficiencies in information, such as not receiving a message or misinterpreting an instruction, may also result in conflict (Andrews and Baird, 1995:333). Conflict may also be caused by role conflict, which entails conflict regarding what is expected from organisational members (Andrews and Baird, 1995:334). Incompatibilities between organisational levels and status conflict, which entails conflict associated with the status or ranking of organisational members, may also be a source of conflict (Andrews and Baird, 1995:334). Additional sources of conflict include personal differences and incompatibilities and environmental stress (Andrews and Baird, 1995:334).

Rasberry and Lemoine (1986:389) note certain steps within the realm of managing conflict that may lead to effective decision making and therefore the successful resolution of problems. Firstly, knowledge of the parties involved in the conflict may be useful in resolving conflicts (Rasberry and Lemoine, 1986:389). Secondly, emotions must be considered when resolving conflicts (Rasberry and Lemoine, 1986:389). This is because “people cannot be rational and act in a thinking mode when their emotions are overruling their logic” (Rasberry and Lemoine, 1986:389). A cooling off period may be used to ensure that all parties involved in the conflict are not consumed by their emotions (Rasberry and Lemoine, 1986:389). Additionally, the reassurance of the value and importance of individuals may reduce anxieties associated with conflicts (Rasberry and Lemoine, 1986:389).

Developing and influencing employees is the third commonality between the various authors' views (Cherniss and Goleman, 2001:28; Crosbie, 2005:47; McKenna, 2004:665; Mintzberg, 2004:260; Price, 1997:348; Whetten and Cameron, 1995:131). Developing and influencing employees involves the ability to coach, mentor and counsel employees (Price, 1997:348). Coaching entails a manager transferring "advice and information" to employees (Whetten and Cameron, 1995:252). Mentoring offers employees career support and psycho-social support (Price, 1997:341). Career support involves assistance with regard to challenging tasks and techniques and the protection of employees from unfair treatment. Psycho-social support is associated with the anxieties and concerns that employees may have and also relates to the formation of a "friendship within the organization" (Price, 1997:341). Counseling involves teaching employees to modify their behaviour (Tannehill, 1970:162). This is achieved by aiding employees in developing "a new or different perception" of themselves and by assisting employees to understand their own values and potential (Tannehill, 1970:162). Developing and influencing employees involves the identification of development needs, and thereafter "handling the emotions of others" to persuade them to move in the desired direction (Cherniss and Goleman, 2001:37). Influencing employees also entails the ability to reduce resistance to new ideas (Silberman, 2001:267). Developing and influencing of employees therefore relates to the guiding of employees towards a desired objective or state.

The ability to form or build teams represents the fourth common element of social competencies among the various authors' views (Cherniss and Goleman, 2001:28; Crosbie, 2005:47; Mintzberg, 2004:260; Whetten and Cameron, 1995:131). This particular ability or competency is related to the formation, management and capability to work within teams. According to Whetten and Cameron (1995:551), team formation involves four steps, namely, forming, conforming, storming and performing. These steps help facilitate the formation

of effective work teams. However, it is also vital that managers use their managerial competencies, or more precisely, their social competencies to aid the progress through each step. The teamwork competency, which entails the ability to effectively work within a group context, has gained importance in the present business era, as there is now a considerable focus on team-based work (Cherniss and Goleman, 2001:38). Hence, a manager's ability to be a team player and leader are essential to coordinating team members' efforts (Silberman, 2001:267).

Relationship building is the fifth element that appears to be common in several of the authors' views already discussed (Cherniss and Goleman, 2001:28; Price, 1997:348; Smit and de J Cronjé, 2002:16). Relationship building seems to be founded on the notion of networking, which in turn requires the ability to establish trust and goodwill with others (Cherniss and Goleman, 2001:38). Greenbaum and White (1976, in Rasberry and Lemoine, 1986:86) distinguish four categories of organisational communication networks. Firstly, task-related networks are related to the accomplishment of task related goals (Greenbaum and White, 1976, in Rasberry and Lemoine, 1986:86). Secondly, innovative networks are associated with problem-solving, idea-sharing and strategy development (Greenbaum and White, 1976, in Rasberry and Lemoine, 1986:86). Integrative-maintenance networks, which is the third category of networks, "encompasses employee morale and social factors" within the organisation (Greenbaum and White, 1976, in Rasberry and Lemoine, 1986:86). Lastly, informative-instructive networks refer to the "regular information" that employees utilize to complete their assigned tasks (Greenbaum and White, 1976, in Rasberry and Lemoine, 1986:86). Managers are seen to utilize the abovementioned communication networks to build relationships throughout the organisation. Additionally, managers are also seen to build relationships with consumers. The successful formation of these relationships and the effective maintenance thereof is perceived to contribute towards employee and consumer

satisfaction. The establishment of trust between the manager and employee is linked to the empowerment of employees (Whetten and Cameron, 1995:490). Empowered employees are seen to be more “confident that they will be treated fairly and equitably” (Whetten and Cameron, 1995:490). Additionally, the establishment of trust between the manager and employees may result in less resistance to change and a feeling of security (Whetten and Cameron, 1995:490).

Additional elements that appear to be common to the various views on social competencies include the ability to motivate others and demonstrate empathy towards others (Bardzil and Slaski, 2003:97; Cherniss and Goleman, 2001:28; McKenna, 2004:665; Smit and de J Cronjé, 2002:16; Whetten and Cameron, 1995:131). Motivation refers to a manager’s ability to influence an individual’s desire and commitment towards a task and is visible in the individual’s effort to complete the relevant tasks (Whetten and Cameron, 1995:362). Dale (1998:152) notes the factors or tools which managers may utilize when attempting to motivate employees. These include rewards in the form of monetary incentives, development opportunities, challenging tasks and feedback (Dale, 1998:152). Tannehill (1970:90) suggests that promotional opportunities may also be utilized within a reward system to motivate employees. The empathy competency enables one to perceive the “emotions, concerns, and needs” of others (Cherniss and Goleman, 2001:35). According to Andrews and Baird (1995:136), empathy entails understanding how others feel and is concerned with the well-being of others. Additionally, managers should be empathic “regardless of the topic under question” (Andrews and Baird, 1995:136).

The relation between the abovementioned elements should be noted. For instance, conflict resolution requires managers to possess communication skills. Additionally, managers will require communication skills to motivate others, as

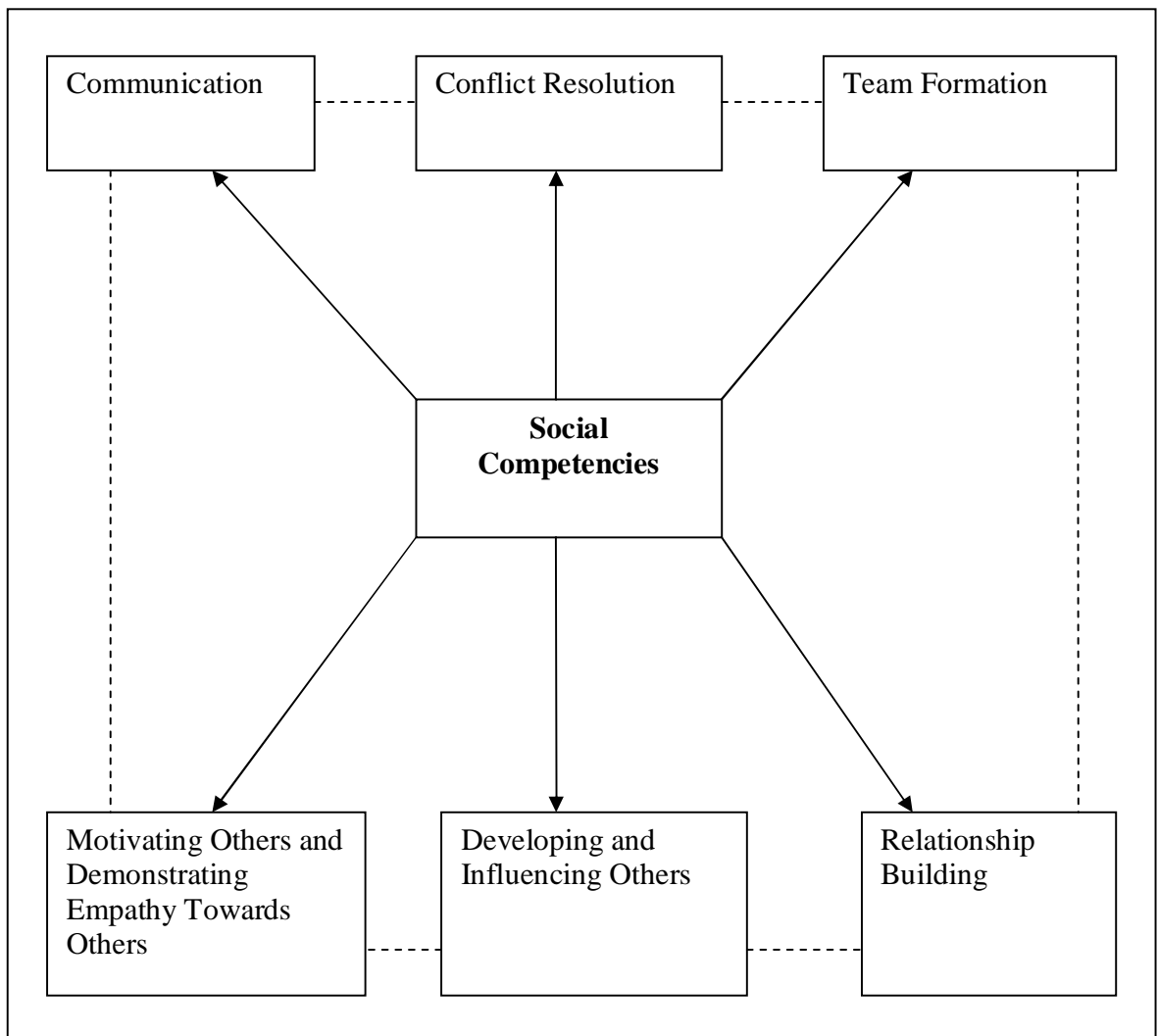
well as form teams and build relationships. A manager's display of empathy will entail communication with the relevant party. Thus, the elements that combine to form social competencies appear to be interrelated with one another.

The common elements mentioned in Table 2.1 offer a foundation on which managers can then satisfy the overall objective of social competencies, which is to manage the emotions of others, as well as to work with others (Cherniss and Goleman, 2001:29). Within the bar sector of the hospitality industry, bar managers are then seen to employ their social competencies to manage and maintain a service culture. Consequently, bar managers are thought to utilize their social competencies to directly interact with both employees and consumers and thereby ensure that these parties are satisfied.

Given that the aforementioned elements constitute the social competencies that bar managers require and the service-orientation of the hospitality industry, it appears that these elements are of significant relevance to this study. In the context of this research study, Figure 2.5 provides a holistic view of the elements that are regarded as constituents of social competencies. The dashed lines represent the interrelatedness between elements.

In terms of the development of social competencies, Garavan (1997:72) states that "social skills may be improved through training and work experience". In order to further clarify the role that experience plays in developing social competencies, it is important to understand how competencies are developed.

Figure 2.5: The Constituents of Social Competencies



(Researcher's own construction)

2.6 Developing Managers' Social Competencies

This section establishes a greater understanding of competency development by noting the factors pertinent to developing competencies. The formal and informal learning methods associated with the development of social competencies are discussed.

The literature pertaining to the development of competencies suggests that certain factors must be considered when attempting to develop competencies. These factors, which will subsequently be discussed, are:

- The assessment of current competencies (Whetten and Cameron, 1995:12)
- Behavioural change (Civelli, 1998:51)
- Repeated behaviour to reinforce behavioural change (Murray, 2003:309)
- Cognitive application (Whetten and Cameron, 1995: 12)
- Practical application (Whetten and Cameron, 1995: 12)
- The gradual and iterative process of competency development (Cheetham and Chivers, 2001:279)

In developing competencies, Whetten and Cameron (1995:12) stress that managers must be aware of their current competencies and that they should be motivated to improve. This suggests that managers' current level of competencies must be assessed. Heffernan and Flood (2000:130) seem to concur with the idea of assessing managerial competencies as they indicate that organisations are employing performance management techniques when measuring competencies. In assessing managerial competencies, managers are measured against predefined competencies to identify individual strengths and weaknesses (Heffernan and Flood, 2000:130). This in turn is thought to facilitate the development of desired competencies. Abraham, *et al.* (2001:850) suggest that organisations should not only utilize performance management systems to identify managerial competencies, but should also look to ensure that "those same competencies are incorporated in the performance appraisal process". This in turn further strengthens the perceived link between a manager's competencies and performance.

In terms of the behavioural change associated with competency development, Civelli (1998:51) indicates that learning, which implies development, needs to encompass a behavioural change and as such requires futuristic thinking. Thus, in addition to requiring a change in behaviour, competency development also seems to entail a forward-thinking mindset with the intention to develop. Such behavioural changes require repeated application in order to reinforce changes in behaviour (Murray, 2003:309). In other words, routine behaviour or action is required before higher-level learning routines are acted upon to facilitate competency development (Kim, 1993; Argyris, 1993; Bessant and Caffyn, 1996, all cited in Murray, 2003:307). This suggests that it is the establishment of patterns of actions, which are based on learning that is of real importance to competency development.

In addition to repeated behavioural modifications, cognitive application must also be considered in the development of competencies. According to Fiol and Lyles (1985:806) and Senge (1990, in Murray 2003:307), research indicates that behavioural change must coincide with cognitive change in order to facilitate competency development. Whetten and Cameron (1995:12) emphasize the importance of cognitive application by warning that “practice without the necessary conceptual knowledge is sterile and ignores the need for flexibility and adaptation to different situations”. The manner in which cognitive application is utilized to enable adults to learn and develop competencies will be discussed in terms of Kolb’s Learning Cycle in Chapter three (Dale, 1998:174).

Murray (2003:308) stresses that learning on its own is not valuable. Hence, the next consideration in the development of competencies is the practical application of knowledge gained. Although learning is vital to development, Whetten and Cameron (1995:12) suggest that instead of placing too much emphasis on strict methods of managerial development, attention should also be

given to the incorporation of practical application. Crosbie (2005:49) notes that although learning is important, it is vital to ensure that the knowledge gained is acted upon and employed in the desired manner. This suggests that the repeated behavioural modifications and cognitive application associated with competency development may not be effective without the correct practical application.

The above discussion highlights several insightful points regarding competency development. Firstly, competency development requires the repetitive combination of learned actions that may result in behavioural modifications. These actions must be repeatedly applied in order to bring about changes in behaviour. Changes in behaviour may then lead to the development of competencies. Competency development also entails a process of time and as such must incorporate an element of forward or futuristic thinking. The process of competency development is also believed to be partly based on a gradual process of experiences. This represents a major theme within this research study, as experience is thought to play a role in the development of bar managers' social competencies.

As stated within the introductory chapter of this research study, competencies are developed by both formal and informal learning methods (Svensson, *et al.*, 2004:480). Cheetham and Chivers (2001:249) conducted research into the role of formal learning and informal experience with regard to competency development. Formal and informal learning methods are "to some extent interrelated" (Cheetham and Chivers, 2001:249) or complementary (Svensson, *et al.*, 2004: 480). Formal learning methods include professional development programmes and educational programmes, while informal learning methods include the experiences that individuals utilize to develop competencies (Cheetham and Chivers, 2001:249).

Garavan and McGuire (2001:147) are of the opinion that formal learning methods, such as individual training and workplace learning activities, are the dominant sources of competency development. It is important to recognize that although competency development may be facilitated through formal learning methods, such as formal education programmes, informal learning methods may also be utilized to develop competencies (Svensson, *et al.*, 2004:479). Informal learning methods relate to the use of experience to facilitate development (Cheetham and Chivers, 2001:249).

In terms of developing social competencies, Katz (1955:40) indicates that “human skills can be developed” through formal and informal training. Garavan (1997:72) states that social competencies may be developed and therefore “improved through training”. Hollin and Trower (1986:127) discuss the formal learning methods of social competency development in the form of the T-Group technique, role-playing, transactional analysis and behaviour analysis. The T-Group technique entails a group discussion, facilitated by a trainer, with the aim of improving social behaviour (Nixon, 1974:27). Hollin and Trower (1986:128) criticize the T-Group technique’s lack of clarification in terms of the desired behavioural objectives. Role-playing entails individuals playing a part in a simulated situation that requires interaction with others (Hollin and Trower, 1986:130). Role-playing facilitates the practicing of specific skills and feedback on how to improve these skills (Hollin and Trower, 1986:131). However, role-playing may be perceived as “artificial” and therefore not taken seriously by individuals (Hollin and Trower, 1986:131). Transactional analysis represents a “theory of personality and communication” for the development of social skills (Hollin and Trower, 1986:135). Transactional analysis describes conversations as transactions, with the intention of improving or strengthening the behaviour associated with elements of the conversation (Nixon, 1974:29). Behaviour analysis “is used to provide feedback to course members concerning the extent to which each participant uses” predefined behavioural categories (Hollin and

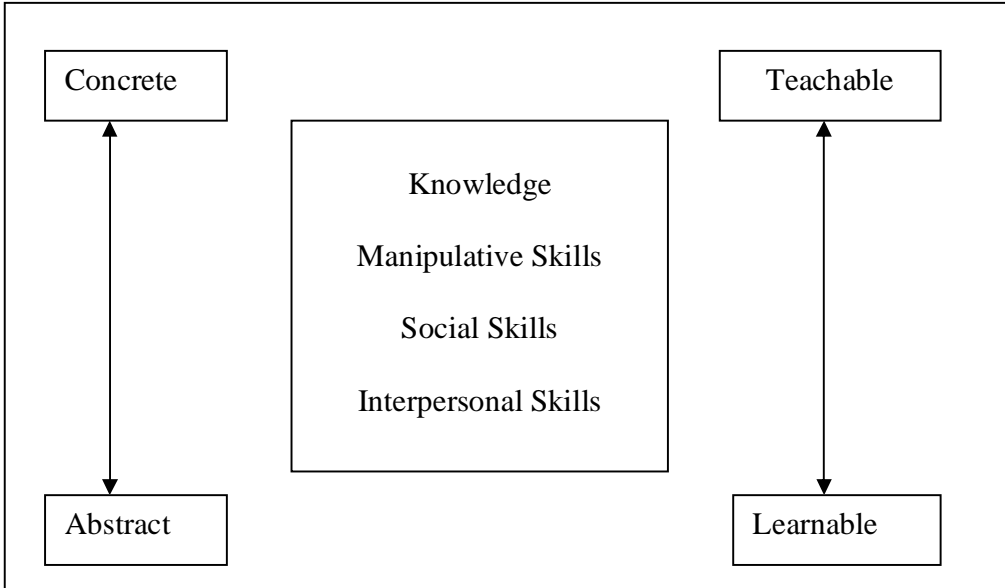
Trower, 1986:133). Participants are then thought to use this feedback to modify behaviour and thereby improve certain social skills (Hollin and Trower, 1986:133).

The abovementioned techniques may vary in practice, yet there seems to be an emphasis on behavioural change associated with the development of social skills. Thus, attempts to develop social skills appear to relate closely to the modification of individual behaviour. Social skills training programmes seem to encompass instructions, modeling, behaviour rehearsal, covert rehearsal, corrective feedback, reinforcement and cognitive restructuring to bring about changes in individual behaviour (Eisler and Frederiksen, 1980:32). Spence (2003:84) also lists “instructions, modeling, behavioural rehearsal, feedback and reinforcement”, as elements within the development of social skills.

Instructions describe desired behaviour (Eisler and Frederiksen, 1980:32). Modeling entails the use of models to visually depict desired behaviour (Eisler and Frederiksen, 1980:33). Models may take the form of trainers or videotapes, which ultimately enable individuals to observe desired behaviour (Eisler and Frederiksen, 1980:33). Behavioural rehearsal represents opportunities for role-playing of the desired behaviours (Eisler and Frederiksen, 1980:35). Covert rehearsal may also be utilized, whereby desired behaviour is rehearsed in the individual’s imagination prior to role-playing (Eisler and Frederiksen, 1980:35). Corrective feedback may then be provided in various forms, including feedback from trainers or training group, or visual feedback in the form of videotapes (Eisler and Frederiksen, 1980:36). Reinforcement, in the form of praise, is given to individuals when they have demonstrated proficiency in their ability to display the desired behaviour (Eisler and Frederiksen, 1980:38). Lastly, cognitive restructuring refers to the change in individual values that are associated with the change in behaviour (Eisler and Frederiksen, 1980:39).

The preceding discussion suggested that formal learning methods may represent a manner in which social competencies are developed. However, the literature regarding experiential learning seems to disagree. The informal learning method of social competency development is highlighted within the realm of experiential learning. Experiential learning is founded on the notion that ideas are continuously being formed and reformed by life experiences (Cheetham and Chivers, 2001:256). Thus, learning in the experiential sense seems to be a “continuous process grounded in experience” (Cheetham and Chivers, 2001:256). This suggests that experiences represent a basis for learning and development. Experiential learning indicates that “some things can be taught in a formal way, such as data”, while other aspects “have to be learned by experience” (Barnett, Chambers and Longman, 1985:4). More specifically, Professor Morris’s Continuum of Learning suggests that concrete knowledge is learnt in a formal manner whereas social and interpersonal skills are learnt through experience (Barnett, *et al.*, 1985:4). Professor Morris’s Continuum of Learning is illustrated in Figure 2.6.

Figure 2.6: Professor Morris’s Continuum of Learning



(Adapted from Barnett, *et al.*, 1985:4)

Figure 2.6 implies that concrete subjects in the form of data or knowledge, are taught through formal learning methods, while abstract notions such as social and interpersonal skills are learnt through informal learning methods such as experience (Barnett, *et al.*, 1985:4).

The previous discussion initially suggested that the formal learning methods of competency development may be used to develop social competencies. However, the discussed literature also implied that the development of social competencies seems to be more reliant on the informal learning methods that are associated with past experiences and experiential learning

It is suggested that the informal learning method through which experiences are used to develop social competencies requires managers to adopt repeated behavioural modifications based on the practical application of cognitive processes that are associated with past experiences. Thus, it is argued that although the formal learning methods of competency development may develop social competencies, the focus of this research study is on the informal learning method in which experiences develops social competencies. Katz (1955:40) provides a fitting rationale for holding the informal learning method at the center of attention, as opposed to the formal learning methods. “Skills are developed through practice and through relating to one’s own personal experience” (Katz, 1955:40). This implies that an individual’s life experiences are potentially a source of development.

2.7 Summary

This chapter conceptualized competencies. Competencies, from the individual perspective, were noted to entail a mixture of elements. These elements include the skills, knowledge and values required by individuals to ensure effective performance. Managerial competencies were also discussed in this chapter.

Managerial competencies represent the individual skills, knowledge and values required by managers to enable effective managerial performance. It was noted that managers require different competencies. However, the necessity of human or interpersonal competencies was highlighted as being essential regardless of managerial level. Performance models were utilized to illustrate the link between managerial competencies and performance. Performance was found to require an alignment between an individual's competencies, the demands of the job and the organisational environment or context. Effective managerial performance within the bar context is seen as maintenance of a service culture, which includes ensuring employee and consumer satisfaction. The notion of social competencies was presented by consolidating various authors' views. Given the social nature of the bar sector, the common elements that were found to be relevant to the nature of this study included communication competencies, conflict resolution competencies, team formation competencies, relationship building competencies, motivational competencies, empathy competencies, and the competencies associated with the development and influence over other individuals.

Competency development and its requirements were also discussed. The development of competencies appears to require repeated behavioural modifications, which relate to the cognitive processes associated with past experience. The formal and informal learning methods associated with the development of social competencies were discussed. The formal learning methods of competency development were highlighted as a learning source to develop social competencies. However, experiential learning and more specifically, Professor Morris's Continuum of Learning (Barnett, *et al.*, 1985:4) suggested that the development of social competencies is more reliant on the informal learning method whereby experiences are used as a learning source. The focus within this research study is on the informal learning method

whereby experiences are used to develop social competencies. The following chapter will therefore focus on the concept of experience.

Chapter 3: Experience and Competency Development

3.1 Overview

In order to establish how experience is related to the development of bar managers' social competencies, an understanding of experience and how an experience is leveraged to develop social competencies needs to be established. Consequently, the purpose of this chapter is to present a broad view of the concept of experience and to offer insights into what constitutes an experience. More specifically, the cognitive abilities associated with an experience are discussed. Thereafter, this chapter explains the concept of the residues of experience to explain how an experience contributes towards changes in individual behaviour. Experience, as it relates to competency development, is presented to explain how an experience is converted into knowledge and how knowledge, in the form of reinterpretations of previously held constructs, is related to changes in behaviour. Lastly, the approaches of learning from experience are discussed.

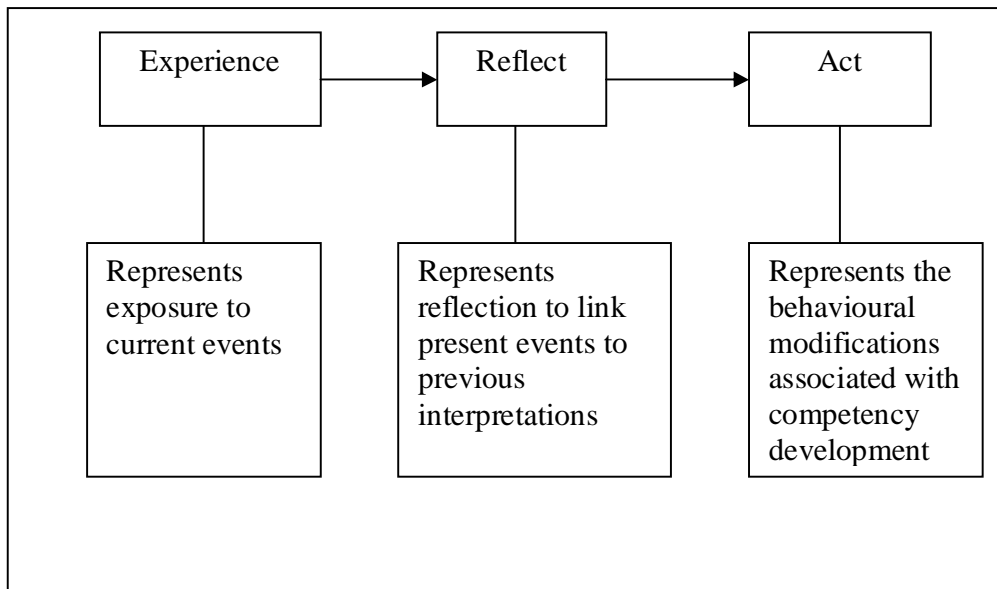
3.2 Conceptualizing Experience

The purpose of this section is to provide a conceptualization of experience. The cognitive processes associated with experience are also discussed. The concept of experience relates to many disciplines such as philosophy, sociology and psychology (Marton, Hounsell, Entwistle and McKeachie, 1984; Price, 1953; Torbert, 1972). Although experience is a broad concept relating to many disciplines, it is often used to explain variations in performance, to express the impression of expertise, to indicate time spent in a specific context, or to refer to a level of training or certification (McKnight and Sechrest, 2003:431).

For the purpose of this research study, an individual experience is defined as the process of successively construing “replications of events” (Kelly, 1955:72). The combination of individual experiences is then thought to represent the broader concept of experience. This definition firstly suggests that an experience represents an active process (McKnight and Sechrest, 2003:438). Accordingly, this process is perceived to be “unceasing” in the sense that individuals are constantly being exposed to events (McKnight and Sechrest, 2003:433). Consequently, reconstruction of these events may be added to existing constructs of previous and related interpretations (Dale, 1998:174). Secondly, this definition proposes that for an experience to occur, an individual must possess the opportunity to reconstruct and interpret events (McKnight and Sechrest, 2003:439). McKnight and Sechrest (2003:438) provide the example of a person who has slept during an earthquake. Consequently, the person does not have the opportunity to reconstruct the events that took place while the earthquake occurred and therefore did not experience the earthquake (McKnight and Sechrest, 2003:439). Thirdly, an experience, as defined above, suggests that individuals must recognize events and reconstruct these events into a “more comprehensive system” or framework based on events that previously occurred (McKnight and Sechrest, 2003:439).

Consequently, cognitive processes enable the retrieval of previous memories by linking “past events” with that which is being “experienced” (McKnight and Sechrest, 2003:434). Weil and McGill (1989:28) provide a simple framework that highlights the linking of previous and present experience through a retrieval process. This retrieval process is termed the reflection process. The framework, which is illustrated below in Figure 3.1, suggests that individuals experience an event and thereafter utilize a process of reflection to link the current experience with previously held interpretations of the event in question. Individuals then act or behave in response to the reinterpretation of the event being experienced.

Figure 3.1: A framework of linking previous experiences with a current experience



(Adapted from Weil and McGill, 1989:28)

Figure 3.1 illustrates the link between an individual's previously held interpretation of an event and the exposure to current events. Based on the reflection of past events and that which is currently being experienced, individuals then seem to act or behave in terms of relevance to future tasks (Weil and McGill, 1989:28). Hence, experience appears to have an impact on behaviour.

The concept of an experience is closely related to the events that people are exposed to (McKnight and Sechrest, 2003:435). However, experience in the general sense does not emanate from exposure to a single event (McKnight and Sechrest, 2003:433). The repeated exposure to events allows individuals to reinterpret events that are perceived to be "construed as relevant to events in the future" (McKnight and Sechrest, 2003:436). Furthermore, individuals are thought to recognize these repetitive exposures and reconstruct their

interpretations to change their behaviour regarding future tasks (McKnight and Sechrest, 2003:433).

Experience may therefore relate to multiple events, which appear to be compounded with existing and related constructs. Individuals seem to recognize the relevance between multiple events or exposures and thereafter change their behaviour for future tasks.

It is therefore argued that bar managers experience an event through exposure and thereafter apply the cognitive process of reflection to link previously held interpretations with current exposures. Furthermore, the process of reflection facilitates the development of “repertoires of solutions” (Cheetham and Chivers, 1998:267). These stores of solutions are used to reframe difficult problems into more comprehensible situations (Cheetham and Chivers, 1998:267). Ultimately, a reflection process may result in reinterpretation of constructs, thus leading to behavioural modifications and consequently to a potential enhancement in professional competence (Cheetham and Chivers, 1998:267).

Within the context of this research study it is argued that an experience can be seen as a process which requires that bar managers reconstruct prior events based on exposure to relevant recent events and that these events are recognized as relevant to future behaviours and tasks. In doing so, their managerial performance is influenced in order to ensure employee and consumer satisfaction. Additionally, it is suggested that previous constructs are linked to current exposures through a cognitive process of reflection. These cognitive processes appear to be associated with short-term memory and long-term memory (Nicholas, 2003: 357). “Short-term memory refers to a set of brief memory stores that holds information in consciousness” (Nicholas, 2003: 357), while memories of facts, images, thoughts, feelings, skills and experiences are

thought to reside in long-term memory (Nicholas, 2003: 357). Hence, experiences reside within an individual's long-term memory. However, an individual's short-term memory is the initial source of such experiences as an individual first senses and recognizes the relevance of an event and stores it in short-term memory. The event is then transferred to a person's long-term memory if deemed relevant or valuable. This reinforces the requirement of relevance proposed by McKnight and Sechrest (2003:436) and ultimately suggests that not all events are seen as relevant.

The reflection process is employed by individuals to recover information from long-term memory to short-term memory (Nicholas, 2003:360). Information is thought to be retrieved or recovered based on its relevance to influence future behaviours and tasks (McKnight and Sechrest, 2003:436). The retrieved information is then thought to be "compared to information previously held" (Dale, 1998:73), to facilitate the reconstruction of constructs. Hence, short-term memory and long-term memory are related in terms of the information content that is used by each type of memory store.

Long-term memory is of particular importance as it is the repository of experiences, and is ultimately composed of explicit memory and implicit memory (Nicholas, 2003:362). Explicit memory refers to "memory containing knowledge that can be consciously brought to mind" (Nicholas, 2003:362). Explicit memory can be further differentiated into semantic memory and episodic memory. Semantic memory represents the "explicit memory of facts", while episodic memory deals with episodes and personal experience (Nicholas, 2003:362). In terms of experience, bar managers' ability to recognize an event and consciously recall or retrieve previous related events must therefore be linked to explicit memory. This is based on the idea that explicit memory can be consciously recalled (Nicholas, 2003:362).

In contrast to explicit memory, implicit memory cannot be consciously brought to mind (Nicholas, 2003:362). “One of the most important kinds of implicit memory is procedural memory” (Nicholas, 2003:362). Procedural memory represents the knowledge of skills or procedures (Nicholas, 2003:362). Although procedural memories are not consciously brought to mind, “they are frequently acquired consciously” (Nicholas, 2003:362). For instance, a guitar player must first consciously think about his/her finger movements when learning how to play the guitar (Nicholas, 2003:362). Gradually, as the guitar player’s playing skills improve, his/her “conscious efforts become unconscious” (Nicholas, 2003:362). This implies that skills, which have been consciously acquired, may at some point become procedural memories. In order to form part of one’s procedural memory, implicit memory must therefore at some point reside within explicit memory. This in turn suggests that there is a link between explicit memory and implicit memory. For the purpose of this research study, it is relevant to recognize that bar managers have the ability to recall explicit memories, and therefore experiences located within their long-term memory.

An experience is thought to leave residues of knowledge, skills, outlooks, and manners (McKnight and Sechrest, 2003:445). Knowledge may occur as a result of repeated exposure to an event, which has caused reinterpretation of that event and subsequently produced improved understanding or new knowledge (McKnight and Sechrest, 2003:445). Mumford (1995:16) therefore suggests that knowledge may refer to the acquisition of new information or the confirmation of past information. Refinement of skills may also result from repeated exposure to an event (McKnight and Sechrest, 2003:447). For example, teaching a child to kick a ball may initially provide an understanding of the movements required to kick the ball (McKnight and Sechrest, 2003:447). After several repetitions, the child may reinforce his/her ability to kick the ball and therefore improve his/her skills (McKnight and Sechrest, 2003:447). An

individual's outlook or attitude towards a particular event may be altered by exposure to new or related events (McKnight and Sechrest, 2003:448). A change in outlook is often perceived to be associated with a change in behaviour and therefore the manner in which an individual behaves or responds to the event in question (McKnight and Sechrest, 2003:448).

In essence, experience may cause changes in one's behaviour or manner. These changes are thought to be a result of changes in knowledge, skills or outlooks, which are ultimately brought about by an experience (McKnight and Sechrest, 2003:448). McKnight and Sechrest (2003:448) continue with the example of an earthquake to illustrate how the abovementioned residues of experience may influence behaviours or manners. The initial experience of an earthquake may cause one to panic, yet subsequent earthquakes may not result in the same behaviour (McKnight and Sechrest, 2003:448). The change in behaviour or manner is attributed to the knowledge, skills and outlooks gained from experiencing the initial earthquake (McKnight and Sechrest, 2003:448). Hence, an individual's outlook or attitude towards an event may be altered by an experience, which encapsulates changes in behaviours associated with changes in knowledge, skills, outlooks and manners.

Based on the above, it can be argued that an experience refers to the process whereby bar managers are exposed to events and thereafter employ the cognitive process of reflection to reconstruct their previously held interpretations. It is suggested that bar managers initially conceptualize exposure to an event within short term memory. Thereafter, information is retrieved from explicit memory found within long term memory to facilitate the reconstruction of previous interpretations. Furthermore, it is suggested that bar managers utilize their compounded interpretations located within their short term memory and long term memory to facilitate the effective management of situations relating to employee and consumer satisfaction. Furthermore, it is

suggested that through the residue of knowledge, skills, outlooks and manners, experience contributes towards changes in behaviour that may result in the development of social competencies.

Experience may be viewed “as a source and as a way of competence construction” (Paloniemi, 2006:447). Paloniemi (2006:443) conducted research to “examine employees’ conceptions of the meaning of experience in job-competence and its development in the workplace”. Paloniemi (2006:443) interviewed 43 employees from six Finnish organisations. It was found that 46 per cent of “employees assessed work experience as the main source of their competence” (Paloniemi, 2006:443). The employees interviewed also noted that “work experience alone is not enough” (Paloniemi, 2006:443), and indicated that the accumulation and variety of experience is important to development (Paloniemi, 2006:445). Olesen (2001, in Paloniemi, 2006:443) notes that an individual’s personal life history is an element in “professional identity construction”. This suggests that although work experience may be essential to competency development, experience gained in areas other than work, including personal experiences, may also serve as a basis for developing social competencies.

It is generally assumed that increased experience causes increased competence (McKnight and Sechrest, 2003:431). This in turn suggests that all experience, not only work experience, may be linked to competency development. Within the context of this research study, experience is deemed to refer to the collection of experiences that bar managers have accumulated throughout their lives, and not only to the experiences gained as a manager. The rationale behind this is that experience occurs throughout one’s life and as such, limiting experience to that which occurs while employed as a manager would constrain the idea of accumulating experience in alternative contexts such as being a student or a non-managerial employee. Based on the previous discussion, the

experience gained throughout one's existence may contribute to the development of social competencies. Social competencies are viewed as essential to enable bar managers to effectively manage employee and consumer satisfaction. The question that now needs to be addressed is "how are experiences used to develop competencies".

3.3 Experience and Competency Development

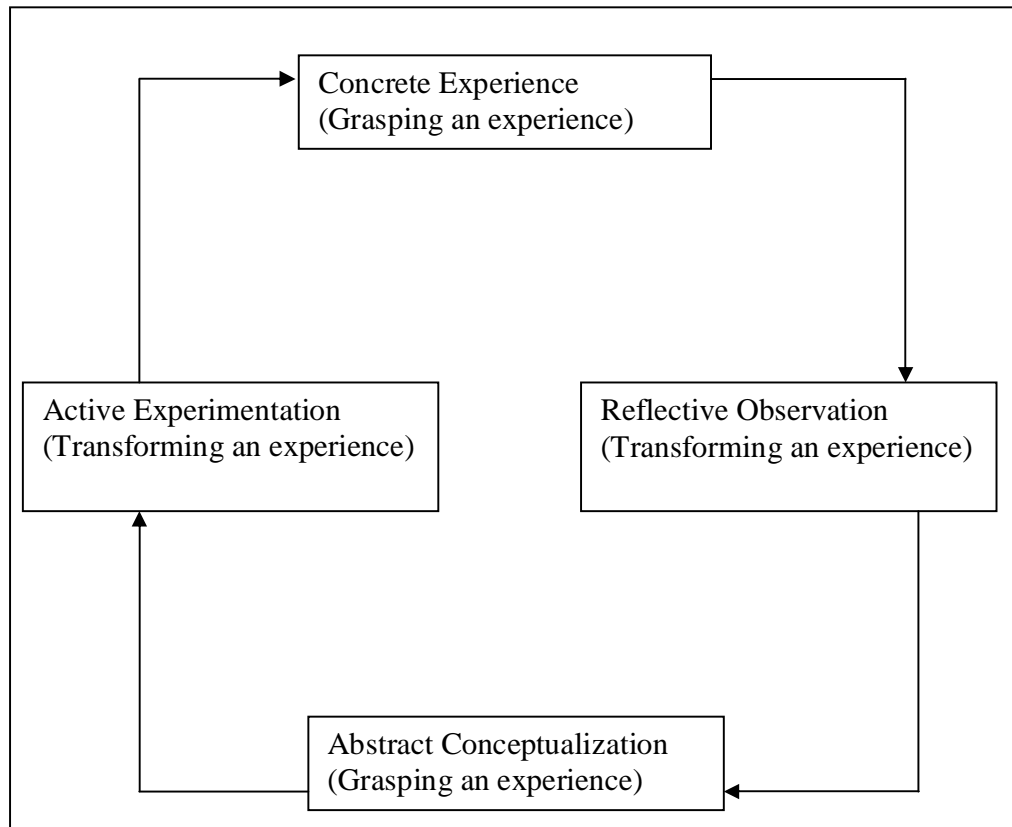
Given that an understanding of experience has been established, this section provides a discussion on how experience contributes to competency development. This section utilizes Kolb's Learning Cycle (Kolb, *et al.*, 2001:228), behavioural theory (Skinner, 1938, in Tennant, 1997:95) and the Conscious Competence Learning Matrix (Thomson and Von Solms, 2006:12) to develop an understanding of the cognitive and behavioural aspects associated with the development of social competencies through experience. Four approaches to learning from experience are also discussed (Mumford, 1995:12).

As noted in chapter two, repeated behavioural modification (Murray, 2003:309) and practical application (Whetten and Cameron, 1995:12) are required to develop competencies. It is argued that social competencies are developed through a process of reflection, in which bar managers recognize the link between previous and current experiences. The reflection on previous and current experiences may result in repeated behaviour modifications, which when practically applied, may facilitate the development of social competencies.

Dale (1998:174) describes Kolb's Learning Cycle as an "accurate representation of how adults learn" and consequently, it serves as a foundation on which an understanding may be developed of how experiences are used to develop social competencies. Figure 3.2 presents a graphical illustration of this experiential learning cycle and indicates how individuals convert an experience

into knowledge. In order to convert an experience into knowledge, and recall related experiences, one must grasp and transform experiences (Kolb, *et al.*, 2001:228).

Figure 3.2: The Experiential Learning Cycle



(Adapted from Kolb, *et al.*, 2001:229)

From Figure 3.2, it can be seen that concrete experience and abstract conceptualization represent the two modes of grasping an experience, while reflective observation and active experimentation are the two modes of transforming an experience (Kolb, *et al.*, 2001:228). Concrete experiences are “tangible, felt qualities” which are typically noted through one’s senses and therefore provide “the basis for observations and reflections” (Kolb, *et al.*, 2001:228). It appears that concrete experience is acquired through sensation of an event and is therefore initially stored in short-term memory. Additionally, an

experience may be grasped through abstract conceptualization, which is reliant on thought or analysis as opposed to the tangible sensation of an experience to initiate the reflection of past exposures (Kolb, *et al.*, 2001:228). Once concrete experiences or abstract conceptualizations are grasped, they are reflected upon through a process of reflection to draw new implications based on that which was experienced (Kolb, *et al.*, 2001:228). Active experimentation involves “actively” testing the implications of the reflection process and ultimately contributes towards altered perceptions of an event (Kolb, *et al.*, 2001:228). It now appears that once an event has passed through the active experimentation phase, it is stored in long term memory if deemed valuable or relevant.

Based on Kolb’s Learning Cycle (Kolb, *et al.*, 2001:229), it can be argued that bar managers sense an experience through exposure to an event and initially store this information in short term memory. Additionally, bar managers may apply conceptual analysis to that event to initiate the cognitive process of reflection. Thereafter, the process of reflection links past experiences to the exposure or analysis of a present experience. It is argued that bar managers then reconstruct abstract conceptualizations regarding the event exposed to and subsequently proceed to test their reconfigurations to facilitate the reconstruction of previously held interpretations. The relevant information gained from an experience appears to be stored in long term memory.

The prior discussion has highlighted the manner in which experiences are converted into knowledge. In other words, the conceptual requirements of converting experience into knowledge were discussed. In terms of this research study, an understanding of the behaviour associated with the newly gained or formed knowledge needs to be established to develop a holistic picture of both the cognitive and behavioural aspects that are associated with the development of social competencies. Behaviourism theory will be discussed in order to

clarify the behavioural aspects related to the development of social competencies.

In terms of the behavioural aspects associated with competency development, Tennant (1997:95) describes the concept of behaviourism to highlight the link between education theory and behaviourism. Skinner (1938, in Tennant, 1997:95) suggests that when behaviour has a rewarding consequence, “it is more likely to occur again”. This notion is illustrated within the example of a hungry pigeon that is placed in a sound-proof box with a “prominent button which, if pecked, will result in a food pellet being dispensed” (Tennant, 1997:95). The result of pecking the button and the subsequent dropping of the food pellet will, according to Skinner (1938, in Tennant, 1997:95), cause the pigeon to abandon certain random behaviours and ultimately behave in a manner that reinforces the subsequent consequences of reward associated with the behaviour of pecking the button. Thus, Skinner (1938, in Tennant, 1997:95) suggests that the pigeon’s behaviour is contingent upon reinforcing or rewarding consequences. Hence, Tennant (1997:96) emphasizes that the abovementioned example highlights the link between behaviour and reinforcement.

The previous discussion illustrated that behaviour may be reinforced by positive consequences or rewards. This implies that behaviour associated with negative consequences or rewards will not be reinforced. In light of this research study, the above example implies that the knowledge gained from an experience, including the reinterpretation of previously held constructs, may contribute towards changes in individual behaviour. Such behaviour is suggested to be reinforced and therefore repeated if the consequences of the behaviour are viewed as positive. Thus, given the reinterpretation of constructs, bar managers may adjust their behaviour, while such behaviour may be reinforced if the consequences or outcomes of behaviour are deemed to be

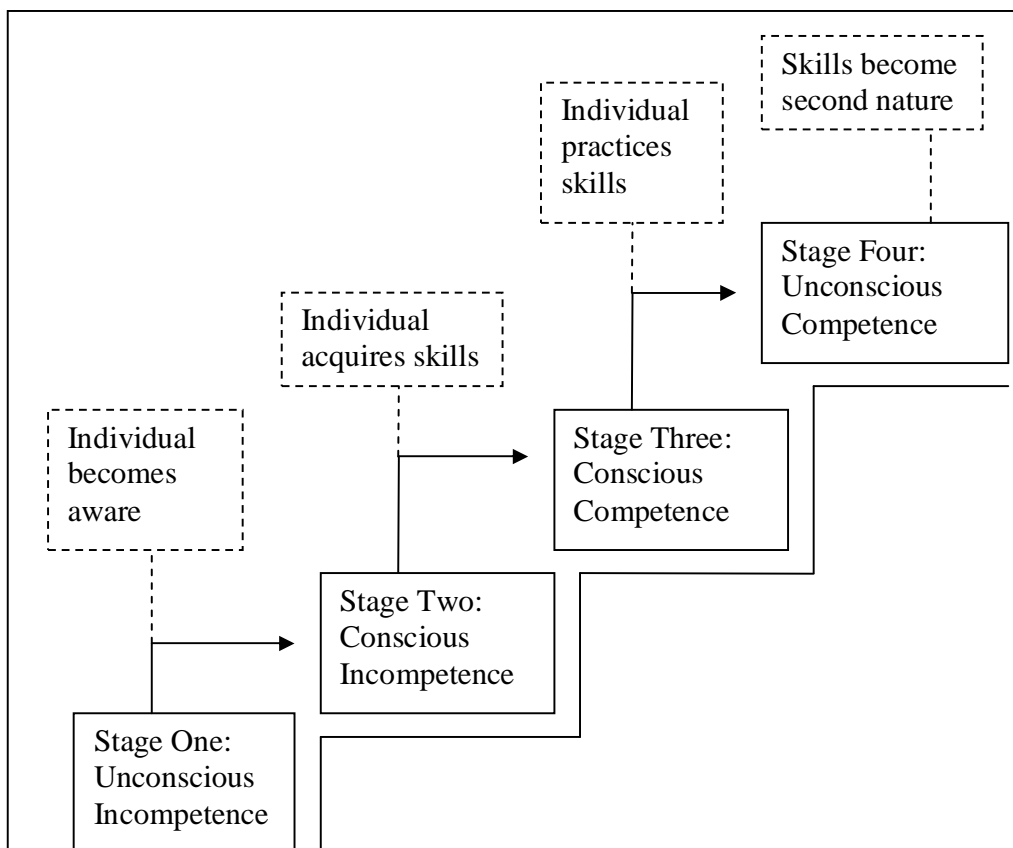
positive or rewarding. In the context of this research study, positive or rewarding behaviour is seen as managerial behaviour that contributes to the successful development of social competencies. Success in displaying the developed social competencies is suggested to lead to improved employee and consumer satisfaction.

Kolb's Learning Cycle was discussed in terms of its relation to the cognitive aspects associated with competency development (Kolb, *et al.*, 2001:229). The reinforcement of behaviours was mentioned in relation to the behavioural aspects of competency development (Tennant, 1997:95). The Conscious Competence Learning Matrix (Thomson and Von Solms, 2006:12) highlights both the cognitive and behavioural aspects associated with competency development. The Conscious Competence Learning Matrix is graphically illustrated in Figure 3.3 (Thomson and Von Solms, 2006:12).

The Conscious Competence Learning Matrix links the levels of competence with the degrees of consciousness to demonstrate how individuals develop competencies (Leigh, 2003:17). The Conscious Competence Learning Matrix indicates that individuals proceed through four stages in developing their competencies or skills (Thomson and Von Solms, 2006:12). Stage one is the "Unconscious Incompetence" and refers to the point at which individuals are not aware of skills or the relevance of skills (Thomson and Von Solms, 2006:12). The individual must "become conscious of his/her incompetence before learning can begin" (Howell, 1982, in Thomson and Von Solms, 2006:12). Stage two of the matrix is "Conscious Incompetence" and refers to the point at which individuals become aware of skills (Thomson and Von Solms, 2006:12). At this point, the individual still lacks the ability to implement the skills that they have become consciously aware of (Thomson and Von Solms, 2006:12). The individual does however, recognize the deficiency between the level of their own skills and the level of skills required (Thomson

and Von Solms, 2006:12). The individual then acquires the skills or training and proceeds to stage three (Thomson and Von Solms, 2006:14). “Conscious Competence” is the third stage in the learning matrix. The individual “will need to concentrate and think to be able to perform the task” (Thomson and Von Solms, 2006:12). The individual will therefore develop mental models to facilitate behaviour that constitutes implementation of the learned or acquired skills (Thomson and Von Solms, 2006:12). The individual will then progress to the fourth stage of the learning matrix, which is the “Unconscious Competent stage”, through “practice” (Thomson and Von Solms, 2006:12). The practiced skills then enter the individual’s “subconscious thinking” and become “second nature” (Thomson and Von Solms, 2006:12).

Figure 3.3: The Conscious Competence Learning Matrix



(Adapted from Thomson and Von Solms, 2006:12)

Thomson and Von Solms (2006:12) provide a practical example of how the Conscious Competence Learning Matrix works. An individual, who begins typing on a computer keyboard, will start by using one or two fingers (Thomson and Von Solms, 2006:12). This represents stage one of the matrix, when the individual becomes consciously aware of a skill. The individual will recognize the deficiency in their ability to type as fast as they may need to and will therefore improve their ability to type by undergoing a training course (Thomson and Von Solms, 2006:12). This represents stage two of the matrix. The individual will most likely begin to type with both hands and at a more rapid pace (Thomson and Von Solms, 2006:12). However, the individual will also observe their hand movements to ensure accuracy (Thomson and Von Solms, 2006:12). This represents stage three of the matrix. The individual will then proceed to stage four of the matrix through practicing their typing skills until they can type at an acceptable pace without looking at their hand movements (Thomson and Von Solms, 2006:12). The skill or ability to type using a computer keyboard would then be considered as “second nature” (Thomson and Von Solms, 2006:12). This seems to relate to an individual’s procedural memory as noted by Nicholas (2003:362), thus indicating that the development of competencies, through practice, facilitates the movement of information between explicit and implicit memory.

The Conscious Competence Learning Matrix therefore suggests that the development of competencies requires both cognitive abilities and behavioural consideration. In terms of cognitive abilities, individuals will need to consciously establish an awareness of their skills deficiency. Additionally, cognitive abilities are also utilized to facilitate the creation of mental models to facilitate performance of skills. In terms of behavioural consideration, individuals will need to practice their acquired skills. Hence, the combination of cognitive abilities and behavioural consideration is suggested to be critical in competency development. Furthermore, the transfer of competencies to the

subconscious, as second nature competencies, suggests that competency development is related to the repertoire of solutions that experience builds.

Ultimately, Kolb's Learning Cycle highlighted the cognitive aspect of developing social competencies by suggesting that knowledge is created through a reflection process (Kolb, *et al.*, 2001:229). The behavioural aspects associated with the development of social competencies were highlighted by behaviourism theory, which suggested that positive outcomes reinforce behaviour (Tennant, 1997:95). The Conscious Competence Learning Matrix (Thomson and Von Solms, 2006:12) highlighted both the cognitive and behavioural aspects associated with the development of competencies. The Conscious Competence Learning Matrix (Thomson and Von Solms, 2006:12) suggested that exposure to an event may facilitate awareness of social competencies and that practice promotes the movement of social competencies to an unconscious competent level where competencies enter the subconscious and are therefore regarded as second nature competencies.

Hence, experience appears to promote the development of social competencies through a reflection process that provides bar managers with opportunities to reinterpret cognitive constructs and reinforce implementation of their social competencies.

Additional research conducted by Mumford (1995:12), indicates that senior executives use four approaches to learn from experience and therefore develop competencies (Mumford, 1995:14). These approaches include the intuitive, the incidental, the retrospective and the prospective approaches.

The intuitive approach entails "learning from experience, but not through a conscious process" (Mumford, 1995:14). Individuals learning from their experiences are thought to view experience as a natural learning source. The

intuitive approach sees “managing and good business practices as synonymous with learning” (Teare, 1997:306). In other words, this approach suggests that learning may be subconsciously linked to everything one experiences.

“The incidental approach involves learning by chance from activities that jolt an individual” to reflect on past experience (Mumford, 1995:14). It appears that this approach emphasizes the concept of a trigger. This trigger seems to link current exposures with related experiences. It is suggested that the process of reflection is used to connect a present experience, found within one’s short-term memory, with related experiences stored in one’s long-term memory.

The retrospective approach is relatively similar to the intuitive approach and the incidental approach. The retrospective approach differs through an emphasis on reaching conclusions and drawing lessons from past experiences (Mumford, 1995:14). It appears that this approach advocates that one can purposefully reflect on an event with the intention of using the reinterpretation of the event to learn lessons. People using the retrospective approach “are more inclined to draw lessons” from mistakes (Teare, 1997:306).

The prospective approach involves “planning to learn before an experience takes place” (Mumford, 1995:15). The prospective approach therefore views future events as “opportunities to learn” (Mumford, 1995:15). It is suggested that this approach represents a proactive view of learning from experience, whereby one would perceive the potential to learn before the event has occurred.

These four approaches suggest that although bar managers may utilize certain mental or cognitive processes to learn from experience, certain mindsets or approaches can also influence the learning from experiences. Hence, the four approaches of learning from experience suggests that bar managers may view

experience as a learning source differently. This in turn implies that experience as a source of competency development may have different influences on different bar managers.

The researcher argues that learning from experience entails a process of reflection. It is suggested that exposure to a present event allows a link to be made between past and present experiences based on relevance. This link is established through a process of reflection. Successful reflection and reconstruction of events contributes towards bar managers' knowledge, skills and values. It is argued that social competencies are then developed through experience by virtue of successful reflection and reconstruction of previous and present experiences. This in turn, is thought to result in practically applied behavioural modifications which, when repeated and reinforced by positive consequences, lead to the development of social competencies. Experiences also presents bar managers with opportunities to become aware of social competencies and to reinforce the physical implementation of their social competencies. However, based on the notion that bar managers may have different approaches to learning from experience, it is also suggested that the utilization of an experience by bar managers to develop social competencies is influenced by their approaches in terms of learning from experience.

3.4 Summary

In this chapter experience was defined as the process of successively construing "replications of events" (Kelly, 1955:72). Experience in the broader sense was seen as the combination of individual experiences. It was shown that an experience requires an opportunity to construct events based on previous interpretations. A process of reflection was shown to link past and present experiences. In turn, this was thought to facilitate the reconstruction of previously held interpretations. Given these reinterpretations, behavioural modifications seem to occur based on the relevance of future tasks. The

cognitive abilities associated with an experience were discussed within this chapter. It was established that an experience is initially stored in short term memory and transferred to long term memory based on the relevance of future behaviours. Relevant behaviours, in terms of the aim and objectives of this research study, were noted as relating to the managerial performance of ensuring employee and consumer satisfaction. Bar managers' behaviour was suggested to change due to the residues of knowledge, skills, outlooks and manners that were associated with an experience.

The proposed link between experience and competency development was then explored. Kolb's Learning Cycle (Kolb, *et al.*, 2001:228) highlighted the relevant cognitive aspects of transforming exposure to an experience into knowledge through a process of reflection. This reflection process enabled constructs to be reinterpreted. It was noted that the reinterpretations of constructs may lead to changes in individual behaviour. Behaviourism literature suggested that individual behaviour is reinforced if the consequences or outcomes of such behaviour are deemed to be positive or rewarding (Tennant, 1997:95). In the context of this research study, positive or rewarding behaviour is seen as managerial behaviour that contributes to the successful development of social competencies. Success in displaying the developed social competencies is suggested to lead to improved employee and consumer satisfaction. The Conscious Competence Learning Matrix (Thomson and Von Solms, 2006:12) was described to highlight that a combination of cognitive and behavioural activity is critical to the development of social competencies. Ultimately, the Conscious Competence Learning Matrix suggested that social competencies are developed when skills are transferred to an individual's subconscious. This implies that competency development is related to the repertoire of solutions that experience builds.

Hence, experience seems to contribute towards the development of social competencies by promoting points of reference in which bar managers may reinterpret constructs, reinforce rewarding behaviour and establish awareness of new social competencies. The four approaches of learning from experience demonstrated that bar managers may adopt different views on learning from experience. This in turn, suggested that experience as a source for developing social competencies is influenced by bar managers' approaches to learning from experience. The following chapter presents the research methodology utilized within this research study.

Chapter 4: Research Methodology

4.1 Overview

The preceding chapters presented the introduction and literature review of this research study. The research methodology, population and sampling technique of this research study are described in this chapter. This chapter also explains the research method used in this research study and discusses the data collection technique and data analysis technique employed. Lastly, the ethical considerations that were noted within this research study are discussed.

4.1.1 Aim and Objectives of the Research Study

In order to comprehend which research methodology is most suited to this research study, the research aim and objectives should also be understood. Hence, the aims and objectives of the research study have been restated below.

The primary aim of this research study is to analyse the role that experience plays in developing bar managers' social competencies, which in turn enable the effective management of employees and consumers to ensure employee and consumer satisfaction.

This aim may be subdivided into the following objectives. Firstly, to identify examples of critical incidents that facilitated the effective management of employees and consumers. Secondly, to analyse these critical incidents to identify their underlying social competencies. Thirdly, to analyse the role of experience in the development of the underlying social competencies.

4.2 Research Methodology

The research methodology used within this research study is discussed within this section. The criteria used to measure the quality of the research design and findings of qualitative research are also mentioned.

The paradigm for this research study is based on the anti-positivist or phenomenological framework (Collis and Hussey, 2003:47). “The phenomenological paradigm is concerned with understanding human behaviour from the participant’s own frame of reference” (Collis and Hussey, 2003:53). Research methods used in the phenomenological paradigm seek to describe and translate the meaning of phenomena and not the frequency of the phenomena occurring (Van Maanen, 1983:9). Thus, the phenomenological paradigm allows for the analysis or examination of human experiences (Creswell, 1994:12).

As mentioned, this research study is based on the phenomenological paradigm and is therefore of a qualitative nature (Collis and Hussey, 2003:47). According to Hakim (1987:26), qualitative research concerns “the meanings and interpretation given to events” by individuals, and displays how these events are conceptualized to “make sense” of experiences. Marshall and Rossman (1999:57) provide justification for adopting the qualitative approach by suggesting that studies focusing on “individuals’ lived experience” require “face-to-face interaction” to allow the researcher the opportunity to develop a deeper understanding of respondents’ views on the phenomena being analysed. Marshall and Rossman (1999:57) elaborate on this by noting that a study on “individuals’ lived experience” requires an understanding of the “meaning that participants attribute to those actions”. This research study therefore requires the measurement or analysis of experience from the interviewees’ subjective construction of previous experiences. Hence, face-to-face interviews were conducted to analyse the role that experience plays in the development of social competencies from the interviewees’ perspective (Gremmler, 2004:66).

In conducting research, whether quantitative or qualitative, consideration must be given to the quality of the research design and findings. The positivist approach seems to rely on measures of reliability and validity to objectively investigate research problems (Collis and Hussey, 2003:52). Hence, quantitative research approaches seem to evaluate the quality of research design and findings through measures of construct validity, internal validity, external validity, and reliability (Riege, 2003:80). These measures will firstly be discussed from a quantitative perspective and thereafter from a qualitative perspective.

“Construct validity establishes appropriate operational measures for theoretical concepts being researched” (Riege, 2003:80). Internal validity refers to the “establishment of cause-and-effect relationships” (Riege, 2003:80), and represents “the extent to which the presumed cause really does have an impact on the presumed effect” (Bryman, 1992:30). External validity concerns “the extrapolation of particular research findings beyond the immediate form of inquiry to the general” (Riege, 2003:81) and therefore relates to the generalization of the findings to other contexts (Campbell, 1957, in Bryman, 1992:36). Reliability relates to the demonstration “that the operations and procedures of the research inquiry can be repeated by other researchers which then achieve similar findings” (Riege, 2003:81).

The phenomenological approach seems to stress “the subjective aspects of human activity by focusing on the meaning, rather than measurement, of social phenomena” (Collis and Hussey, 2003:53). Consequently, qualitative research appears to interpret the abovementioned quantitative criteria differently (Collis and Hussey, 2003:58). More specifically, qualitative approaches seem to employ measures of credibility, transferability, dependability, and confirmability (Riege, 2003:80). These measures are seen as “analogous to the concepts of validity and reliability in quantitative research” (Riege, 2003:81).

Credibility relates to “the approval of research findings by either interviewees or peers” (Riege, 2003:81). Credibility, which is the “parallel construct to internal validity, seeks to ensure that the “inquiry was carried out in a way which ensures credibility” (Riege, 2003:81). The credibility of the data collected within this research study was improved by giving feedback to and receiving feedback from interviewees. This ensured that respondents’ views were accurately captured (Creswell, 1994:158).

Quantitative research is concerned with the generalization of findings in which the researcher seeks to “establish that the results of a particular investigation can be generalized beyond the confines of the research location” (Bryman, 1992:34). Merriam (1988, in Creswell, 1994:158) notes that the “intent of qualitative research is not to generalize findings, but to form a unique interpretation of events”. This research study is therefore not concerned with the generalization of findings, but the transferability of the research findings.

Transferability is parallel to the function of external validity and is achieved “when the researcher shows similar or different findings of a phenomenon amongst similar or different respondents” (Riege, 2003:81). The transferability of the research results was ensured through cross-case analysis, which was carried out in the data analysis phase of the research study to allow for comparisons between multiple cases (Miles and Huberman, 1994, in Riege, 2003:83).

Dependability is the equivalent to “the notion of reliability in quantitative research” (Riege, 2003:81). “It is not important whether qualitative measures are reliable in the positivistic sense, but whether similar observations and interpretations can be made on different occasions and/or by different observers” (Collis and Hussey, 2003:58). Dependability seeks to ensure “stability and consistency in the process of inquiry” (Riege, 2003:81). The

dependability of the research design was improved by ensuring that the researcher was aware of and safeguarded against his own theoretical position and biases (Hirschman, 1986:240). Additionally, consistency within the inquiry process was ensured by use of a tape recorder to record all interview data (Nair and Riege, 1995, in Riege, 2003:83).

Lastly, confirmability represents the “notion of neutrality or objectivity in positivism, corresponding closely to construct validity” (Riege, 2003:81). Confirmability “assesses whether the interpretation of data is drawn in a logical and unprejudiced manner” (Riege, 2003:81). Confirmability of the research findings was improved through the retention of all transcribed material on a compact disc (CD) to facilitate reanalysis (Riege, 2003: 81).

4.3 Population and Sampling

The population and sample of this research study are described within this section. A table of respondents is provided to present an overview of the sample of respondents selected for this research study.

The population for a study is that group of people from which conclusions will be drawn (Babbie and Mouton, 2001:100). The population for this research study is therefore composed of bar managers within the Grahamstown region. According to Creswell (1994:144), “the idea of qualitative research is to purposefully select informants” that may “best answer the research question”. Hence, “no attempt is made to randomly select informants” (Creswell, 1994:144). The researcher therefore employed purposive sampling (Welman and Kruger, 2001:63).

Purposive sampling was used to interview bar managers with a minimum of one year’s work experience in the bar environment. The reason for purposively seeking bar managers with one year’s experience of working within the bar

environment was to allow for a period of time in which bar managers could develop and utilize their social competencies. This ensured that bar managers had the opportunity to reflect on their managerial performance and thereby highlight how their social competencies were developed and utilized through their life-long experiences and experiences as a bar manager.

According to Ritchie and Lewis (2003:83) qualitative samples are usually small in size as there is no requirement to “determine statistically significant discriminatory variables”. Cope and Watts (2000:104) employed the Critical Incident Technique (CIT) by interviewing six respondents to explore “the learning process of entrepreneurs in relation to the parallel processes of personal and business development”. Cope and Watts (2000:108) indicated that six respondents provided “a diverse range of experiences and knowledge”. Given the premise that the CIT offers a “rich source of information” (Chell, 2004:56), it was decided to interview six bar managers in-depth. Table 4.1 below presents a holistic view of the sample that was purposively selected for this research study.

Table 4.1: Table of respondents

Pseudonyms Names	Age	Gender	Race	Management Education or Training	Time as a manager	Non-Managerial Experience in the Bar Environment	Time at Current Bar as a Manager
Bob	27	Male	Black	No	2,5 Years	Yes	2,5 Years
Sue	25	Female	White	Yes	5 Years	Yes	1 Year
John	28	Male	White	Yes	11 Years	Yes	4 Months
Jake	23	Male	White	Yes	3 Years	Yes	3 Years
David	22	Male	White	No	1,5 Years	Yes	1,5 Years
Tom	48	Male	White	Yes	20 Years	Yes	2 Months

Table 4.1 indicates the pseudonyms that were utilized to ensure the non-disclosure of respondents’ real names. Table 4.1 also indicates that the

respondents of this research study were aged between 22 and 48 years of age. Most of the respondents were in their twenties, while one respondent was relatively older at the age of 48. Given that Grahamstown is considered a student-town, the sample selected was likely to be composed of bar managers who share a similar age with their majority client base, which are university students.

The majority of respondents undertook the role of managing a bar as their primary employment. However, one of the respondents undertook the role of bar manager as a secondary source of employment. Furthermore, another respondent indicated that he was a student and thus utilized the position of bar manager as a part-time job. Hence, the sample selected for this research study, was mainly composed of respondents who were engaged in the position of bar managers as their primary source of employment or income.

As highlighted in Table 4.1, the majority of respondents interviewed were white males, with one black male bar manager and one white female bar manager.

Additionally, Table 4.1 suggests that the majority of respondents did have management education or training. The majority of respondents indicated that their management training or education was informal. In other words, the majority of respondents were trained while on the job as opposed to obtaining a formal management qualification. This facilitated the analysis of the role that the informal learning method of experience played in developing bar managers' social competencies.

The column titled "Time as a Manager" indicates that all respondents had more than one year's experience as a manager. This included managerial experience within other bars and other industries such as, the agricultural industry, the mining industry and the retail industry. Table 4.1 also shows the range of time

that respondents had spent in a managerial capacity. For instance, one respondent has been a manager for 20 years, while another respondent has relatively less experience as manager with one and half years of managerial experience. This implies that the respondents of this research study possessed varying levels of managerial experience and therefore offered a broad spectrum of perspectives in terms of critical incidents and experiences.

All respondents had additional non-managerial work experience in the bar environment. This included working behind the bar or as a bouncer. The mere fact that all respondents possessed additional employment experience within the bar environment, other than managerial experience, suggests that non-managerial experience within the bar environment may have played a role in the development of bar managers' social competencies.

Lastly, the time spent at the current bar as a manager, ranged from two months to three years. Although, two of the respondents had spent less than one year at the current bar, their additional years of managing alternate bars, were seen as sufficient to satisfy the sampling requirements of this research study.

The sample selected for this research study was therefore predominately composed of white males, aged in their twenties, who were employed as bar managers as their primary source of employment. Additionally, the sample of respondents was also characterised by a dominance in terms of informal training, non-managerial experience in the bar environment and more than one year's experience as a bar manager.

Hence, the sample purposively selected for this research study possessed adequate experience to describe critical incidents related to employee and consumer satisfaction. The experience possessed by the selected sample was also perceived to be sufficient in terms of extracting the relevant experiences.

This is primarily based on the presence of their management training or education, non-managerial experience in the bar environment, and on the experience gained as managers of their current bars, managers of alternate bars and managers within other industries.

4.4 Research Method

The research method selected for this research study is presented within this section. A multiple case study research method was employed within this research study (Chell, 2004:47). Collis and Hussey (2003:68) define a case study as “an extensive examination of a single instance of a phenomenon of interest and is an example of a phenomenological methodology”. Hence, the case study approach was congruent with the phenomenological paradigm employed within this research study.

Case studies “provide descriptive accounts of one or more cases” (Hakim, 1987:61). Case study research aims “to provide the analysis of the context and processes which illuminate the theoretical issues being studied” (Hartley, 2004:323). In terms of the research aim and objectives of this research study, Riege (2003, 80) provides a fitting description of the case study approach, thus highlighting the justification for selecting this approach. Riege (2003:80) suggests:

The case study method is about theory construction and building, and is based on the need to understand a real-life phenomenon with researchers obtaining new holistic and in-depth understandings, explanations and interpretations about previously unknown practitioners’ experiences.

Additional support for using the case study approach can be noted by Yin (1989, in Remenyi, 1996:13), who states that the case study approach is

“particularly valuable in answering who, why and how questions in management research”. Furthermore, Hartley (2004:332) suggests that “research questions about ‘how’ and ‘why’ rather than ‘what’ or ‘how much’ are best suited to the case study strategy”.

“A case study approach implies a single unit of analysis, such as a company or group of workers, an event, a process or even an individual” (Collis and Hussey, 2003:68). The case study approach seeks to gather detailed data about the unit of analysis “with a view of obtaining in-depth knowledge” of the phenomena being analysed (Collis and Hussey, 2003:68). Hence, in utilizing the case study method, the researcher must decide whether to employ a single case study approach or a multiple case study approach (Hartley, 2004:326). A single case study approach analyses a single case to “disentangle what is unique to that organization from what is common to other organizations” (Hartley, 2004:326). A multiple case study approach allows for the analysis of several cases (Berg, 1998:216). Thus, a multiple case study approach enables the researcher “to compare and contrast different cases” (Hakim, 1987:63). Hence, the multiple case study approach was seen to be appropriate for comparative purposes.

4.4.1 Data Collection Method

The data collection method employed within this research study is presented in this section. Qualitative research is characterised by fieldwork whereby “the researcher physically goes to people, setting, site, or institution” to “record behavior in its natural setting” (Merriam, 1988, in Creswell, 1994:144). Marshall and Rossman (1999:159) point out that the case study approach may rely on interviewing to collect data. Thus, the researcher physically visited bars to undertake data collection in the form of face-to-face interviews for this research study.

Hence, semi-structured in-depth interviews based on structured questions were used as the data collection method. Six bar managers were interviewed in-depth. Kahn and Cannell (1957:16) view interviews as a conversation with a “specific purpose”. Qualitative in-depth interviews allow the researcher to explore general topics to uncover the interviewee’s perspective, but also “respects how the participant frames and structures the response” (Marshall and Rossman, 1999:108). According to Marshall and Rossman (1999:108), this represents a fundamental assumption of qualitative research in that the “participant’s perspective on the phenomenon of interest should unfold as the participant views it, not as the researcher views it”.

Interviews carry advantages and disadvantages (Marshall and Rossman, 1999:109). The advantages of interviews include the opportunity to gain a deeper understanding of phenomena and they offer a method to get “large amounts of data quickly” (Marshall and Rossman, 1999:108). Interviews also allow the researcher “control over the line of questioning” (Creswell, 1994:150). Additionally, interviews allow “immediate follow-up and clarification” of information supplied by interviewees (Marshall and Rossman, 1999:110). One disadvantage of interviews that appears to be relevant to this research study may include situations where interviewees are unwilling or uncomfortable to divulge information that the researcher seeks (Marshall and Rossman, 1999:110). Interviews have another limitation in that “not all people are equally articulate and perceptive” in presenting or divulging the desired information (Creswell, 1994:150). The researcher noted the potential disadvantage in which respondents may not be able to accurately recollect their experiences. However, the researcher also recognized the opportunity that face-to-face interviews offer in terms of probing certain aspects as respondents divulge them.

The CIT was used to frame the semi-structured in-depth interviews. The CIT is defined as a “qualitative interview procedure” that “facilitates the investigation of significant occurrences”, events or incidents “identified by the respondent” (Chell, 2004:48). Flanagan (1954) developed and used the CIT as a quantitative approach (Chell and Pittaway, 1998:24). The CIT was therefore first used in a scientific study with a positivistic perspective (Chell, 2004:45). “Since its introduction, the CIT method has been used in a wide range of disciplines” (Gremier, 2004:66). For instance, Chell, Haworth and Brearley (1991, in Chell, 2004:46) highlight the use of the CIT within a qualitative, social constructionist framework in the 1990s. Cope and Watts (2000:104) utilized the CIT with a qualitative approach to explore the impact of critical incidents on entrepreneurial learning. Chell (2004:47) employed the CIT with a phenomenological approach in a qualitative study of the impact of critical incidents on a business owner’s behaviour. Hence, the CIT appears to have varied use in terms of its positivistic and phenomenological approaches.

According to Cope and Watts (2000:106), the CIT is particularly useful in the learning or development domain as it allows the researcher to look for patterns and subsequent links between context and outcomes. The CIT also investigates the manner in which the identified incidents are managed and “the outcomes in terms of perceived effects” (Chell, 2004:48).

This research study employs a qualitative approach similar to that of Chell (2004) and Cope and Watts (2000). The aim of the CIT, as described within the study conducted by Chell (2004:47), is to “gain an understanding of the incident from the perspective of the individual, taking into account cognitive, affective and behavioural elements” (Chell, 2004:48). Chell (2004:47) suggests that the CIT is used through largely unstructured interviews “to capture the thought processes, frame of reference and the feelings about an incident or set of incidents, which have meaning for the respondent”.

The CIT does appear to carry certain disadvantages. The CIT is overt in that the respondent is aware of being interviewed (Chell, 2004:47). Hence, the interviewer must ensure that the interviewee is comfortable with conducting such an interview (Chell, 2004:48). A second disadvantage of the CIT is that “accounts are always retrospective” (Chell, 2004:47). This may present a problem in terms of obtaining a clear recollection of the events or incidents in question. However, Chell (2004:47) notes that because the incidents being recollected are considered critical, “subjects usually have good recall”. Additionally, the use of semi-structured interviews allows the researcher to focus on aspects relevant to the research aim and objectives (Chell, 2004:47).

The CIT guided the qualitative interview procedure, and thereby facilitated the investigation of three significant incidents identified by the interviewee (Chell, 2004: 48).

The initial phase of the CIT involved establishing contact with interviewees to inform them of the nature and purpose of the research study (Chell, 2004:48). Additionally, the researcher ascertained the number of years of work experience interviewees had in the bar environment. This was done in order to satisfy the requirements of the sampling technique utilized within this research study. The researcher also ensured that all interviewees understood the CIT procedure (Chell, 2004:48). Permission to tape record the interview was also obtained from the interviewees within this initial stage of the data collection phase. The researcher also looked to establish “a rapport of trust and confidence” (Chell, 2004:48). This allowed the interviewee to feel comfortable in the interview and subsequently yield relevant and useful information (Chell, 2004:48).

In conducting the interview, the researcher focused on the theme of the interview by asking the interviewee to indicate and elaborate on three critical incidents (Chell, 2004:48). For the purpose of this research study, a critical

incident is seen as an instance of performance that is viewed by bar managers as significant in the management of employees and consumers to ensure employee and consumer satisfaction. Consequently, bar managers were questioned in terms of three significant incidents that influenced their performance in regard to employee and consumer satisfaction. As in the research study conducted by Cope and Watts (2000: 104), the interviewer then focused on incidents which the respondents perceived as significant (Chell, 2004: 46). The interviewee then recollected and elaborated on each of the identified critical incidents (Chell, 2004:49).

The researcher controlled the interview process and clarified any ambiguities by use of probing questions (Chell, 2004:49). The interviews focused on exploring the underlying social competencies featured within the identified critical incidents. This was achieved through probing questions such as:

- What happened next?
- How did it happen?
- With whom did it happen?
- What were the consequences?
- How did the respondent cope?
- What tactics were used? (Chell, 2004:49).

In addition to promoting clarification of the researcher's understanding, the abovementioned questions also helped to "control the interview and keep the interviewer alert" (Chell, 2004:49).

Thereafter, the researcher looked to explore how the identified social competencies were acquired through the interviewee's life experiences. Exploration of the identified experiences was facilitated through the use of probing questions as indicated above.

The interviews were concluded when the interviewees had recollected and clarified all three identified critical incidents and related experiences (Chell, 2004:49). All respondents were provided with feedback regarding the usefulness of the interviews (Chell, 2004:49). The researcher informed respondents that the interviews were valuable, as this allowed “a realistic feeling” that he would be welcomed to return (Chell, 2004:49).

All interviews were recorded using a tape recorder, with the permission of the interviewees. This improved the credibility of data recorded. Once the data was electronically captured, all respondents were provided with the opportunity to confirm the data. This ensured that the data collected was understood and interpreted in accordance with the respondents’ views.

4.4.2 Data Analysis Method

This section discusses the data analysis technique that was used within this research study. “Data analysis is the process of bringing order, structure, and interpretation to the mass of collected data” (Marshall and Rossman, 1999:150). Creswell (1994:154) describes qualitative data analysis as the reduction of “a voluminous amount of data” into categories or themes based on a schema. Analyzing qualitative data may entail searching for “general statements about relationships among categories of data” (Marshall and Rossman, 1999:150). Hence, in order to analyse qualitative data, the researcher should be “comfortable with developing categories and making comparisons and contrasts” (Creswell, 1994:153).

In performing qualitative data analysis, the researcher may be engaged in “several simultaneous activities”, including “collecting information from the field, sorting the information into categories, formatting the information into a story or picture, and actually writing the qualitative text” (Creswell, 1994:153).

This suggests that qualitative researchers need to display effective time management skills when conducting qualitative data analysis.

According to Chell (2004:49), data analysis by means of the CIT “is likely to be based on a grounded approach” or on a conceptual framework. A grounded approach “assumes that the researcher abandons preconceptions and through the process of analysis, builds up an explanatory framework through the conceptualization of the data” (Chell, 2004:49). Thus, “evidence of patterns” emerges from the transcribed data and enables “a theory to be developed” (Chell, 2004:50). The conceptual framework on the other hand, utilizes “a set of preconceived categories”, which serves as a coding frame for the data captured (Chell, 2004:50).

Data was analysed using the open coding procedures of grounded theory (Chell, 2004:49). Open coding is the “process of breaking down, examining, comparing, conceptualizing, and categorizing data” (Strauss and Corbin, 1990: 61). In other words, open coding represents the portion of data analysis “that pertains specifically to the naming and categorizing of phenomena through close examination of the data” (Strauss and Corbin, 1990:62). “A grounded theory is one that is inductively derived from the study of the phenomenon it represents” (Strauss and Corbin, 1990:23). Themes were therefore inductively developed based on the data captured (Wong and Sohal, 2003:250). Case study research “is able to draw on inductive methods of research” (Hartley, 2004:332). Hence, the data analysis technique employed within this research study is aligned with the research method utilized.

The first step in analyzing the data was to conceptualize the data captured by breaking each sentence or paragraph down and assigning each incident a name or code (Strauss and Corbin, 1990:63). The idea behind conceptualizing the data was to briefly reword the sentence or paragraph to represent the

phenomena being analysed, “but still in a descriptive way” (Strauss and Corbin, 1990:65). This specific portion of the data analysis process is also perceived as labeling phenomena with conceptual labels (Strauss and Corbin, 1990:61).

Once the data was labeled, concepts that appeared to “pertain to the same phenomena” were grouped through a process called categorizing (Strauss and Corbin, 1990:65). Each category referred to a classification of concepts and was “given a conceptual name” (Strauss and Corbin, 1990:65). The name assigned to each category should be “logically related to the data it represents” (Strauss and Corbin, 1990:67). Additionally, the name assigned to each category “must be a more abstract concept than the ones it denotes” (Strauss and Corbin, 1990:67). The reason for this lies in the identification and analysis of properties and dimensions found in the data (Strauss and Corbin, 1990:69). Properties are defined as “attributes or characteristics pertaining to a category” (Strauss and Corbin, 1990:61). Dimensions represent the “location of properties along a continuum” (Strauss and Corbin, 1990:61). The coding of data into categories then facilitated the analysis of properties and dimensions (Strauss and Corbin, 1990:69).

4.5 Ethical Considerations

The ethical considerations pertinent to this research study are discussed within this section. “The researcher has an obligation to respect the rights, needs, values, and desires of the informants” (Creswell, 1994:165). The researcher therefore initially ensured that all respondents were verbally informed of the nature and intended purpose of the research study. Additionally, the researcher explained the CIT to respondents and ensured that all respondents were comfortable and willing to proceed with the interview process. The researcher also obtained the interviewees’ permission to tape record the interview.

The ethical issues that need to be considered when employing the CIT include the confidentiality of information captured and the subjectivity of information gathered (Chell, 2004:56).

In regard to the confidentiality of information captured, the researcher ensured the non disclosure of respondents' real names and details (Chell, 2004:56). This is particularly important when utilizing the CIT, as respondents may name other people or organisations involved in the recollection of critical incidents and experiences (Chell, 2004:56). Consequently, the researcher utilized pseudonyms on all transcribed material. This ensured the confidentiality of respondents' real names and details.

In terms of the subjectivity of information gathered, Marshall and Rossman (1999:194) indicate that the nature of qualitative research entails the researcher's subjectivity of the captured data. The researcher therefore ensured the accuracy of the data captured by verifying the interpretation of the final results with all respondents.

4.6 Summary

The research methodology employed within this research study was discussed in this chapter. The research paradigm adopted for this research study was noted as the phenomenological paradigm, which provided the base for this qualitative research study. The criteria for measuring the research design and findings of qualitative studies were presented. The population and sampling technique of this research study were also discussed. A table of respondents was used to holistically illustrate the sample that was selected for this research study. Purposive sampling was used to select research respondents with a minimum of one year's work experience within the bar context. The research method was then defined and discussed. It was established that the multiple case study approach represented an appropriate research method and was

therefore employed as the research method within this research study. The data collection method was also presented within this chapter. Data was collected through in-depth face-to-face semi-structured interviews with six bar managers. The interviews were framed using the CIT. The data analysis technique employed within this research study was then described. The data captured was analysed using the CIT and through the open coding procedures of grounded theory. The ethical considerations of this research study, which included the non disclosure of respondents' real names and details, were discussed. The next chapter presents the findings of this research study.

Chapter Five: Results

5.1 Overview

The preceding chapters provided the literature review and research methodology. The research findings of this research study are presented in this chapter. Six bar managers were interviewed in-depth, using the CIT (Chell, 2004: 56). The data captured was analysed using the open coding procedures of grounded theory (Chell, 2004:49; Strauss and Corbin, 1990:23). The results of the data analysis are presented by means of the Social Competency Cache Development Process (SCCD Process). The SCCD Process firstly describes the process in which the bar managers used their social competencies. Thereafter, the SCCD Process describes the process in which experiences were used to develop social competencies. Similarities and variations between using social competencies and developing social competencies are presented through the properties of the SCCD Process.

5.2 The Social Competency Cache Development Process (SCCD Process)

The purpose of this section is to provide an explanation of what the SCCD Process and its phases entail. The findings of this research study are presented according to the proposed process called the Social Competency Cache Development Process (SCCD Process). The reason for utilizing a process to present the findings of this research study lies in the contribution that a process offers towards developing an understanding of the manner in which experiences contributes towards the development of social competencies. This chapter applies the SCCD Process to firstly present the findings of this research study in terms of the social competencies that the bar managers utilized within the

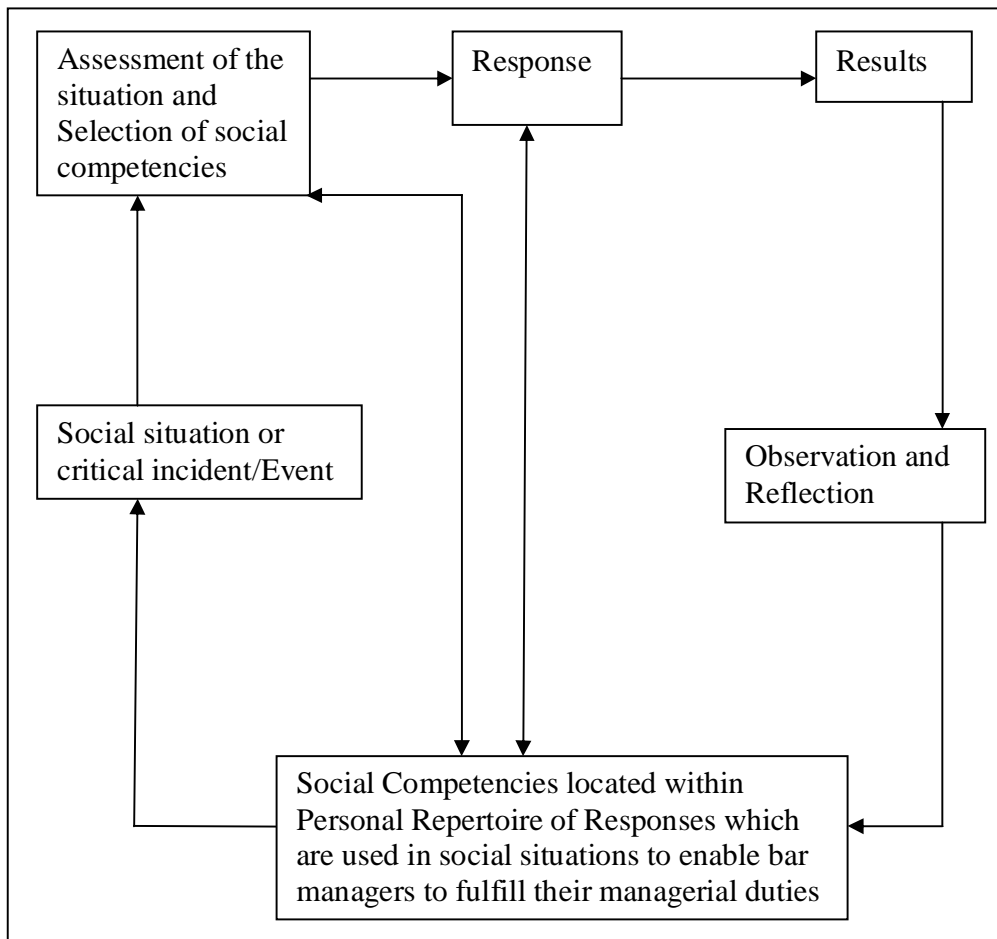
identified critical incidents. Thereafter, the SCCD Process describes how experiences developed the identified social competencies. The properties of the SCCD Process are discussed to highlight the variations between the processes of using social competencies and developing social competencies.

The SCCD Process centers on social competencies and experiences, which represent the focal points of this research study. The SCCD Process draws its title from the use of social competencies within social situations and therefore explicitly mentions the term “Social Competency” within its title. The term “Cache” represents a reserve, collection or an accumulation of social competencies located in one’s personal repertoire of responses. The term “Development” emphasizes the improvement or growth in social competencies, while the term “Process” highlights the presence of phases within the SCCD Process. The SCCD Process is depicted in Figure 5.1.

The SCCD Process is a continuous process, which illustrates the manner in which the bar managers utilized their social competencies and the manner in which experiences contributed towards the development of such social competencies. As Figure 5.1 indicates, the SCCD Process centers on the social competencies located within the cache or reserve of responses referred to as the “Personal Repertoire of Responses”. The social competencies used represent the responses to social situations. The “Personal Repertoire of Responses”, which is the storage point for social competencies, represents an accumulation of compounded and reinterpreted responses. Within the context of this research study, the personal repertoire of responses indicates an accumulation of effective responses, which the bar managers accumulate or develop through experiences. Personal Repertoire of responses therefore represents the pool of social competencies and experiences that the bar managers draw on when addressing social situations. This personal repertoire of responses is then used

in social situations to assist the bar managers in fulfilling their managerial duties that are associated with ensuring employee and consumer satisfaction.

Figure 5.1: The Social Competency Cache Development Process
(SCCD Process)



(Researcher's own construction)

As illustrated in Figure 5.1, the SCCD Process encompasses several phases, including:

- The Situation phase
- An Assessment and Selection phase

- The Response phase
- The Results phase
- The Observation and Reflection phase

The Situation phase of the SCCD Process refers to the critical incident or event that warrants a response. This relates to the social situation that the bar manager finds him/herself or, in terms of experience, to the event that the bar manager has been exposed to. The bar managers then assess the situation and select an appropriate response from the social competencies located in their personal repertoire of responses. The selected response is then physically implemented within the Response phase. The Results phase indicates the outcomes of implementing the selected responses and social competencies. The Observation and Reflection phase is then executed to facilitate reinterpretation of previous responses and social competencies, whereby the bar manager compares the outcomes of implementing the social competencies with the effectiveness of previous responses. These reinterpretations are thereafter integrated with existing social competencies and compounded into the personal repertoire of responses. The process is continual in that the compounded personal repertoire of responses are used to address subsequent social situations and are continually shaped by the outcomes of implementing the reinterpreted responses and social competencies.

The SCCD Process will firstly be used to present the findings of this research study in terms of the social competencies that the bar managers used within the identified critical incidents.

5.3 The Social Competency Cache Development Process (SCCD Process) and Social Competencies

This section provides the findings of this research study in terms of the SCCD Process and the social competencies that the bar managers used. In order to present the findings of this research study in terms of the social competencies that the bar managers used within the identified critical incidents, an understanding of bar managers' duties must be established.

5.3.1 Bar Managers' Duties

Bar managers fulfill certain managerial duties. These include:

- managing the bar itself,
- managing employees, and
- managing consumers.

In terms of managing the bar itself, bar managers are responsible for opening the bar, ensuring a hygienic environment, ordering and pricing of stock, financial duties such as cashing-up, and arranging entertainment. The latter includes organising promotional events and liaising with sponsorship organisations.

In terms of managing employees, bar managers deal with all levels of staff. This includes bouncers or security staff, bar staff, cleaning staff and entertainment staff such as disc jockeys. Bar managers organise the abovementioned employees' shifts, wages and resolve employee-related problems. Bar managers also monitor employee appearances. Jake indicated that his managerial duties include "checking that the employees are wearing the

right thing”, as well as checking that employees are not wearing “eye rings” and “that sort of thing”.

In terms of managing consumers, bar managers deal with consumer complaints and resolve consumer-related problems. In dealing with consumer complaints, Bob stated, “you have to address problems and ensure your position and authority”. Bob added, “you need to make sure that people have a good experience and that experience brings them back”.

Bar managers perform these managerial duties by maintaining an active front-line role within the bar. In essence, bar managers accomplish this through a visible presence within the bar environment to ensure a close level of interaction with employees and consumers. This enables bar managers to be aware of problematic situations concerning employees and consumers. Jake mentioned that his managerial duties include “greeting customers and interacting with the customers”, thus indicating that bar managers adopt an active and visible presence within the bar environment. Furthermore, Bob indicated, “you need to be in touch with the clientele, where you talk to everyone and make sure you have a smile on your face”. Jake reinforced this by stating, “you have to be out there and people have to know that you are the manager”, so that the bar managers’ position and authority is known to all consumers.

With an understanding of bar managers’ duties now established, the Situation phase of the SCCD Process, which represents the situations in which the bar managers perform their managerial duties, may be described. These situations indicate the critical incidents identified by the bar managers in terms of their impact on employee and consumer satisfaction.

5.3.2 The Critical Incidents or Situation Phase

In terms of the social competencies used by the bar managers, the critical incident or Situation phase refers to the point in the process at which the bar manager encounters the social situation. The bar managers identified critical incidents relating to both employees and consumers. They described four categories of critical incidents. Firstly, critical incidents associated with problematic employee behaviour were described. Problematic employee behaviour refers to unacceptable employee conduct such as employees being drunk while at work and employees collectively confronting the bar manager in front of other employees and consumers. One of the identified critical incidents centered on cleaning staff who were drunk while at work. Bob described this incident by stating, “the one guy was looking sleepy at the bathroom while another cleaner was trying to cover up for him so he wouldn’t get fired”. In terms of the incident in which employees collectively confronted the bar manager, the employees had a problem relating to the bar’s remuneration policy and confronted John, their bar manager, in full view of the other employees and consumers. The employees were confused about the manner in which their wages were calculated. John stated that his employees “didn’t understand why their weekly wages were different from previous weeks”. Problematic employee behaviour also included employee insubordination, which was evident in an incident when an employee undermined Bob’s authority. Bob instructed the employee to raise the entrance fee of a promotional event at a certain time. The employee responded by stating that she “wanted to hear the instruction from the other manager”.

Secondly, the bar managers described critical incidents related to problematic consumer behaviour. This type of behaviour refers to critical incidents in which consumers misplaced their personal belongings, vandalized property, were involved in incidents relating to theft, or behaved in an unacceptable manner by

entering restricted areas, becoming rowdy or physically fighting. In terms of misplaced belongings, Bob described a critical incident in which a consumer lost her handbag. This consumer suspected that the cleaning staff stole her handbag rather than her misplacing it. John described an incident in which a consumer misplaced her money. With regard to vandalized property, David highlighted a critical incident in which a drunken consumer damaged promotional equipment. The drunken consumer “cut one of the promotion banners which cost about two thousand Rand”. In terms of theft, the identified critical incidents related to instances in which consumer possessions were stolen. In one theft-related incident described by John, a “regular” consumer had “his cell phone and keys stolen”. In a separate incident highlighted by Tom, money was stolen from consumers’ handbags. Tom stated that the thief “grabs the money” from consumers’ handbags and “runs off”. The bar managers described incidents of problematic consumer behaviour that were associated with the unacceptable conduct of drunken consumers. For instance, Sue described an incident in which a drunken consumer “stormed into the kitchen”. The kitchen area is considered a private area and is therefore “off limits to anyone” that is not an employee of the bar. In another incident, a consumer, who did not agree with Jake in terms of a special product offering that had ended, became “very aggressive” and started “swearing at” him. David mentioned an incident that related to the actions of a drunken consumer who physically provoked one of the bar’s bouncers. This incident escalated into “a fight” between the “drunken customer” and the bouncer.

Critical incidents that were related to service complaints by consumers were also brought to light. In one incident, “a customer” complained to Tom “about the wine glasses” being used. In another incident, Tom encountered “two female customers” who complained that they had received the incorrect drinks order.

Handling problems that employees faced, is the last category of critical incidents that the bar managers described. Employees faced personal problems and physical problems. Sue highlighted an incident that concerned an employee who experienced “a death in the family” and needed time off to attend the funeral. Jake described incidents that concerned employees’ lack of motivation. Jake stated that sometimes “employees feel down and want to leave the place”. Additionally, David described an incident in which two employees recently ended their romantic relationship with each other. Lastly, Sue mentioned an incident that centered on an employee who was physically “attacked on the way to work”.

In the light of the situation being faced, the bar managers then assessed the social situation and selected the appropriate response by drawing on the social competencies located in their personal repertoire of responses. The responses adopted by the bar managers entailed engaging in a particular role. The roles adopted by the bar managers represent the Response phase of the SCCD Process.

5.3.3 The Response Phase

The Response phase refers to the physical implementation of the selected responses and entails the bar managers’ responses when engaged in a particular role. The bar managers adopted certain responses in the form of particular roles to fulfill the managerial duties presented above and to ensure employee and consumer satisfaction. More specifically, the bar managers played the following roles:

- Clarifier
- Problem resolver
- Encourager

5.3.3.1 The bar managers' response as a clarifier

The bar managers adopted this particular role when employee behaviour was considered problematic. Problematic employee behaviour encapsulated employee insubordination, unacceptable employee conduct and misunderstandings or confusion. When engaged in the role of clarifier, the bar managers responded to problematic employee behaviour by clarifying employee roles, the parameters of acceptable employee behaviour, and expectations. The bar managers also responded by confirming employee responses and establishing the lines of authority. In essence, the bar managers ensured that employees understood their roles and what was expected from them. This related to the level of employee performance.

For instance, in the incident concerning the drunken cleaners, Bob spoke to his employees by stating that he does not mind if they have “a few” drinks closer to closing time. Bob added that it was not acceptable for his employees to be drunk between “11 o'clock and 2 o'clock”. Hence, Bob attempted to clarify his expectations of acceptable employee behaviour and to clarify employee roles.

In the incident concerning employee insubordination, Bob responded by clarifying the employee's response and the position that the employee chose to adopt. Bob responded to the employee by asking her, “if this is how she wanted to respond”. Bob then listened to the employee's side of the story and explained that he is the bar manager and the employee is his subordinate. Hence, Bob established the lines of authority with this particular employee.

In the incident concerning the confusion about the bar's remuneration policy, John firstly listened to his employees' concerns and thereafter explained how employee wages were calculated to make sure that they understood what was expected from them.

While adopting the role of clarifier, the bar managers responded to conflict by implementing conflict-handling behaviour, which included discussing issues in private and keeping all the relevant parties calm. For instance, in the remuneration policy incident, John ensured that the dispute was resolved in private by discussing the matter in the concealed kitchen area. According to John, the reason for doing this was to ensure that consumers and other employees were not negatively affected by the dispute. In the employee insubordination incident, Bob chose to resolve the issue at hand when he was in a calm and rational state of mind. Bob resolved the issue at a private meeting that took place on the following day.

In playing the role of a clarifier, the bar managers utilized a flexible or open-minded approach. This was evident in the incident related to the drunken cleaners, where Bob initially considered dismissal but retained the cleaners. Bob stated, “it’s not always the right decision to dismiss” and “realised that they needed this job”. In the remuneration policy incident, John indicated that if employees needed more money, then they should approach him and discuss the matter. John showed concern for his employees by adding that he “will see where we can get more shifts”.

5.3.3.2 The bar managers’ response as a problem resolver

The bar managers dealt with problems associated with consumer behaviour within the role of problem resolver. This included managing critical incidents related to theft, rowdy or drunken consumers, damage to property and problems associated with business policies. The business policies in question related to consumer access and product offerings. More precisely, the business policies were associated with areas of restricted access, special product offerings or the nature of how products were served. The bar managers also addressed consumer complaints within this particular role. The level of employee

involvement in the incidents pertaining to this particular role appeared to be relatively lower than the level of consumer involvement. However, employees were either called upon to assist in the resolution of a problem or for questioning. The bar managers played an active front-line role, which presented them with the opportunity to address problems personally.

When adopting the role of problem resolver, the bar managers responded by introducing themselves to consumers and asserting their position. For example, in an incident in which a consumer lost her possessions, John approached the consumer and introduced himself as the manager. Hence, John asserted his managerial position by identifying himself and enforcing his position as the manager. In the incident relating to the consumer who complained about the type of wine glasses being used when serving wine, Tom responded by enforcing his position by stating that he was the manager.

The bar managers resolved problems by explaining certain aspects to consumers. For instance, in an incident of theft, John explained that the bar was not to be blamed for the theft. John explained to the consumer, whose belongings had been stolen, that he could not blame the bar for the theft if he left "his stuff unattended". The bar managers explained business policies to rowdy consumers when engaged in the role of problem resolver. This was evident in the incident pertaining to the drunken consumer who walked into the private kitchen area. In this particular incident, Sue explained the boundaries of restricted access to the drunken consumer. Tom dealt with the incident related to the consumer who complained about the type of wine glasses being used and listened to the consumer's complaint. Tom responded by explaining the reason for selling wine in a certain type of glass as the bar's policy.

The bar managers also explained the details of incidents and the consequences of actions to consumers. David explained the consequences of a drunken

consumer's actions. This was evident in the incident involving the drunken consumer who damaged promotional equipment. David explained that legal action would be taken against the drunken consumer if he did not pay for the damages he caused. David also explained the details of the damages and that the outcome of this incident was dependent on the consumer's chosen set of actions. The consumer agreed to pay the damages and apologized to the relevant parties.

In order to obtain more information when engaged in the role of problem resolver, the bar managers posed questions. This was evident in the incident involving the drunken consumer who physically provoked the bar's bouncer and who had subsequently been injured. In this particular incident, David asked both the drunken consumer and the employee for the details of the incident and thereby obtained both accounts of what had occurred. David also posed questions to verify how the relevant parties wanted to respond. The drunken consumer responded by apologizing for his behaviour. In the separate incident relating to the consumer who misplaced her handbag, Bob asked the suspected employee about his whereabouts and knowledge regarding the consumer's missing possession and thereby obtained more information about that particular incident. Bob listened to the employee's side of the story and eventually cleared him of any suspicion.

The bar managers issued instructions when playing the problem resolver role. For instance, within the incident concerning the drunken consumer who walked into the restricted kitchen area, Sue instructed the drunken consumer to obey the business policy regarding restricted access or leave the premises. The rowdy consumer accepted the business policy and apologized for his behaviour. In the separate incident related to a consumer's missing possessions, Bob instructed an employee to aid in the search for the missing possessions by carrying out certain tasks. The consumer's possessions were recovered.

The bar managers responded to conflict when employing the role of problem resolver by implementing conflict-handling behaviour. This included obtaining all sides of the story before proceeding to act, keeping the relevant parties calm and responding in a polite manner. For instance, in the incident in which a drunken consumer was physically injured when fighting with a bouncer, David ensured that both the employee and the drunken consumer were questioned. This ensured that all sides of the story were understood before implementing any actions. In the incident concerning the drunken consumer who damaged promotional equipment, David kept the drunken consumer calm by taking him into a smaller closed off area of the bar. Jake responded to an aggressive and rowdy consumer by smiling and politely saying to the consumer, that he is welcome to express his opinion.

The bar managers displayed concern for consumer complaints. For instance, the bar managers showed support through a display of concern in the incidents relating to consumers' missing possessions and consumer complaints regarding incorrect drinks orders. The bar managers utilized an open-minded or flexible approach, which was evident in a theft-related incident described by John. John provided the individual regarded as the perpetrator with an opportunity to return the stolen possessions. John showed the perpetrator camera footage of the incident and explained the consequences of their actions as a formal arrest. After viewing the camera footage, the perpetrator returned the missing possessions and was not arrested. However, the perpetrator was banned from that bar.

The bar managers also formed relationships when engaged in the role of problem resolver. This was evident in the incident in which Tom resolved a complaint by two consumers who received the incorrect drinks order. Tom apologized and corrected the drinks order. Tom also established a sociable

relationship with the consumers and indicated that the consumers “now know” him by his “name” and “were very happy with the whole thing”.

5.3.3.3 The bar managers’ response as an encourager

Within the role of encourager, the bar managers supported employees who were personally experiencing emotional difficulties. The bar managers responded when engaged in the role of encourager by highlighting the value and importance of employee performance. The bar managers accomplished this by explaining that problems do occur. For example, in the incident in which an employee experienced personal problems at work, Jake explained that personal problems do coincide with the job and that “it was part and parcel of the job”. The bar managers also motivated employees through “words of encouragement”.

When engaged in the role of an encourager, the bar managers listened to develop an understanding of why employees were demotivated. This was evident in the incident relating to the demoralized employee, in which Jake utilized listening to understand the nature of the employee’s problems.

The bar managers displayed care and concern for employees when engaged in the role of encourager. This was evident in the bar managers’ display of understanding and compassion for employees’ personal circumstances and for employee well-being. Sue dealt with the incident concerning the employee who experienced a death in the family and required time off to attend the funeral, by showing concern for the employee’s personal circumstances. Sue said, “it is important that employees know that the employer cares about you personally, and your family and the things you are going through”. Furthermore, in the incident concerning the employees who ended their romantic relationship, David recognized the need to support both employees after their romantic

relationship had ended. David approached each employee and offered his assistance where possible. This included engaging in social activities to help the employees overcome the effects of the ended romantic relationship. The bar managers also displayed an understanding of employee problems. Jake dealt with the incident concerning the demoralized employee and simply stated that he understood what it feels like “to hit that wall”. Consequently, Jake encouraged the demoralized employee to continue with her work.

In performing the role of encourager, the bar managers showed employees personal attention to strengthen the emotional bond between them. For instance, in the incident related to the employees who were previously in a romantic relationship, David took proactive steps to provide both employees with personal attention. David offered his assistance and provided support where possible. This included taking the time to socialize with the employees outside of the bar environment, with the intention of getting them to think about something else other than the romantic relationship.

The bar managers displayed motivational behaviour to encourage employees and improve employee morale. This was evident in the incident concerning the demotivated employee, when Jake bought the demoralized employee a drink and made her laugh through the sharing of a joke.

5.3.4 The Results Phase

The next phase of the SCCD Process is the Results phase, which indicates the outcomes of the Response phase. Hence, this phase represents the outcomes of the above-discussed responses.

As the results of the responses discussed above, the bar managers displayed concern for others, formed or strengthened relationships, motivated others,

asserted authority, guided behaviour, resolved disputes and developed common understandings.

Ultimately, the above-discussed responses positively influenced employee and consumer satisfaction. Employee performance, employee morale and employee well-being were positively impacted to improve employee satisfaction. Consumer satisfaction was positively influenced through improved consumer retention and loyalty.

5.3.5 The Observation and Reflection Phase

The bar managers then observed and reflected upon the results of their responses to reinterpret their previously held conceptions regarding these responses and social competencies. In essence, the bar managers recognized the level of competence that their responses and social competencies revealed. The bar managers integrated these reinterpretations into their repertoire of responses to develop an accumulation of the social competencies found within their repertoire of responses.

5.3.6 The Repertoire of Responses Phase

The social competencies that the bar managers employed were compounded or integrated into their existing repertoire of responses based on the results of their responses. Hence, the personal repertoire of responses represents a pool of effective responses to the social situations or critical incidents that have been identified.

Based on the responses and results discussed above, the bar managers were found to display the following social competencies

- Emotionally based social competencies

- Power based social competencies
- Dispute handling social competencies
- Information handling social competencies

Emotionally based social competencies involved responses in which the bar managers related to others on an emotional level. This included showing concern and understanding, motivating others, and forming or strengthening relational partnerships. For instance, in the incident concerning the drunken cleaners, Bob disregarded his initial consideration of dismissing the employees. Thus, Bob displayed understanding and concern for the cleaners' personal circumstances by recognizing that they depended on their jobs as a source of income. The bar managers also displayed concern for employee well-being. This was apparent in the incident concerning the employees who ended their romantic relationship. In this incident, David displayed concern for both employees by providing them with compassion and personal attention. The bar managers also showed concern and compassion towards consumers. For instance, in the incident in which two consumers complained about their incorrect drinks order, Tom displayed concern by apologizing to the consumers and serving the correct drinks order to them. John dealt with the incident of theft in which the perpetrator was captured on camera footage and displayed concern for the perpetrator. John therefore handled the incident with a flexible approach. John did not enforce any legal action against the perpetrator. However, the perpetrator was subsequently banned from returning to that bar. Emotionally based social competencies also included motivating others, which was evident in the incident in which Jake motivated a demoralized employee by buying the employee a drink and through words of encouragement, which included the sharing of jokes. Lastly, emotionally based social competencies entailed the forming or strengthening of relational partnerships. This was apparent in the incident concerning the consumers who complained about their incorrect drinks order. Tom apologized, corrected the drinks orders, and

established a sociable relationship with the consumers. Additionally, in the incident concerning the employees who ended their romantic relationship, David strengthened his emotional relationship with both employees by providing them with personal attention. This included socializing with the employees outside of the bar environment.

Secondly, power based social competencies entailed the bar managers' interaction with others based on their positions of authority. This included asserting authority and issuing commands. In terms of asserting authority, Bob dealt with the drunken cleaners incident by asserting his authority, enforcing his superiority and clarifying his expectations. Tom dealt with the consumer complaint incident regarding wine glasses by asserting his authority to enforce the bar's wine glass business policy. Within power based social competencies, the bar managers issued instructions to guide and direct behaviour. For example, in the incident related to the rowdy consumer who accessed the restricted kitchen area, Sue instructed the consumer to leave the kitchen area and obey the business policy.

Dispute handling social competencies involved the bar managers' interaction with others to resolve disputes. This entailed a dispute handling approach that encapsulated privacy, rationality and polite responses. The bar managers resolved disputes by ensuring that disputes were addressed in private. This was apparent in the remuneration policy incident, in which John resolved the conflict in the private kitchen area. The bar managers ensured rationality by keeping the relevant parties calm. For instance, in the incident concerning the rowdy consumer who damaged promotional equipment, David kept the consumer calm by taking him to smaller closed off section of the bar. Furthermore, in the employee insubordination incident, Bob ensured that he resolved the dispute when he was in a calm and rational state of mind. In terms of polite responses, Jake dealt with the aggressive consumer, who did not agree

with him in terms of a special product offering that had ended, by responding to the consumer in a polite and dignified manner.

Lastly, information handling social competencies involved the bar managers' interaction with others to provide information or to obtain information. The bar managers provided information by clarifying policies, consequences and importance. For instance, in the remuneration policy incident, John provided information by explaining the method used to calculate employee wages. Sue dealt with the rowdy consumer who accessed the restricted kitchen area by explaining the bar's business policy regarding restricted access. In the incident concerning the rowdy consumer who damaged promotional equipment, David provided information by explaining the consequences of the rowdy consumer's actions. Jake dealt with the incident relating to the employee who faced a personal problem at work, and provided the employee with information by explaining the importance and value of their performance. In terms of obtaining information, the bar managers obtained information by posing questions and through active listening. This ensured that sufficient information was gained before proceeding to act. This was apparent in the incident in which a rowdy consumer was injured after provoking a bouncer. In this specific incident, David obtained information by posing questions to both the consumer and the bouncer and thereafter implemented his response based on the information obtained. In the employee insubordination incident, Bob posed questions to confirm the employee's chosen response. In terms of obtaining information, the bar managers listened to ensure that concerns, responses, and all the sides of a situation were understood. For instance, in the remuneration policy and employee insubordination incidents, the bar managers listened to develop a comprehensive understanding of employee concerns and responses. In terms of understanding all the sides of a situation, Bob dealt with the theft-related incident in which an employee was considered a suspect. Bob listened to

understand the nature of the consumer's complaint and to understand the employee's response.

5.4 A Review of the Social Competency Cache Development Process (SCCD Process) and Social Competencies Section

This section summarizes the above-presented findings of this research study. The SCCD Process and Social Competencies Section highlighted the social competencies that the bar managers used within the identified critical incidents. It was noted that the bar managers fulfilled managerial duties associated with managing the bar itself, managing employees and, managing consumers. The bar managers carried out these duties by maintaining an active visible presence within the bar environment.

The Situation phase of the SCCD Process was discussed in terms of its relation to the identified critical incidents. In terms of the social competencies used by the bar managers, the identified critical incidents or Situation phase referred to the point in the process at which the bar managers encountered the social situation. The bar managers identified critical incidents related to problematic employee behaviour, problematic consumer behaviour, service complaints by consumers, or the handling of problems that employees faced.

Thereafter, the bar managers assessed the social situation and selected the appropriate responses and social competencies from their personal repertoire of responses. The responses adopted by the bar managers entailed engaging in a particular role. The roles adopted by the bar managers represented the Response phase of the SCCD Process, which was described as the physical implementation of the selected responses. Hence, the bar managers adopted certain responses in the form of particular roles to fulfill their managerial

duties. More specifically, the bar managers played a clarifier role, a problem resolver role, or an encourager role to fulfill their managerial duties.

The results of the bar managers' responses were noted within the Results phase of the SCCD Process. This phase represented the outcomes of the Response phase. Implementation of the bar managers' responses resulted in positive influences on employees and consumers. Positive influences on employee performance, employee morale and employee well-being resulted in improved employee satisfaction. Consumer satisfaction was positively influenced through improved consumer retention and loyalty.

In terms of the SCCD Process, the bar managers then observed and reflected upon the abovementioned responses and results to reinterpret their previously held conceptions of their responses and social competencies. In essence, the bar managers recognized the level of competence that their responses and social competencies revealed. The bar managers then compounded these reinterpretations into their existing repertoire of responses to develop an accumulation of the social competencies found within their repertoire of responses. Hence, the repertoire of responses represents a pool of social competencies that are indicative of effective responses to the identified social situations or critical incidents.

The bar managers' responses highlighted the social competencies that were used. In other words, the bar managers' social competencies were displayed through their responses to the identified critical incidents. The bar managers displayed emotionally based social competencies, power based social competencies, dispute handling social competencies, and information handling social competencies.

The next section of this chapter presents the findings of this research study, based on the SCCD Process, to develop an understanding of how experience contributed towards the development of the identified social competencies.

5.5 The Social Competency Cache Development Process (SCCD Process) and Experience

The findings of this research study in terms of the SCCD Process and the experiences recollected by the bar managers are presented in this section. The SCCD Process therefore also describes how experience contributed towards the development of the identified social competencies.

In terms of experience, the Situation phase of the SCCD Process refers to the event that the bar managers personally experienced. The experiences highlighted were based on either the bar managers' own actions or the actions of others. Hence, either the bar manager themselves or the individual whom the experience was based upon then assessed the situation and selected an appropriate response from their personal repertoire of responses. In other words, if the experience was based on a bar manager's own actions, then he/she assessed the situation and selected the appropriate response. Alternatively, if the experience was based on the actions of others, then individuals other than the bar managers assessed the situation and selected the appropriate response. The relevant party then physically implemented the selected response by drawing upon the social competencies located within their personal repertoire of responses. However, it is important to note that the implemented response relates to either the bar managers' own responses or the responses implemented by others. The bar managers' own responses were related to experiences based on their own actions, while responses implemented by others, related to experiences based on the actions of individuals other than the bar managers themselves. The Results phase indicates the outcome of implementing the

selected response. An Observation and Reflection phase is then executed by the bar manager to facilitate awareness or reinforcement of a social competency. This awareness of new social competencies or reinforcement of already possessed social competencies are reinterpreted and integrated with existing social competencies located within the personal repertoire of responses. In terms of experience, the personal repertoire of responses represents an accumulation of previous experiences and social competencies that are related to social situations. Hence, the process is continual in that the compounded personal repertoire of responses is continually shaped by events that the bar managers experience.

5.5.1 The Event or Situation Phase

As mentioned previously, the Situation phase of the SCCD Process represents the events that the bar managers personally experienced. This section presents the findings of this research study in terms of the individuals involved in the recollected experiences, the contexts in which these experiences occurred, the types of these experiences, and the nature of the recollected experiences.

The bar managers described experiences that involved authority figures (teachers, superiors, and disciplinary panels), parental figures (mothers), consumers (drunken or rowdy consumers), employees (subordinates and work colleagues), and friends (school friends and boyfriends).

The experiences that the bar managers described occurred in a variety of settings. These included experiences that occurred in home contexts, school contexts, university contexts, employment or work contexts, and “watering hole” contexts. A home context refers to the experiences that occurred during the bar managers’ up-bringing while at home. A school context refers to the experiences that occurred within a school setting. A university context refers to

the experiences that occurred while the bar managers were at university. An employment context refers to the bar managers' experiences while at work, including their current and previous employment positions. Lastly, "watering hole" contexts refers to the bar managers' experiences within drinking environments, such as bars but not in a managerial or employment capacity.

The bar managers described certain types of experiences. The types of experiences ranged from a single specific experience to experiences over time. A single specific experience related to a once-off solitary experience, while experiences over time represented the accumulation of multiple experiences that have been compounded over time.

In terms of the nature of experiences, the bar managers described three categories of experiences. These were authoritative experiences, drunken dilemma experiences and supportive experiences.

Firstly, authoritative experiences related to events in which authority figures exercised their authority. For instance, Bob described a school-related experience that compounded through many occurrences, in which a teacher exercised his authority by instructing pupils to greet senior or elderly people. Consequently, Bob was exposed to events in which he repeatedly greeted elderly people. Another authoritative experience entailed a disciplinary hearing within a university context. Within this specific experience, Bob faced a disciplinary panel with regard to an accusation initiated by another university student. Bob obeyed the instructions issued to him by the university's disciplinary panel and was cleared of the accusation. One specific work-related experience involved a camera-training course that Tom took in his previous employment. In taking the camera course, Tom was placed in front of a video camera and was instructed to role-play. Tom played the role of a sales representative to simulate situations in which he would interact with potential

consumers. The instructor, who supervised the camera-training course, enforced his authority by issuing instructions to Tom in terms of desired behaviour. In another specific work-related authoritative experience, a superior denied Jake's late application for leave. This experience occurred within Jake's previous employment.

Secondly, drunken dilemma experiences related to events in which problematic drunken behaviour was managed. For example, one drunken dilemma experience occurred within "watering hole" contexts and revolved around many occurrences in which Sue controlled her problematic drunken boyfriend. Sue utilized a considerate approach and spoke to her boyfriend without "being too hard or negative with" him. Another drunken dilemma experience centered on drunken behaviour that resulted in a physical fight. John recollected this specific experience and attempted to separate consumers who were fighting. John was "hit in the back of the head" and was then entangled in the fight. Jake also highlighted a specific-work related experience that involved problematic drunken behaviour within his current employment. Jake encountered drunken consumers who "seemed to be getting into a fight". Jake reasoned with the consumers and politely convinced them to discuss the matter in a civil manner.

Lastly, supportive experiences related to events in which the bar managers provided assistance or were the recipients of assistance. For instance, one supportive experience related to David's schooling days. David helped school friends with their personal problems and stated, "I was always that guy that would try to help you". David also described a specific work-related experience that occurred within his current employment. This experience centered on the assistance that he provided to an employee who was experiencing personal problems at home. In this experience, David provided the employee with personal attention by offering him a shoulder to cry on and provided transport to and from work. Another supportive experience occurred in a work context

and centered on the assistance that Tom provided to employees in his previous employment. Tom assisted employees who were at a dispute with management by explaining that they would be dismissed if they did not return to work. This particular experience accumulated over time as it compounded through many similar experiences in which Tom spoke to the employees to ensure that they were not dismissed. In terms of receiving assistance, one supportive experience entailed the assistance that a mother provided. This specific experience occurred in a home context, in which Sue experienced an emotionally difficult period due to the passing away of a close friend. Sue's mother provided emotional support and understanding. Another supportive experience, which accumulated over many occurrences, took place in Jake's present work context. This experience related to the assistance that work colleagues provided when Jake was feeling demoralized. Jake noted the approach that his work colleagues adopted in order to lift his morale. Jake indicated that his work colleagues would tell him "to sort it out" when he was feeling down.

The experiences highlighted above indicated the events which the bar managers were exposed to. It is important to recognize that these experiences were based on either the bar managers' own actions or the actions of others. Hence, either the bar manager themselves or other individuals then assessed the situation and selected the appropriate responses and social competencies, which were located within the personal repertoire of responses.

5.5.2 The Response Phase

The Response phase refers to the physical implementation of the selected response and entails either the bar managers' response or the response implemented by others within the abovementioned experiences. This is based on whether the experience referred to the bar managers' actions or the actions

of others. The responses that were implemented were categorized into certain roles. These included an enforcer role, a controller role or an assistant role.

The enforcer role was evident in the authoritative experiences, which centered on the actions of others. For instance, in the authoritative experience concerning the teacher who instructed pupils to greet elderly people, the teacher adopted the role of an enforcer by enforcing his authority. In the disciplinary hearing experience, the disciplinary panel enforced their authority by issuing instructions and formal guidelines. In the camera-training course experience, the instructor enforced his authority and knowledge by issuing instructions and guidance.

The controller role was apparent within the drunken dilemma experiences. For example, in the drunken dilemma experience concerning the problematic drunken boyfriend, Sue adopted the role of a controller and controlled the manner in which her boyfriend behaved. In the drunken dilemma experience concerning a potential fight, Jake responded by controlling the drunken parties.

The assistant role was evident within the supportive experiences. For example, the bar managers assisted school friends and employees who were facing personal problems within the supportive experiences. Tom adopted the assistant role when assisting employees who were in a dispute with management. In the supportive experience relating to the passing away of a close friend, Sue's mother adopted the assistant role by providing emotional support. In the supportive experience where Jake was feeling demoralized, his work colleagues adopted the assistant role by lifting his morale.

5.5.3 The Results Phase

The Results phase indicates the outcomes of the Response phase and relates to the consequences of implementing the abovementioned responses. As the results of the responses discussed above, compassion and understanding were displayed, and an approach to motivating others was highlighted. The responses also resulted in authority being asserted, the guidance of behaviour, and the successful resolution of disputes.

5.5.4 The Observation and Reflection phase

The Observation and Reflection phase relates closely to what the bar managers learnt from the above-discussed experiences and responses. The bar managers learnt or developed by observing and reflecting on either their own responses or the responses of others.

The bar managers observed and reflected on their own responses to reinforce the outcomes of their actions. For instance, in the experiences concerning the bar managers' own behaviour, successful responses indicated that appropriate responses and social competencies had been implemented. This was evident in the drunken dilemma experience relating to Sue's drunken boyfriend, in which she successfully controlled her drunken boyfriend's behaviour. This experience reinforced Sue's ability to control and reason with her drunken boyfriend. Hence, this experience contributed to Sue's dispute handling social competencies as it reinforced her response as a resolver. In the supportive experience, based on his response to assist an employee who was facing personal problems, Jake reinforced his ability to show compassion and understanding. This supportive experience therefore reinforced Jake's response as an encourager by reinforcing the emotionally based social competencies that he implemented.

The bar managers observed and reflected on the responses of others to facilitate an awareness of social competencies. In the experiences relating to the responses of others, the bar managers recognized new social competencies and the manner in which those social competencies may be implemented. For instance, in the authoritative experience based on the teacher's instructions, Bob learnt how to show respect and therefore became aware of power based social competencies and the manner in which these competencies may be implemented. Thus, this authoritative experience contributed towards Bob's ability as a clarifier, by establishing an awareness of power based social competencies and its implementation. In the supportive experience based on the emotional support provided by her mother, Sue became aware of emotionally based social competencies and learnt or developed an understanding of how to display compassion and understanding. Jake gained an awareness of an approach to motivating others from the supportive experience in which his work colleagues provided him with support. Hence, these supportive experiences contributed towards the bar managers' ability as an encourager, by establishing an awareness of emotionally based social competencies and the manner in which such social competencies may be implemented.

5.5.5 The Repertoire of Response Phase

The bar managers then reinterpreted their previous conceptions regarding the responses and social competencies that were observed and reflected upon. This was achieved by either establishing an awareness of new social competencies or by reinforcing the successful effects of implementing already possessed social competencies. The reinterpreted social competencies were then integrated into the existing personal repertoire of responses.

The SCCD Process has illustrated that the bar managers employed their emotionally based social competencies, power based social competencies,

dispute handling social competencies, and information handling social competencies to successfully address the identified critical incidents. Additionally, the SCCD Process also illustrated that experiences based on the bar managers' own responses and experiences based on the responses of others, both contributed to the development of the identified social competencies.

5.6 Properties of the Social Competency Cache Development Process (SCCD Process)

This section discusses the properties of the SCCD Process. The SCCD Process firstly described the process in which the bar managers used their social competencies within the identified critical incidents. Thereafter, the SCCD Process described the manner in which the bar managers utilized experiences to develop their social competencies. Hence, the Social Competency Development Process was essentially used to demonstrate two processes. Although there were similarities between these two processes, differences were also evident.

In terms of similarities, both processes described a phase in which an incident or experience occurred. This was referred to as the Situation phase. Both processes noted the physical implementation of responses, which entailed the utilization of social competencies. These social competencies were located within the personal repertoire of responses within both processes. Both processes also highlighted the outcomes of implementing the selected responses and social competencies. This was referred to as the Results phase.

The Assessment and Selection phase and Observation and Reflection phase highlighted the differences or variations between the two processes. The variations that these phases encompassed are characterised by a property of the SCCD Process. This property refers to the novelty of situations and results versus the familiarity of situations and results. The novelty and familiarity of

the situation refers to whether the situation has been encountered before. Novel situations indicate relatively new situations, which warrant a more conscious selection of responses and social competencies within the Assessment and Selection phase of the SCCD Process. Familiar situations represent situations that have been encountered on several occasions and therefore require a less conscious selection of responses and social competencies. Hence, the novelty and familiarity of situations influenced the Assessment and Selection phase by affecting the level of consciousness with which the bar managers assessed the situation. This level of consciousness then influenced the selection of appropriate responses and social competencies.

The novelty and familiarity of results refers to whether the results of employing responses and social competencies have been encountered before. The novelty and familiarity of results affect the Observation and Reflection phase, in which the results of implementing responses and social competencies are observed and reflected upon. Novel results refer to results that are considered new or original, while familiar results refer to results that are considered common or recognizable. Novel results are associated with an awareness of a new response or social competency and thereby highlight a deficiency in a social competency or an alternate manner of implementing a new social competency. Familiar results are associated with a reinforcement of previously implemented responses and social competencies and thereby indicate responses or social competencies that are considered effective.

The abovementioned properties may be conceptualized as a spectrum in which experience alters novel situations and results into familiar situations and results. Experience facilitates this transition by contributing towards the level of familiarity of situations and results.

5.7 Summary

The SCCD Process demonstrated the manner in which the bar managers used their social competencies within the identified critical incidents and the manner in which experience contributed to the development of such social competencies. The critical incidents and experiences that the bar managers described were analysed in terms of their relation to the various phases within the SCCD Process. The bar managers displayed emotionally based social competencies, power based social competencies, dispute handling social competencies, and information handling social competencies to address the identified critical incidents and thereby fulfill their managerial duties. Experiences, which related to both the bar managers' own responses and the responses implemented by others, were found to play a role within the development of social competencies. Experience contributed to the development of the identified social competencies by influencing the level of familiarity of situations and results.

Chapter Six: Discussion

6.1 Overview

As mentioned previously, the primary aim of this research study is to analyse the role that experience plays in developing bar managers' social competencies, which in turn enable the effective management of employees and consumers to ensure employee and consumer satisfaction. The findings presented in Chapter five of this research study described the critical incidents in which the bar managers employed their social competencies and the experiences that were related to the development of the identified social competencies. Given the aim and scope of this research study, the purpose of this chapter is to discuss the findings presented in Chapter five. The findings of this research study are discussed through three focal points. Firstly, the discussion centers on the social competencies that the bar managers displayed. Secondly, the experiences that contributed to the development of the identified social competencies are discussed. Lastly, the SCCD Process is used to discuss the role that experience played in developing the bar managers' social competencies.

6.2 The Social Competencies Used by Bar Managers

This section presents a discussion of the findings of this research study in terms of the social competencies that the bar managers used and the impact of these social competencies.

6.2.1 The Four Categories of Social Competencies

The bar managers' social competencies were highlighted through their responses to the identified critical incidents as implemented within the Response phase of the SCCD Process. The bar managers displayed four

categories of social competencies to effectively deal with the identified critical incidents and thereby fulfill their managerial duties. The four categories of social competencies that the bar managers displayed namely, emotionally based social competencies, power based social competencies, dispute handling social competencies and information handling social competencies, seemed to be similar to the elements of social competencies as suggested by the literature of this research study. For instance, the elements identified within Table 2.1 highlighted several elements that were perceived to constitute social competencies. The findings of this research study support the utilization of these elements but seem to indicate that social competencies are used in a broader interrelated manner.

The four categories of social competencies used by the bar managers will be briefly discussed. Firstly, the bar managers utilized their emotionally based social competencies to address critical incidents relating to problematic employee behaviour, problematic consumer behaviour, service complaints by consumers, and problems that employees faced. The emotionally based social competencies involved responses in which the bar managers related to others on an emotional level. This included showing concern and understanding, motivating others, and forming or strengthening of relational partnerships. Hence, the emotionally based social competencies displayed by the bar managers appears to relate to the empathy competencies and motivational competencies highlighted by Bardzil and Slaski (2003:97), Cherniss and Goleman (2001:28), McKenna (2004:665), Smit and de J Cronjé (2002:16) and Whetten and Cameron (1995:131). The emotionally based social competencies seem to also have a resemblance to the relationship building competencies that were noted by Cherniss and Goleman (2001:28), Price (1997:348) and Smit and de J Cronjé (2002:16).

Secondly, the bar managers used their power based social competencies to handle critical incidents concerning problematic employee behaviour, problematic consumer behaviour and service complaints by consumers. The power based social competencies entailed the bar managers' interaction with others based on their positions of authority. This included asserting authority and issuing commands. This particular category of social competencies seems to relate to the social competency of developing and influencing others, which was highlighted as an element of social competencies by Cherniss and Goleman (2001:28), Crosbie (2005:47), McKenna (2004:665), Mintzberg (2004:260), Price (1997:348) and Whetten and Cameron (1995:131).

The dispute handling social competencies were implemented to deal with critical incidents relating to problematic employee behaviour and problematic consumer behaviour. The dispute handling social competencies involved the bar managers' interaction with others to resolve disputes. Hence, the dispute handling social competencies appears to have a resemblance to the conflict resolution competencies noted by Cherniss and Goleman (2001:28), McKenna (2004:665), Mintzberg (2004:260), Smit and de J Cronjé (2002:16) and Whetten and Cameron (1995:131).

Lastly, the bar managers employed their information handling social competencies to address critical incidents pertaining to problematic employee behaviour, problematic consumer behaviour, service complaints by consumers, and problems that employees faced. The information handling social competencies involved the bar managers' interaction with others to provide information or to obtain information. The information handling social competencies therefore seem to be associated with the communication competencies noted by Bardzil and Slaski (2003:97), Cherniss and Goleman (2001:28), Crosbie (2005:47), Price (1997:348), Smit and de J Cronjé (2002:16) and Whetten and Cameron (1995:131).

As previously mentioned, the findings of this research study appear to be similar to the elements of social competencies as suggested by the literature of this research study. The association between the findings of this research study and the reviewed literature will now be elaborated.

The information handling social competencies displayed by the bar managers appeared to entail the two-way transmission of information as described by Andrews and Baird (1995:7). In addition to being the “source” of communicated information, the bar managers also represented the “receiver” role within the communication process (Rasberry and Lemoine, 1986:23). This was evident in the active listening that the bar managers employed when attempting to establish a common understanding with either employees or consumers. Hence, analogous with the notion put forward by Preston (1979:32), the information gained from active listening contributed towards the bar managers’ frame of reference. Furthermore, the different styles of communication, as noted by Andrews and Baird (1995:7) and Whetten and Cameron (1995:250), were evident within the manner in which the bar managers communicated. For instance, the “supportive style” proposed by Andrews and Baird (1995:7) was apparent within the bar managers’ communicative efforts when providing employees and consumers with emotional support.

The reasons for using dispute handling social competencies seem to be in line with the causes of conflict suggested by Andrews and Baird (1995, 333). For instance, Andrews and Baird (1995:333) highlighted deficiencies in information as a cause of conflict. This was evident in the remuneration policy incident in which employees were not fully informed of the manner in which their wages were calculated. Both role conflict and status conflict were noted by Andrews and Baird (1995:334) as causes of conflict and were apparent in the drunken cleaners and employee insubordination incidents.

The findings of this research study reinforced the literature reviewed in terms of the dispute handling approach adopted by the bar managers, which was evident within their dispute handling social competencies. For instance, Rasberry and Lemoine (1986:389) highlighted the need to handle disputes when all the relevant parties are emotionally stable. The bar managers assured this by resolving disputes in private areas and by utilizing time to calm themselves down. Additionally, Rasberry and Lemoine (1986:389) suggested that individuals need to be assured of their value and importance when involved in conflicts. This was seen in the remuneration policy incident, whereby John reassured employees of the importance of their duties and roles and consequently successively resolved the dispute.

The emotionally based social competencies displayed by the bar managers appeared to concur with the literature reviewed in terms of its relation to the display of empathy. According to Andrews and Baird (1995:136), the display of empathy relates to the display of compassion towards the well-being of others. The bar managers seem to validate this by showing concern and understanding to both employees and consumers who were in need of assistance.

The emotionally based social competencies that the bar managers displayed appeared to be in line with the literature in terms of the influence that these competencies have on employee motivation (Whetten and Cameron, 1995:362). The methods or tactics used by the bar managers to motivate employees were not highlighted in the literature review. These tactics included using words of encouragement, humour and product offerings in the form of beverages to encourage employees. For instance, Jake encouraged a demoralized employee by buying her drink.

The emotionally based social competencies were evident in incidents in which the bar managers enhanced friendships within their working environments by

developing and influencing employees. This confirms the notion of psychosocial support, which the bar managers provided through mentoring as suggested by Price (1997:341). Additionally, the bar managers developed and influenced employees by addressing problems and modifying employee behaviour. This was evident in the incident in which Jake effectively convinced a demoralized employee to continue with her work. Jake emphasized the employee's value within the bar. This is in line with the suggestion made by Tannehill (1970:162), that influencing employees entails changing their perceptions by highlighting their importance and value.

The manner in which the emotionally based social competencies were used to form relationships supported the communication networks that were highlighted within the literature review. For instance, in the incident concerning the consumer complaint regarding incorrect drink orders, Tom utilized the innovative network mentioned by Greenbaum (1976, in Rasberry and Lemoine, 1986:86). An innovative network relies on problem solving to assist in the formation of relationships and was evident within this particular incident, in which a relationship was formed with the consumers who complained. The integrative network proposed by Greenbaum (1976, in Rasberry and Lemoine, 1986:86) relates to "employee morale and social factors" and was evident in the incident concerning the employees who ended their romantic relationship.

The social competency associated with the formation of teams was not identified within the described critical incidents. This does not imply that the bar managers do not use the social competency of team formation, but instead simply suggests that the bar managers did not implement this social competency within the identified critical incidents, which tended to focus on dealing with individuals and interpersonal relationships rather than teams.

The social competencies displayed by the bar managers support the suggestion made by Katz (1955:37), that the practical implementation of the elements of social competencies are interrelated. For instance, the bar managers used their emotionally based social competencies in combination with their information handling social competencies. Their power based social competencies were exercised in tandem with their information handling social competencies and emotionally based social competencies. Their dispute handling social competencies were implemented in conjunction with their information handling social competencies, emotionally based social competencies and power based social competencies. Hence, the bar managers used a combination of their social competencies to successfully address or handle the identified critical incidents.

The findings of this research study did not produce sufficient evidence to explain the reasoning behind the combination of social competencies implemented. Furthermore, the findings of this research study did not explicitly indicate the extent to which the social competencies were combined. The researcher suggests that this may be due to the level of interrelatedness associated with the practical implementation of the identified social competencies that was suggested by Katz (1955:37).

6.2.2 The Impact of Social Competencies

The four identified categories of social competencies namely, the emotionally based social competencies, the power based social competencies, the dispute handling social competencies and the information handling social competencies, all related to the management of employees and consumers. It appears that the bar managers used these social competencies to address certain types of critical incidents and thereby fulfill their managerial duties. Implementation of the above-discussed social competencies therefore related to

the bar managers' duties concerning the management of employees and consumers. This suggests that social competencies play an explicit role in bar managers' attempts to maintain service cultures by having a positive influence on employee and consumer satisfaction. Additionally, the utilization of social competencies to effectively handle the identified critical incidents indicates that bar managers' social competencies play a vital role within this type of hospitality organisations.

The social competencies employed by the bar managers positively influenced employee and consumer satisfaction. The social competencies used by the bar managers appeared to have a positive effect on employee satisfaction, by positively influencing employee performance, employee morale and employee well-being. This supports the notion that employee satisfaction is related to employee retention and productivity as noted by Heskett, *et al.* (1994:166). The implementation of social competencies positively influenced consumer satisfaction by having a positive impact on consumer retention and loyalty. The findings of this research study therefore concur with the service profit chain proposed by Heskett, *et al.* (1994:166) in that consumer satisfaction was found to relate to consumer retention and loyalty. Hence, the social competencies that the bar managers used contributed to the establishment or maintenance of a service culture as noted by George (2001:18). Furthermore, the findings of this research study also indicate that the bar managers directly influenced consumers to ensure consumer satisfaction. Hence, the findings of this research study support the suggestion made by the researcher that bar managers interact with both employees and consumers to ensure that both parties are satisfied.

Although the findings of this research study do reinforce the links between the contributing factors of employee and consumer satisfaction as proposed within the service profit chain, they do not explicitly indicate that employee satisfaction drives consumer satisfaction as suggested by Heskett, *et al.*

(1994:164). The findings of this research study do not contradict this relation, but instead simply suggest that the bar managers did not recollect critical incidents that highlighted such relations.

Implementation of the bar managers' social competencies appears to concur with the alignment of "individual competencies", the "job's demands", and the "organisational environment" elements, which lead to effective performance as proposed by Boyatzis (1982, in Spangenberg, 1990:2). For instance, the social competencies that the bar managers employed represented the "individual competencies" element (Boyatzis, 1982, in Spangenberg, 1990:3). The bar managers' duties represented the "job's demands" element (Boyatzis, 1982, in Spangenberg, 1990:3). The bar context represented the "organisational environment" element (Boyatzis, 1982, in Spangenberg, 1990:3). Bar managers aligned their individual competencies to the demands of their jobs by employing their social competencies to fulfill their managerial duties in terms of managing employees and consumers within social situations, which were encountered in the bar context or environment. Hence, implementation of the identified social competencies contributed towards the bar managers' effective performance.

The previous section of the discussion indicated that the bar managers used four categories of social competencies to effectively manage employees and consumers and thereby maintain their service cultures. Additionally, the practical implementation of the identified social competencies appeared to be interrelated with one another. However, the level and reasoning associated with the combination of the implemented social competencies were not explicitly highlighted by the findings of this research study. The findings of this research study also implied that the alignment between managerial competencies, managerial duties and the organisational environment might contribute towards effective managerial performance.

6.3 The Experiences that Contributed Towards the Development of the Identified Social Competencies

This section discusses the findings of this research study in terms of the experiences that the bar managers recollected. The outcomes and difficulty associated with the recollection of experiences are discussed. The type of experiences recollected, including the contexts in which these experiences occurred, are also mentioned. This discussion also highlights the potential of social interaction and formal learning methods in the development of bar managers' social competencies.

The data collection method utilized within this research study entailed face-to-face interviews. These interviews provided the bar managers with the opportunity to recollect the experiences that were related to the development of their social competencies. In essence, the recollection of such experiences encompassed a transfer of the bar managers' tacit knowledge into explicit knowledge. Nonaka (1991:98) defines explicit knowledge as knowledge that is "formal and systematic" and therefore suggests that explicit knowledge "can be easily communicated and shared" (Nonaka, 1991:98). Tacit knowledge is defined as knowledge "that is highly personal" and "difficult to communicate" or express (Nonaka, 1991:98). Nonaka and Takeuchi (1995:61) view explicit knowledge as "knowledge of rationality" and tacit knowledge as "knowledge of experience". Nonaka and Takeuchi (1995:61) also suggest that the creation of knowledge is underpinned "through social interaction between tacit knowledge and explicit knowledge". Hence, the face-to-face interviews provided the social interaction in which the bar managers' personal experiences, or tacit knowledge, were converted into more systematic explicit knowledge. This implies that the verbal recollection of experiences may contribute towards knowledge creation.

However, Myers (1993:28) suggests that individuals construct memories “at the time of withdrawal”. This implies that the accurate reconstruction of past events were dependent on the bar managers’ ability to effectively communicate tacit knowledge, which according to Nonaka (1991:98) is relatively difficult. Hence, the researcher acknowledges the difficulty that respondents displayed in attempting to recollect their personal experiences.

The experiences recollected by the bar managers were either single specific experiences or multiple compounded experiences. Through the recollection of events that were considered single specific experiences, the bar managers implied that solitary events contribute to the development of social competencies. These solitary experiences related to events that the bar managers viewed as influential and therefore critical in their lives. This suggests that significant or influential solitary events may represent a learning source in the development of social competencies.

The recollection of multiple compounded experiences seems to strengthen the notion offered by McKnight and Sechrest (2003:435) which indicated that repetitive exposures are required for the reinterpretation of constructs. Furthermore, the fact that experiences were compounded over time suggests that repeated exposure to an event may contribute to behavioural modifications, which, as noted by Civelli (1998:51) within the literature review, represented a requirement for the development of competencies.

The bar managers recollected experiences that occurred in a variety of contexts, including home contexts, school contexts, university contexts, work contexts and “watering hole” contexts. This implies that social competencies may be developed through experiences that span beyond the realm of only work experiences and ultimately suggests that experiences related to a broad range of contexts contributed to the development of social competencies. Consequently,

the fullness of an individual's life and personal experiences are suggested to provide a source for the development of social competencies.

The experiences that the bar managers recollected were based on either their own past responses or the responses implemented by other individuals which they had observed. The fact that experiences based on the responses of other individuals were noted as contributing factors in the development of social competencies, suggests that previous interaction with other individuals may represent a key element in the development of social competencies. Given the nature of social competencies within social situations, it is not surprising that the bar managers' previous social interactions with other individuals represent a source of learning.

The findings of this research study also imply that formal learning methods may be used to develop social competencies. One respondent highlighted a formal camera-training course in the development of their social competencies, which in turn suggests that formal learning methods may contribute to the development of social competencies. Consequently, this contradicts Professor Morris's Continuum of Learning, which indicated that only concrete knowledge may be learned in a formal manner whereas social and interpersonal skills are learned through experience (Barnett, *et al.*, 1985:4).

The above discussion illustrated that the bar managers viewed single specific experiences and multiple compounded experiences, which occurred in a variety of contexts, as contributory to the development of their social competencies. Experiences relating to a range of contexts were highlighted by the bar managers. Thus indicating that the development of social competencies, through the informal learning method of experience, should not be limited to the formal work context. However, as previously mentioned, formal learning methods may also contribute to the development of social competencies.

6.4 The Role that Experience Plays in Developing Social Competencies

The purpose of this section is to discuss the findings of this research study in terms of the role that experience plays in developing the bar managers' social competencies. Consequently, this section, by means of the SCCD Process, discusses the manner in which experience develops the bar managers' personal repertoire of responses. Experience and its relation to the levels of consciousness, social interaction, and the four approaches to learning are also mentioned.

The SCCD Process was used to highlight both the manner in which the bar managers used their social competencies within the identified critical incidents, and the manner in which experiences contributed towards the development of the identified social competencies. The SCCD Process encompassed several phases which, as stated previously, applied to both using social competencies and developing social competencies.

In terms of using social competencies, the Situation phase of the SCCD Process represented the critical incidents that the bar managers described. The critical incident or situation referred to the point in the process at which the bar managers encountered the social situation. Within the Assessment and Selection phase, the bar managers assessed the social situation and selected the appropriate responses and social competencies from their personal repertoire of responses. The Response phase represented the physical implementation of the selected responses and social competencies. The Results phase indicated the outcome of implementing the selected responses and social competencies. The Observation and Reflection phase represented the point in the process at which the bar managers observed and reflected upon the results to reinterpret their previously held conceptions of their responses and social competencies. The bar

managers then compounded these reinterpretations into their existing cache of accumulated responses by adding or modifying to their existing cache of social competencies. These enhancements contributed to the development of the social competencies found within the bar managers' personal repertoire of responses. Hence, the Personal Repertoire of Responses phase represented a pool of social competencies that were indicative of effective responses to the identified social situations or critical incidents.

In terms of the manner in which experiences contributed to the development of the identified social competencies, the Situation phase referred to the point in the process at which the bar managers personally experienced an exposure to an event. The experiences highlighted were based on either the bar managers' own actions or the actions of others. The bar managers or the individuals whom the experience was based upon then assessed the situation and selected an appropriate response from their personal repertoire of responses. In other words, if the experience was based on a bar manager's own actions, then he/she assessed the situation and selected the appropriate response. Alternatively, if the experience was based on the actions of others, then individuals other than the bar managers assessed the situation and selected the appropriate response. This was undertaken during the Assessment and Selection phase of the process. The selected response was then physically implemented within the Response phase by drawing upon the social competencies located within the personal repertoire of responses. The selected response related to either the bar managers' responses or the responses implemented by others. The Results phase indicated the outcome of implementing the selected responses. The Observation and Reflection phase was then executed by the bar managers to facilitate the reinterpretation of existing constructs that were related to social competencies. These constructs were reinterpreted and integrated with the existing social competencies located within the personal repertoire of responses. In terms of experience, the Personal Repertoire of Responses phase

therefore represented an accumulation of previous experiences and social competencies that related to social situations.

6.4.1 Developing Personal Repertoires of Responses

The SCCD Process suggested that experience contributed to the development of the bar managers' social competencies by developing their personal repertoire of responses. Experience achieved this by facilitating three factors within the SCCD Process. These three factors, which will subsequently be discussed, include:

- A reflection process,
- The residues of experience, and
- The familiarity of situations and results.

Firstly, the SCCD Process incorporated a reflection process within its Assessment and Selection phase and Observation and Reflection phase to enhance the personal repertoire of responses. A reflection process was utilized within the Assessment and Selection phase, whereby the bar managers employed the cognitive process of reflection to establish links of relevance between current exposures and past experiences. This enabled them to assess social situations and select appropriate responses. The findings of this research study therefore concur with the suggestion that a link of relevance is established to connect present and past experiences as postulated by Weil and McGill (1989:28). Furthermore, the link between the assessment of a social situation and the selection of responses and social competencies from the personal repertoire of responses seems to concur with the notion proposed by Nicholas (2003:357) that a process of retrieval is used to transfer information between short-term memory and long-term memory. This retrieval process appears to be analogous to the reflection process, in which the bar managers linked current

exposures within their short-term memory, to relevant previous exposures stored in their long-term memory.

The reflection process utilized within the Observation and Reflection phase allowed the bar managers to reflect on the outcomes of the implemented responses and thereby reinterpret existing constructs. This in turn enabled modifications or enhancements to the responses and social competencies already located in the personal repertoire of responses. This confirms the suggestion by Cheetham and Chivers (1998:267) that experiences contributes to competency development by enhancing an individual's repertoire of solutions through the cognitive process of reflection. Additionally, this concurs with the reflection process as highlighted by Kolb, *et al.* (2001:229) and Weil and McGill (1989:28).

Secondly, experience contributed to the development of social competencies through its residues. The residues of experience were evident in the Personal Repertoire of Responses phase. The residues of experience, which refers to the residues of knowledge, skills, outlooks and manners that are associated with exposure to an event, as proposed by McKnight and Sechrest (2003:445), contributed to behavioural modifications. The bar managers displayed the residues of experience through their responses to the social situations they encountered. For instance, the bar managers developed their knowledge of the effective steps or procedures to implement when resolving disputes as a result of the residues of knowledge that were associated with authoritative and drunken dilemma experiences. The residues of skills that were associated with drunken dilemma experiences contributed towards the bar managers' ability to effectively deal with drunken people. Lastly, the residues of outlooks and manners were associated with supportive experiences and were evident in the bar managers' altered perceptions when successfully providing compassion and concern to people in need of assistance.

The residues of knowledge, skills, outlooks and manners therefore contributed to the development of the bar managers' social competencies by promoting behavioural modifications, which were perceived to be a requirement for competency development as noted by Civelli (1998:51). Given the continual nature of the SCCD Process, the behavioural modifications that the bar managers exhibited appeared to be repeated through subsequent social situations. Additionally, the presence of multiple compounded experiences suggests that the bar managers possessed the opportunity to repeatedly modify their behaviour in order to develop their social competencies. This confirms the suggestion made by Murray (2003:309) that repeated behavioural modification is required in order to develop competencies. Furthermore, the residues associated with experience were found to be compounded with existing constructs and integrated with the responses and social competencies that were already located within the bar managers' personal repertoire of responses. Hence, the residues of experience contributed to the development of the bar managers' social competencies by facilitating additions or modifications to their personal repertoire of responses.

Thirdly, experience contributed to the development of the bar managers' social competencies by promoting the familiarity of situations and results. In terms of the familiarity of situations, experience contributed towards the development of social competencies by facilitating the level of familiarity with which situations were assessed within the Assessment and Selection phase of the SCCD Process. Hence, experience influenced the level of consciousness that the bar managers employed when selecting the appropriate responses and social competencies and ultimately facilitated the transition that allows social competencies to enter the subconscious and become second nature competencies. For instance, novel situations are suggested to require a more conscious assessment of the social situation than familiar situations, which are considered more recognizable. Experience, which alters novel situations into familiar situations with

subsequent exposures, therefore contributed towards the development of social competencies by facilitating the effective selection of which social competencies should be employed in social situations. Thus, experiences played a facilitating role that enabled novel situations to become familiar situations, which in turn enabled the bar managers to effectively assess social situations. Consequently, familiar situations are suggested to provide the bar managers with a greater probability of selecting the appropriate responses and social competencies to effectively handle social situations and ensure employee and consumer satisfaction.

In terms of the familiarity of the results, which are associated with the Observation and Reflection phase of the SCCD Process, experience contributed to the development of social competencies by either promoting awareness of new social competencies or by reinforcing the successful outcomes of already possessed social competencies. This seems to support the Conscious Competence Learning Matrix (Thomson and Von Solms, 2006:12) in that experience facilitated awareness of new skills. This also supports behaviorism theory, which indicates that behaviour is reinforced if the outcomes of such behaviour are considered positive (Tennant, 1997:95).

The awareness of new social competencies that experience promoted, were based on novel results associated with the responses and social competencies that were implemented by individuals other than the bar managers themselves. Novel results triggered the conscious awareness of the deficiencies in the bar managers' current social competencies and the awareness of new or unfamiliar social competencies, including the manner in which such social competencies may be implemented. The awareness of new social competencies that occurred as a result of the Reflection and Observation phase of the SCCD Process, appears to support the transition between stage one and stage two of the Conscious Competence Learning Matrix highlighted by Thomson and Von

Solms (2006:12). Within these stages, individuals become consciously aware of a skill (Thomson and Von Solms, 2006:12). Hence, the SCCD Process incorporated a phase in which the bar managers may become consciously aware of new social competencies and the deficiency of their current social competencies. This suggests that experience contributed to the development of the bar managers' social competencies by assisting them to become consciously aware of social competencies, including the manner in which these social competencies may be implemented.

The reinforcement of already possessed social competencies, which experience promoted, was based on familiar results that were associated with the implementation of the bar managers' own responses and social competencies. Familiar results reinforced the effective implementation of already possessed social competencies by emphasizing the effective outcomes associated with implementation of already possessed social competencies. This concurs with the behavioural elements of competency development as suggested by Tennant (1997:95), in that behaviour is reinforced if the outcomes of such behaviour are considered positive. For instance, the bar managers physically implemented the selected responses and social competencies within the Response phase and thereafter reinforced their behaviour based on the effective outcomes highlighted within Results phase. Hence, the findings of this research study appear to be in line with the suggestion that experience contributes to the development of social competencies by reinforcing behaviour that is associated with positive outcomes (Tennant, 1997:95).

6.4.2 Experience and the Levels of Consciousness

Experience also promoted the progression of competencies from an unconscious level to a conscious level, and thereafter to unconscious level. This is based on the awareness and reinforcement of social competencies. For

instance, an exposure to an event may have highlighted the unconscious deficiency of a social competency or awareness of a new social competency. This deficiency or awareness is then consciously known and is subsequently implemented in responses to similar subsequent social situations. The repeated physical implementation of social competencies is suggested to promote the transfer of social competencies to an unconscious level by cementing its effectiveness within the personal repertoire of responses. This, in turn, seems to support the notion of transition proposed by the Conscious Competence Learning Matrix (Thomson and Von Solms, 2006:12) in that competency development is associated with the movement of competencies from an incompetent unconscious level to a competent unconscious level.

The authoritative experience in which Bob was instructed to greet his elders seems to illustrate this notion. Due to this experience, Bob became consciously aware of power based social competencies and thereafter repeatedly used his power based social competencies when greeting elderly people. This repetition seemed to facilitate the transfer of his competencies to an unconscious level.

6.4.3 Experience and Social Interaction

The fact that experiences based on the behaviour of other individuals also contributed to the development of social competencies suggests that the development of social competencies is related to social interaction with other individuals. Consequently, social situations and interaction may represent a rich source for developing social competencies. Myers (1993:206) states, “Social situations do profoundly influence individuals” (Myers, 1993:206). According to Pennington (1986:18), an individual’s “early experiences” determine “how all future social situations are approached” (Pennington, 1986:18). Additionally, Lalljee, Stevens and Williams (1976:6) indicate that the “frames of references” and “constructs” of socializing with others, are learnt through the

“experiences of social interactions”. Hence, social situations and interactions do appear to have an impact on how individuals respond to social situations. The findings of this research study therefore support Professor Morris’s Continuum of Learning (Barnett, *et al.*, 1985:4), in that social and interpersonal skills are learnt or developed through experiences.

The researcher therefore suggests that experiences of social situations or interactions represent a source from which bar managers may develop their social competencies. Furthermore, in terms of the development of social competencies based on the behaviour of others, Pennington (1986:53) highlights the foundations of social learning theory as “watching another behave and observing the consequences of that behaviour for the other person”. Learning through the observation of others is also referred to as “vicarious reinforcement”, which allows individuals to learn “a behaviour without ever having performed it” (Pennington, 1986:54). Pennington (1986:57) adds, “when an appropriate social context arises the learned behaviour will be enacted”. Hence, the experiences based on the behaviour of others offers bar managers opportunities to observe the outcomes of other individuals’ behaviour. Bar managers may then personally implement such behaviour when addressing similar or appropriate social situations.

6.4.4 Experience and the Approaches to Learning

The findings of this research study did not confirm nor contradict the intuitive, incidental, retrospective and prospective approaches to learning from experience as noted by Mumford (1995:14). The findings of this research study indicated that experience represents a potential learning or development resource.

This research study therefore proposes that experience, within the SCCD Process, contributed to the development of the bar managers' social competencies by developing their personal repertoire of responses. Experience achieved this through a reflection process, the residues of experience, and through the familiarity of situations and results. The reflection process assisted the bar managers to establish a link of relevance between current social situations and previous similar social situations. The residues of experience facilitated repeated behavioural modifications. The residues of experience also facilitated additions and amendments to the existing constructs of social competencies already deposited within the personal repertoire of responses. Lastly, the familiarity of situations and results established awareness of new social competencies or reinforced the effects of already possessed social competencies.

Experience contributed to the bar managers' subconscious thinking by promoting the movement of social competencies to an unconscious level. Experiences of social situations and interaction also contributed to the development of social competencies. Ultimately, experience was found to develop the bar managers' personal repertoire of responses through a process that incorporated the reflection of experiences, the residues of experience, and the familiarity of situations and results.

6.5 Summary

The findings of this research study were discussed in this chapter. The bar managers displayed four categories of social competencies to effectively manage employees and consumers. These four categories of social competencies included emotionally based social competencies, power based social competencies, dispute handling social competencies and information handling social competencies. Implementation of the identified social

competencies positively influenced employee and consumer satisfaction. Hence, the bar managers' social competencies contributed towards the establishment or maintenance of a service culture. Additionally, the practical implementation of the identified social competencies appeared to be interrelated with one another. In terms of the experiences that were associated with the development of the identified social competencies, the bar managers recollected both single specific experiences and multiple compounded experiences that occurred in a variety of contexts. The varied contexts in which experiences occurred indicated that the utilization of experience in the development of social competencies should not be limited to a formal work environment. The development of social competencies through experience was also found to be associated with interaction with other individuals, thus suggesting that previous social interactions represent an important element in the development of social competencies. The findings of this research study suggested that the formal learning methods of competency development in the form of training courses were also available as a means of developing social competencies.

The manner in which the bar managers used their social competencies and the manner in which experience contributed to the development of social competencies was discussed by means of the SCCD Process. It was suggested that experience contributed to the development of the bar managers' social competencies by shaping their personal repertoire of responses. Experience achieved this through a reflection process, the residues of experience, and through the familiarity of situations and results. A reflection process as highlighted by Kolb, *et al.* (2001:229) and Weil and McGill (1989:28) helped establish a link of relevance between current and previous social situations. The residues of experience contributed towards behavioural modifications and amendments to existing constructs of social competencies. Experience facilitated the familiarity of situations to provide the bar managers with a greater probability of selecting appropriate responses and social competencies

to effectively handle social situations and ensure employee and consumer satisfaction. In terms of the familiarity of results, experience contributed to the development of social competencies by establishing awareness of new social competencies or by reinforcing the effective results of already possessed social competencies. The findings of this research study therefore supported the Conscious Competence Learning Matrix highlighted by Thomson and Von Solms (2006:12) in that experience contributed to the development of social competencies by establishing awareness of new social competencies (Thomson and Von Solms, 2006:12). Behaviourism theory as noted by Tennant (1997:95) was corroborated by the findings of this research study in that rewarding or positive outcomes reinforced behaviour. The findings of this research study also indicated that experience represents a potential learning or development resource. In essence, experience contributed towards the development of the bar managers' social competencies through a process that facilitated the awareness of new social competencies or the reinforcement of already possessed effective social competencies.

Chapter Seven: Conclusion

7.1 Overview

The key findings of this research study are presented in this chapter. The practical and research implications associated with the findings of this research study are also highlighted within this chapter. Lastly, the limitations of this research study are mentioned.

7.2 The Key Findings of this Research Study

The purpose of this section is to provide the key findings of this research study. The primary aim of this research study was to analyse the role that experience played in developing bar managers' social competencies, which in turn enabled the effective management of employees and consumers to ensure employee and consumer satisfaction. This aim was subdivided into the following objectives. Firstly, to identify examples of critical incidents that facilitated the effective management of employees and consumers. Secondly, to analyse these critical incidents to identify their underlying social competencies. Thirdly, to analyse the role of experience in the development of the underlying social competencies.

To achieve the abovementioned aim and objectives, a qualitative phenomenological research paradigm was used (Collis and Hussey, 2003:47). This research study utilized purposive sampling to select research respondents with a minimum of one year's work experience within the bar context. The multiple case study approach was employed as the research method within this research study (Chell, 2004:47). Data was collected through in-depth face-to-face semi-structured interviews with six bar managers. The interviews were framed using the CIT (Chell, 2004: 48). The data captured was analysed using

the CIT and through the open coding procedures of grounded theory (Chell, 2004:49).

The findings of this research study were presented by means of a proposed process called the Social Competency Cache Development Process (SCCD Process). The SCCD Process illustrated the manner in which the bar managers used their social competencies and the manner in which experience developed these social competencies.

The findings of this research study, as per the SCCD Process, indicated that the bar managers utilized their social competencies to effectively handle critical incidents relating to both employees and consumers. The bar managers were found to use their emotionally based social competencies, power based social competencies, dispute handling social competencies and information handling social competencies to effectively handle the identified critical incidents. The findings of this research study suggested that the effective implementation of these social competencies positively influenced employee and consumer satisfaction. Hence, the bar managers appeared to employ the abovementioned social competencies to effectively maintain a service culture.

The social competencies that the bar managers used were found to be interrelated. This suggested that the effective management of the identified critical incidents entailed a combination of the elements that constitute the concept of social competencies.

The findings of this research study suggested that single specific experiences and experiences compounded over time contributed to the development of social competencies. Additionally, a variety of experiences that encompassed exposures within several different contexts were highlighted as causal within the development of the bar managers' social competencies. This suggested that

social competencies are developed within a broad range of contexts, which do not only relate to formal work environments.

The SCCD Process suggested that experience contributed to the development of the bar managers' social competencies by developing their personal repertoire of responses. Experience developed the personal repertoire of responses through a reflection process, the residues of experience, and through the familiarity of situations and results.

The reflection process was employed during the Assessment and Selection phase and the Observation and Reflection phase of the SCCD Process. This reflection process assisted the bar managers to establish a link of relevance between current social situations and previous similar social situations, thus enabling the bar managers to select the appropriate responses and social competencies to effectively address social situations. Additionally, the reflection process allowed the bar managers to modify existing interpretations of constructs related to social competencies.

The residues of experience referred to the residues of knowledge, skills, outlooks and manners that were associated with exposure to an event (McKnight and Sechrest, 2003:445). The residues of experience contributed to repeated behavioural modifications. Additionally, the residues of experience were found to be compounded with existing constructs and integrated with the responses and social competencies that were already located within the bar managers' personal repertoire of responses. Hence, the residues of experience contributed to the development of the bar managers' social competencies by facilitating additions or modifications to their personal repertoire of responses.

The familiarity of situations and results established awareness of new social competencies or reinforced the effects of already possessed social

competencies. In terms of the familiarity of social situations, experience contributed towards the development of social competencies by facilitating the level of familiarity with which situations were assessed. Experience altered novel situations into familiar situations with subsequent exposures to facilitate the effective selection of appropriate responses and social competencies within social situations. Consequently, experience was found to improve the bar managers' probability of implementing effective social competencies to ensure employee and consumer satisfaction.

In terms of the familiarity of results, experience contributed to the development of social competencies by either promoting awareness of new social competencies or by reinforcing the successful outcomes of already possessed social competencies. The awareness of new social competencies were found to be based on novel results associated with the responses and social competencies as implemented by individuals other than the bar managers themselves. Experience contributed to the development of the bar managers' social competencies by enabling them to become consciously aware of new social competencies, including the manner in which such social competencies may be implemented. The reinforcement of already possessed social competencies were found to be based on familiar results that were associated with the implementation of the bar managers' own responses and social competencies. Familiar results reinforced the effective implementation of already possessed social competencies by emphasizing the effective outcomes associated with the implementation of already possessed social competencies.

The findings of this research study also highlighted additional noteworthy aspects of utilizing experience to develop social competencies. For instance, experiences of social situations and interaction also contributed to the development of social competencies. This implied that previous social interaction with other individuals represents an important element in the

development of social competencies. The findings of this research study also implied that although the informal method of learning through experience represents a valuable source of learning, the formal learning methods of competency development may also represent a source of developing social competencies. Lastly, experience also contributed to the bar managers' subconscious thinking by promoting the movement of social competencies from a conscious level to an unconscious level.

This research study therefore found that experience contributed to the development of the bar managers' social competencies by shaping their personal repertoire of responses. Ultimately, experience assisted the bar managers in developing their social competencies by promoting the addition of new social competencies or the reinterpretation and modification of existing social competencies. Consequently, experience was found to enhance the accumulation of social competencies located within the bar managers' personal repertoire of responses.

7.3 Limitations of the Research Study

This section presents the limitations of this research study. The following limitations need to be highlighted. Firstly, the research sample selected for this research study was composed of only six respondents. The researcher acknowledges that more respondents may have yielded more data. Secondly, the research sample that was selected for this research study was composed of respondents who were predominately between the ages of 22 and 28. This implies that the data obtained from respondents may have been subject to a bias in terms of the viewpoints or perspectives of a certain age group. The researcher notes that this is a potential limitation of the data captured. Lastly, the researcher acknowledges the difficulty that respondents displayed in recollecting certain experiences. The difficulty displayed by respondents

suggests that the data captured, in terms of the recollected experiences, may not have been an accurate recount of the experiences described.

7.4 Implications of the Research Study

This section presents the practical implications of this research study. The implications for future research are also discussed. The findings of this research study suggested that experience promoted awareness of unfamiliar social competencies and the reinforcement of already possessed social competencies. In terms of the practical implications of this research study, bar managers should view exposure to events as opportunities to identify new social competencies or reinforce the implementation of already possessed social competencies. Furthermore, bar managers should consciously recognize the importance of experience as a continuous process, which offers them the opportunity to develop their social competencies within a varied range of contexts.

Given that the reflection process and behavioural modifications were found to be key elements in the utilization of experiences to develop social competencies, the individuals responsible for selecting or appointing bar managers, should look to ensure that bar managers possess certain capabilities. For instance, potential bar manager candidates should possess the adequate cognitive abilities to employ the required reflection processes. Candidates should also be open minded in terms of employing behavioural modifications and recognizing the importance of novel situations and results. It should be noted that potential candidates need not necessarily require only previous bar experience. The findings of this research study suggested that experience in a wide range of contexts contributed towards the development of social competencies. Thus, potential candidates with a varied employment history

may possess the required social competencies to effectively handle social situations and thereby fulfill the relevant managerial duties.

In terms of the opportunity for further research, this research study has proposed a process in which experiences contributed to the development of social competencies in the form of the SCCD Process. Future research should look to establish a greater understanding of the phases of this process and the manner in which these phases are interrelated. Additionally, future research should also look to develop a conceptualization of the elements that would promote and inhibit the SCCD Process. This would allow for a more detailed representation of how experience can effectively contribute to the development of social competencies. In terms of the SCCD Process, future research should also look to ascertain the manner in which formal learning methods may be used in conjunction with experience to develop social competencies. Additionally, given that experience was found to be a learning source, future research should look to explore the possibility of exhausting the learning potential of experience. Future research may then investigate the possibility of incorporating formal and informal learning methods into the development of social competencies.

Future research regarding the role that experience plays in the development of social competencies should look to include observations within its data collection methods. This may add another dimension in terms of the manner in which respondents use their social competencies. Furthermore, observations may reinforce or corroborate the data obtained from respondents. Additionally, researchers should also interview individuals highlighted or involved in the experiences recollected by respondents. This may enable researchers to confirm the nature and details of the experiences that respondents describe. The researcher proposes that the relevant and available employees and work colleagues be interviewed. In terms of researching the role of experience and

competency development, future research may also evaluate the role that the verbal recollection of experience plays in knowledge creation and learning.

In terms of the identified social competencies, future research should analyse the association between the highlighted categories of social competencies and the types of social situations in which these social competencies are used. Future research may highlight the characteristics of social situations that trigger the implementation of certain social competencies. Furthermore, future research should investigate the reason for using combinations of social competencies, and the level of interrelatedness between such competencies. Lastly, future research should look to explore the relation between employee and consumer satisfaction.

7.5 Summary

The key findings of this research study were highlighted in this chapter. The aim of this research study was to analyse the role that experience played in developing bar managers' social competencies. The SCCD Process was presented to fulfill this aim. The findings of this research study, based on the SCCD Process, indicated that experience contributed to the development of the bar managers' social competencies by shaping their personal repertoire of responses. Experience was ultimately found to facilitate the awareness of unfamiliar social competencies or the reinforcement of familiar effective social competencies. This chapter concluded by noting the limitations and implications of this research study.

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