

INTERVIEW

FEMALE: She said that she feels that students from CPUT, since they are doing the management side of it, she actually feels that they really should be placed on the first level management, as soon as they graduate.

INTERVIEWER: Okay? Okay. Thank you for that. But obviously, we would have wanted to hear more. Why? Is it because they are doing management, that's it? Or maybe...

FEMALE: No, she said, with the experience that we graduated with here, it's already enough for you to be placed on the first level of management. You graduate with one year experience plus 16 weeks of the restaurant here, so that's like one year – one year and one? Two months? I'm not sure.

FEMALE: One year and four months.

INTERVIEWER: If it's over, 16 weeks.

FEMALE: 16 weeks.

FEMALE: It's about four months.

FEMALE: And the theory that we also do.

INTERVIEWER: Okay. So, what I did as well, I just looked at the entrenched level – we call it the tensions or the disturbances, or the contradictions that arose in that discussion that we had. The first one was the Silwood, where we talked about more practicals. They do most of the things that we do here at the DA [?]. They do it from first year level and then, we also – the other highlight was, hospitality students now do it just for the sake of doing it. It's not their first choice. Some have no other option. Then, NSFAS as well was a highlight, where we said it's a problem because most people get the education free. It's unlike – I think that was in comparison with the Silwood. And then, I also noted that most people after graduating the hospitality, graduates opt for going overseas for some time – a year or two, then coming back or, they opt to go to other departments or other sectors of the industry, not the hospitality industry. Then, Lisa mentioned the induction where it could help as well. Like maybe, students coming here interviews then enter induction interview for two weeks, just to see if this is really what they want. And then, practical classes – there is too many students for that. Like, xxx [?] was saying, lecturers could know their weaknesses and strengths in students, unlike now, where it's more than 200. I think she said 150-

close to 200 for first year. So, that's too much. And, you talked about moving from FB to AC...

MALE: From AC to FB.

INTERVIEWER: Oh, okay. I got it wrong. So it's ...

MALE: So, I studied the AC and now I'm leaning more towards the FB, ja.

INTERVIEWER: Okay, so you studied AC? Okay, it's actually the other way. Okay, AC towards FB, which was an advantage I think, for the-which is an advantage for the current. I don't think it would work well with the curriculum that's coming, but we'll see. Then they will again – oh, I forgot -I wanted you to bring the assessment sheet. I forgot. I was telling myself.

FEMALE: [Inaudible]

INTERVIEWER: Ja, the assessment sheet that you use for third year. Because we are talking about third year, they should be shadowing management ...

FEMALE: Oh, now-the evaluation forms? Oh.

INTERVIEWER: Exactly. So, I forgot about it because I wanted to-

FEMALE: To see what ...

INTERVIEWER: If you can just send me that, I would really appreciate it.

FEMALE: Okay.

INTERVIEWER: So, if-where was I?

FEMALE: [Inaudible]

INTERVIEWER: It's fine?

FEMALE: I have a thing I want to tell you.

INTERVIEWER: Not a problem. Welcome. We just started. We're just doing the recap of what happened last time. Then, we also talked about the question that's not there from our graduates and the expectation, where we said yes, we're right, we must have this expectation. The curriculum gives us that expectation of saying we must start it somewhere. We can't start at scullery, we can't start as waiters. So, although, xxxx [?] thought that no, when you PC, you shouldn't actually be having those expectations. If you PC, it's a bit different because if you PC, it takes you time to get to a role. So maybe, then again, it comes to say, it comes with what you're doing in hospitality management. Then, when graduates go out there and they get employed, they should be given full induction. Like the training, and Lisa felt like the staff that's there, are scared of going out fully on training graduates, because graduates already

– remember, they've got their academic advantage, they've got a qualification. Now, they they're training them. They've been there, they have the experience, you can't run away from it, so now, if you are taking that experience, giving it to xxxx, in the end, what happens is, she is more than ...

FEMALE: [Inaudible]

INTERVIEWER: So, employees are not actually comfortable doing it. Then, there is a participle, okay, that's xxxx will say it, she was actually given the FL at NAHAWU when she was in the industry, which then means we can, we are capable of doing it. Then, someone said employers have trust issues. If someone, if they have employees that are from here, that are doing well, they would love graduates that come from here. They will have confidence in them. So, those are the things that I highlighted. Is there anything that you think was of importance maybe? Just the highlight on what we discussed last week? Because some, like I'm saying the video, I couldn't hear everything but I – at least I listened through. The person who transcribed couldn't even hear. She worked four minutes and she was like no, it won't look nice.

FEMALE: From last week?

INTERVIEWER: Hmm.

FEMALE: I think we've kind of covered basically all the important examples said...

INTERVIEWER: Okay.

FEMALE: Last week, based on public that we were talking about.

INTERVIEWER: Okay? And then this week, what I've done is, if you look in front of you, there is a-they're the ideas that I've put for the discussion for this week. I've recapped on the discussion. Then, I couldn't get the task, it wasn't done – the three minute task, but that's fine. And, I will again attach it to today's task, because there is a task. [laughing together]. Okay. So today, what I want us to do is, like I said, they change laboratory theory, is to do with change, but the change can't be done by one person. And the change is not easy. The change takes time but the time starts now. You understand? So now, the change laboratory believes in what we call an activity system. There is a sheet of paper that's in front of you – this one. Virkkunen is the person who started with the change laboratory theory. So, in his theory, he says there is a system that is used by, be it animals, be it people, if we are to group like here, it's xxxxx School, there is a system for this whole school. So, he then divided

that system or, he actually put it in a triangle form, which is this one, so-which is what I want us to discuss. I will try to explain this and then, with the aim of saying, as graduates, as hospitality graduates, can we identify our system? Identify our system as in current and then maybe, just look back, because obviously she was-you finished when, last year né?

FEMALE: Hmm.

INTERVIEWER: She was here last year, so obviously, her current is not my current, or your current – or his current for that matter. But the curriculum, we will all of us, we're on the same curriculum. All of us. Because I think it was for the 2003, 2004. It hasn't changed. It will change next year. So-but the system won't be the same. So, looking at this, we've got the subject. I will start where it says 'subject'. Subject is the person or people engaged in activity who are the focus of the study. So in this case, the focus of the study – I don't want us to – I don't want to talk on my own, but I want us to look at it maybe, and then identify those things because, there's the subject there, there are tools, there's the role- And remember, all this, we are actually linking it to the graduates preparedness for the first line management role. So, I want us maybe to just have a look at that and then afterwards, you give your thoughts on it. Where we look at the roles and then we're looking at xxxxx hotel School, we actually say, what are the rules? Which laws guide us, or guide the lecturers, that affect the graduate's preparedness for the first line management role? I don't know if anyone has a question because that's what we are going to do now.

MALE: Are we comparing those students to each one of these subjects here, or the Hotel School or like, are we seeing that this applies to the Hotel School?

INTERVIEWER: I don't know if I'm getting the question right. You're saying, are we comparing ...

MALE: [Indistinct] is like, what do you want us to do with this [indistinct]?

INTERVIEWER: Okay. What I want us to do is, we've got this topic. The topic - remember, we are looking at the graduates preparedness for the first line management role. So we are saying, for graduates to be prepared, there is a system that they go through and in this case, the system is the Hotel School. Yes, they go for will, it's part of this system, you understand? So now, this is called an activity system where we look at whether the person who invented it said, the system operates in this way, so there is a subject. And in this case, the subject being the person or people

engaged in activity, who are the focus of the study. So in this case, who is involved in the graduate's preparedness?

FEMALE: Hotel School?

INTERVIEWER: Hotel School yes, that's broad, but who are the individuals that are actually involved with us when we are students, so that we can go out there prepared?

MALE: The lecturers?

FEMALE: The lecturers.

INTERVIEWER: Lecturers, yes. So, we'd put maybe there, the lecturers, we can put the employers as well, because we actually go to [indistinct]. We can put maybe the chef instructors, the restaurant ...

FEMALE: [Indistinct]

INTERVIEWER: The-what are they called? Food and bev instructors, so, those are the people. Then- that's our subject. Then now we are saying, they're using certain tools, so which tools do they use. And remember, the tools are for the graduate's preparedness. So, which tools are they using? In this case, I'm just thinking of maybe the curriculum ...

FEMALE: The dress code – uniform?

INTERVIEWER: Uniform, is that a tool or a rule?

FEMALE: I think it's a rule.

INTERVIEWER: It's a rule.

[Talking together]

FEMALE: Yes, the curriculum. Obviously the restaurant would be one of the tools to obviously train us in terms of service and preparing us to go out in industry. And obviously, industry people that works with us in terms of placing students, wouldn't that fall under the tools that they're using to obviously groom and [noise] first line management.

INTERVIEWER: Okay. So, that's what I want us to discuss on.

FEMALE: Okay.

INTERVIEWER: Is it better now?

FEMALE: Is it just the tools?

INTERVIEWER: No, all of them.

FEMALE: All of them.

INTERVIEWER: So, I want just – not all of them as such. I want us to discuss on the tools, the subjects - the subject I think we've discussed, the rule, the community and the division of labour. Just to-You can even write, because we are trying to find out – it might work, you might find something, you have something and some are saying, no, but I don't think this one is right. Because, at the end of the day, I want to discuss and find out, what's the system that should work for us? What's the system now? What should we change for us to have better prepared graduates? Yeah?

FEMALE: Hmm.

INTERVIEWER: Okay.

FEMALE: For me, I think subjects and tools – I think personally, the Hotel School is fully equipped with those, in order to train hospitality students. I might – I don't want to disagree in the laws and rules né? Because, some of the time, as we discussed last week in terms of third year students, some of them, they go out in industry, they're still being trained on how to waiter, how to wash dishes, instead of being trained in management, so that might be problem when it comes to rules and laws that are set out by the hotels schools, to the industry. I'm not sure if I'm correct.

FEMALE: I think ...

INTERVIEWER: But that again says there are contradictions somewhere. So, I would want you to highlight them to say, okay, rules – I understand them as this and then, you understand? - so that we highlight those things. That's what we want to change, if they are changing, or they can't be changed, I don't know. You wanted to say something xxxx?

FEMALE: With the Hotel School, I actually don't feel, with the tools or the rules are out there to trainers at the Hotel School. Because, you do get training on how to carry the plates, how to set the table and everything, but then we do have a lack on like, coffee training. Not all of us when we went into the industry, we couldn't do the coffee training properly, and also on the POS system. It was only three of us who worked in the bar. And then, I got placed with one of my students who was in my class, and you couldn't work on the [noise] so it was only a three of us that could actually understood the bosses.

FEMALE: Okay but then, we are trained on it. So you are saying, we are not trained at all ...

FEMALE: Not-I think we are trained on it, but not properly. Not everybody practice it every day. It's not an everyday thing that we work with at the Hotel School Restaurant. And also in terms of reception, I think that that's not also broad – not broadcast, you don't have enough experience. We don't gain a lot of experience on this reception, as going into the industry, where you actually stand on a reception desk and have to answer phone calls.

INTERVIEWER: So, where would that fall? Okay, she wants to say something.

FEMALE: No, I wanted to ask, what happened? Because, with us, we would get like rotations on who would work at the bar that day. What happened? Didn't you all get rotations?

FEMALE: We all do, but we were also placed in the restaurant when it was quiet, so the POS system was hardly on. Or, it was-there were days where we don't even put on the POS system, where we just count the stock in the bar and we'd go on.

FEMALE: I remember with us, was it- xxxx? She would let us practice on the POS if it's quite. She would say we must practice putting on orders, but don't actually punch it, [talking together] but just get used-familiarise yourself with it. So, I don't know where it let ...

FEMALE: Maybe they should-I don't know if they do it now, but with us ...

INTERVIEWER: Maybe let's hear from them, the first year's, then, what would you say on the-are you getting the training or the POS? Are you getting the training at reception? I know you don't have much knowledge but, have you gained something in the four weeks that you were here?

FEMALE: Not on the POS system, no.

INTERVIEWER: Not from POS, okay?

FEMALE: But I know, because I used to work night shift sometimes, when you have to do it. But like, if you work in the morning, then you don't do it at all. So there might be a few things that you want to get done [indistinct]...

FEMALE: [Talking together] I think that you can use that as a practice.

FEMALE: Okay, just to touch on that-doesn't it go back also then to what we raised last week, when you look at the numbers of students that's been taken on by Hotel School, as to compared to our time. We were a few, so they had more focus on us, each individual, have turn to be maitre d three times a week, or bar tending ...

FEMALE: And also, the students don't want to be maitre d anymore.

FEMALE: That's what I'm saying. It goes back to passion as well. Some of them are just here because they had no other choice but hospitality. They only had an option of taking this course. So, the passion and wanting to do something is not there. It's just a matter of being forced to do it. So some of them, they don't really-they are being taught, but the-I don't know, it's the mentality of them wanting to learn, is not there. So they just listen and, when they go in the industry, they know nothing and they obviously come back and blame it on the institution that they are not being taught as much, whereas, they don't ...

FEMALE: Because, there were questions that are used at the hotel like: "You don't know to work on the POS system?" And he's coming from me at the same school.

FEMALE: As was expected.

FEMALE: So it was a bit ...

INTERVIEWER: But, did you know how to work with ...

FEMALE: I could, because you know ma'am, I was mostly in the bar, so I could would on the POS system.

FEMALE: I also say, it's also at the end of the day, it's your responsibility, like passion, if you really to learn it, then you will know it. Because, it was asked and pushed by, no, we need to practice how to use POS.

FEMALE: Even the ...

FEMALE: If you are quiet, then no-one is going to help you.

FEMALE: Exactly.

FEMALE: The coffee. The making of the coffee ...

FEMALE: Oh the coffee ...

FEMALE: The cappuccino. We trained her to make the stuff – the nice styles in the coffee and everything. And then, some people just can't do ...

FEMALE: We also got training of coffee – I don't know, I couldn't do the nice things, but knew how to work ...

FEMALE: How to make it up.

FEMALE: I knew how to froth milk, but ja. We did get coffee training. Is it true?

FEMALE: We got it, like twice.

FEMALE: Ja.

INTERVIEWER: But now, tell me ...

FEMALE: [Inaudible]

INTERVIEWER: I'm listening, what of all this? You what the good thing is, I'm listening and obviously, if they go out there and they can't do POS, it comes back to us.

FEMALE: Yes.

FEMALE: Hmm.

INTERVIEWER: Now I'm listening and I'm thinking, it should start with the students someone said, but at the end of the day, are we saying this Hotel School is doing it right? It's the students. What so far they are not doing right, is the enrolment. Are we agreeing on that or is it the point, should it be noted?

FEMALE: Let's not say. My personal opinion would be, subject and tools they have it in place as compared to other institutions. Say for instance, I don't know if I'm allowed to mention like, Cape Town-like that international school ...

INTERVIEWER: You can mention anything.

FEMALE: They don't have a restaurant whereas we do. We obviously get the-the what you call - practical training, as compared to them. We get [indistinct] They are doing the necessary things and tools and such that they need to do, but it's just based on individuals and students wanting to learn and wanting to do these kind of things, and obviously, they know that because there's just too much.

FEMALE: And then also I think, coming from a student point, the restaurant is here to like teach us or train us everything that we know so far, so I think there should be – not monitored or keep track of it, but there should be a system where you say, okay, today we did the POS system. We know that we trained xxxxx today on it, tomorrow, the other group, so that we can keep track who knows how to work on it and who doesn't know at all.

FEMALE: Ja.

INTERVIEWER: Okay.

MALE: Okay, I've got a topic. [All laugh].

INTERVIEWER: Okay?

MALE: Which-this is like the one thing for me as a student, I was very bitter about.

INTERVIEWER: You were very bitter about it?

MALE: Ja.

INTERVIEWER: Okay?

MALE: So like, my passion for hospitality evolved later on. Like, since high school days, I have always looked forward to going to university, no matter what it was. And I've had this argument with lecturers about it and they always told me the same thing, like, your future starts today, are you ready? All that nonsense, and ...

INTERVIEWER: Okay?

MALE: And like, I've always had this image of university like, when you're in the restaurant, I understand, you must wear uniform. When you are in the classroom, I find it so unnecessary.

INTERVIEWER: So, that would be under rules?

MALE: Ja.

FEMALE: Yes.

MALE: Like, I just feel like I'm just annoyed at the fact that I have to wake up and I feel like I'm going to school, not university.

FEMALE: [Laughing]

FEMALE: Nobody – it is a point that a lot of students have said to us, but it actually gives you pride that you know that you are actually walking into Hotel School every morning.

[Talking together]

FEMALE: You see ...

MALE: No, I was annoyed. I wasn't proud. [Talking and laughing together]

FEMALE: It made me so thrilled.

FEMALE: It then boils back to our days, where we had like ...

FEMALE: We had to.

FEMALE: Had to use, where they explained to you that, when you enter this institution, it's all about formality. You need to be-step out [talking together]

MALE: That's why I wore the uniform-because that was part of the terms and conditions.

FEMALE: Ja, we actually [talking together]

[Laughing]

FEMALE: So, that's what I'm saying, the rules are there, but nowadays it's not ...

FEMALE: Monitored anymore.

FEMALE: Or, they are not saying it [indistinct] ...

FEMALE: But ...

FEMALE: So no ...

MALE: I just feel like, if there was a rule where during class time, you can wear your-look, you have to wear smart/casual, but you can wear what you want. I just feel like people would be more free in the classroom to feel comfortable. Obviously when you come to the restaurant, you have to look a certain way.

INTERVIEWER: Okay. How would that-What effect do you think that has? Like, the thing of saying whether you're in class or you are in the restaurant, you must be in your uniform. Do you think it has an effect?

MALE: I feel like ...

INTERVIEWER: What effect did it have on you?

MALE: On me, it was just-I was just annoyed. Like, I loved hospitality, that's why I just sucked it up and did it, but like-for me, I just sucked it up. But genuinely, I would be annoyed seeing all my UCT friends putting on their-[talking and laughing together].

FEMALE: Ja, hospitality.

MALE: Ja, but they are going to wear uniforms at work as well.

FEMALE: Oh ja ...

MALE: They have to wear a smart uniforms like, so do we, but ...

INTERVIEWER: You wanted to say something?

FEMALE: I wanted to say that the uniforms make it so like opaque in class. So it's not like-there's no like that sense of freedom, like you can't get to know [inaudible] I know a flat uniform just changes ...

MALE: And also quality of the uniform.

FEMALE: You express yourself via ...

FEMALE: Ja. I feel like, when doing the-when we did [indistinct] on the first day, a person likes to feel more relaxed than they are [indistinct]

MALE: Look here, smart/casual but obviously you can't come sloppy, you have to-there's a certain dress code, but like chilled, like a golf type of ...

FEMALE: But I feel like, hospitality is all about the rules and looking ...

FEMALE: I was going to say, I ...

FEMALE: Ja, so grooming you from first year to wear that uniform, makes you ...

FEMALE: I disagree ...

FEMALE: I also disagree.

FEMALE: Because, it's like the main factor of that uniform in dressing [indistinct] I don't know what it's called.

FEMALE: It grooms you.

FEMALE: It's to groom you and get that feel of corporate and hospitality. Even if you are in class ...

MALE: Okay, what about the people that go into corporate. The people that become [indistinct], like CEO's of accounting firms. Like, when they were at UCT and studying their accounting ...

FEMALE: But then, see here also, [talking together] ...

FEMALE: In hospitality, it's all about neatness, cleanness ...

FEMALE: Fine dining, everything needs to be proper and true, so, I think ...

[Talking together]

INTERVIEWER: Wait, wait. Let's give each other a chance. Let's give each other a chance.

[Talking together]

FEMALE: Because, as you've said, when you dress down, your mentality obviously drops as well ...

FEMALE: Yes.

FEMALE: So you automatically have that 'I don't care' attitude. It's no longer the five star hospitality, neat and proper teaching. It's now like-ja, we're just here.

FEMALE: We're just here and-[Talking together]

INTERVIEWER: Let's give her an opportunity ...

FEMALE: Do you also think the [indistinct] the students feel the same way, do you think?

MALE: I don't - I haven't asked them.

FEMALE: Because they wear uniform like every day.

MALE: Ja, I mean, like, I understand what you are saying like, we are going to- I just feel [indistinct], like I knew like, I mean, if I went to work in hospitality, I have to wear a uniform, I wore a uniform throughout my entire school career. I understand that you get people who are working as accountants, CEO's and all of these, like you have to dress if you want to become successful at any type of industry, you have to dress a certain way.

FEMALE: I think it's just different. For me, I used to enjoy wearing a uniform.

[Talking together]

FEMALE: Me too. I think I'm grateful for wearing my uniform.

[Talking together]

FEMALE: So now I know how to wear it.

FEMALE: I was like yeah, I'm the 'gal'.

MALE: No.

[Laughing]

FEMALE: I think the purpose of the uniform as well is, if they do get industry people that comes for sight inspections, when they do come around, they do see, okay, this is really a hospitality school, instead of going to a class and you see people with yellow jackets and ...

FEMALE: Red-ja.

FEMALE: Dreadlocks-okay, dreadlocks is now acceptable, but only four. With us, it wasn't, ja.

MALE: Ja, they wouldn't think [indistinct]

[Laughing]

FEMALE: Okay guys, not for you, the males.

INTERVIEWER: Ja, I'm now just teasing. Okay. Now things have changed.

FEMALE: Because at the work, they chased the guy home.

INTERVIEWER: Okay.

FEMALE: Hmm. We'd all be in trouble.

INTERVIEWER: Things have changed. When we were here, dye was not allowed.

FEMALE: Hmm.

INTERVIEWER: You see, they have braids, that was not allowed. It was supposed to be natural colour, the black like hers. So, things have changed. Now we have some having blue ones in the restaurant, we've got guys that have dreadlocks, we've got some that do the hair and then they tie it.

FEMALE: The bun.

INTERVIEWER: Ja, the bun – the guys. So, things have changed and I guess, even in the industry, we've got a-I don't know, some have argued to say this is a fine dining restaurant – fine dining restaurant, so we have to try those standards. But I've seen, there's so many restaurants and our students, not all graduates go to those.

Some graduates will go to those other ones where they will put on jeans and maybe some crop top or something-you understand? So ...

FEMALE: I also worked – where I worked, I worked in the fine dining. They would actually chase you away coming to work like that, xxxx.

MALE: Like what?

FEMALE: The beard. You need to shave beard. You need to clean - they're still strict on the rules. [Talking together] You need to look more presentable.

FEMALE: Your hair needs-

MALE: Every single place I've worked has allowed me to keep my beard.

[Talking together]

FEMALE: Ja, even in the kitchen.

MALE: At the xxxx hotel, i worked in the kitchen?

FEMALE: Ja, in the kitchen.

MALE: I worked at Disney and like, they wouldn't say [laughing]

INTERVIEWER: But the beard thing again, still here what you're saying, like I'm saying, the restaurant resembles the fine dining. They don't allow even here. But now the challenge again, like I say, things change, then I think the democracy has played a big role, because then, it was like, "I am Hotel School Restaurant. I've got these rules. If you want to come to Hotel School Restaurant, these are the rules." But now, it's like, I am Hotel School Restaurant, these are my rules, but if you have ABC, you are allowed. Because I see now, there is people that come and they have got beard and they sight religious reasons, what do you do? FEMALE:

Shembe?

INTERVIEWER: Yes. We have one-we have one from that who said he is from xxxx, what do you do? Nothing. You just allow that, because there is some laws that allow them.

FEMALE: Religiously, I think ja, it would be acceptable, but here, on the rules, you can't have someone with blue hair, serving like- What if I was working? I don't know. It doesn't look neat with the uniform. It's just not neat. It's just not.

INTERVIEWER: What if they tie it and it's neat?

FEMALE: And it's the new trend.

[Talking together]

FEMALE: The generation is the ...

FEMALE: It ends up getting out of hand. It starts with like, you know, your basic rules and then people start wanting ...

FEMALE: Ja, and they want to rebel ...

FEMALE: No, it starts like that.

FEMALE: Ja.

INTERVIEWER: Okay?

MALE: Well, the way they did it overseas was, they said you either have to be clean shaven or it has to be a full beard. You can't be like in the middle.

FEMALE: Oh, okay.

FEMALE: But what's the purple ...? Okay, that's ...

INTERVIEWER: Let's not-[laughing] So here, on this, I see the rules – he cited that these are laws, the cords, the customs, the agreements that, as community members, we adhere to while engaging in the activity. So in this case, we are preparing graduates for the industry. We've got rules, the one that he doesn't like – the uniform, and then we also have the beard that needs to be clean shaven. Then we also have the cutex on the nails. What would you say about that? Because it's part of the rules of this – is that allowed?

FEMALE: This is allowed né? You can't really see it. It's like a natural colour.

FEMALE: Nude.

INTERVIEWER: Oh, so it has to be a natural colour?

FEMALE: It has to be natural and nude.

MALE: I just feel like you should be allowed to have a beard, just as well as you are like well-groomed. Like, if you look neat and you...

FEMALE: Ja, I agree with that.

FEMALE: [Indistinct] as long as it's trimmed and ...

FEMALE: Neat, ja.

MALE: Like you make sure that there's no puffs, you make it straight. It has to look good.

INTERVIEWER: Okay? The tools, we agreed, we said the restaurant. So here we said uniform – we agreed on the uniform?

FEMALE: Yes.

FEMALE: Not quite.

INTERVIEWER: Not quite? Okay, we'll put a question mark on it because, whatever we write now, we still have to come back and say, what's the way forward with the uniform. What are we saying? Does it really have an impact on the graduate's preparedness or it doesn't? Or it does, then we decide. So now, the nails, we agreed – short or it doesn't matter the size?

FEMALE: Short.

[Talking together]

FEMALE: Long and draggy kind of, like ...

FEMALE: What do you think there?

MALE: About?

FEMALE: The nails.

MALE: [Inaudible answer]

FEMALE: That's okay.

FEMALE: Ja

MALE: No, that's okay.

FEMALE: Neutral colours. Not too bright.

FEMALE: Like your light pinks, that's okay.

FEMALE: Up to which ...

FEMALE: My friend is working at xxxxx hote and you know, they have red on the uniform – I think it's black and red, so they are only allowed – she works at reception. They are only allowed to put on red nails. That's the only colour.

INTERVIEWER: Oh, to suit the uniform.

FEMALE: Ja.

INTERVIEWER: Oh, okay?

FEMALE: But-and also, maroon, they just accepted. Maroon. It's just ...

FEMALE: I think, maroon will be fine, but red?

FEMALE: It's just red and maroon.

FEMALE: So it doesn't matter the length?

FEMALE: Ja, because she works in reception.

FEMALE: Oh.

FEMALE: You know, you need to look pretty.

FEMALE: But then, the airlines, they have a certain length.

FEMALE: Ja.

FEMALE: That's why I'm asking. Because they can obviously put manicures, but then, it needs to be a certain ...

FEMALE: By us, it only needs your finger-You must put your fingers like this and you can't like go to high. You must be able to do this.

INTERVIEWER: Where do you work?

FEMALE: xxx Lodge in ...

INTERVIEWER: Where? At reception?

FEMALE: Reception.

INTERVIEWER: Were you AC?

FEMALE: Yes

INTERVIEWER: Oh, okay. Alright. Okay, on the rules again, I'm just thinking, do you think ...

MALE: No uniforms.

INTERVIEWER: No uniforms? Okay.

[Laughing]

MALE: I'm serious.

INTERVIEWER: Okay. Okay. I put ...

MALE: Save the uniforms for the restaurant.

INTERVIEWER: You know what? I put it down and I'll actually put a question mark on it to say we still have to debate on this because, if we are going to want the change, remember, okay, I met my supervisor – my other supervisor, to just give him feedback on the first meeting that we had and he was, how can I say? After the sessions with you, I must call back the lecturers and tell them what we've agreed on.

FEMALE: Okay.

INTERVIEWER: So that it becomes a complete cycle. Because, if I talk to them and then now, I'm coming to you to tell you what they say, then they must also hear what you're saying, so that we see if we can change. So, on the uniform, I already put the question mark. I think we will need to revisit it. Again, on the rules, do you think-what do you think on the rules when it comes to the curriculum change? Do you think students should be involved? I don't know what the rule is, I don't know if students are involved. I know lecturers say that they are involved because I asked them.

MALE: What is better to have on your CV? A degree or an advanced diploma?

FEMALE: Exactly.

MALE: Like, and then you say that people are saying it takes two years to get an advanced diploma where a degree that is better, it takes one year.

INTERVIEWER: Yes, it's two years.

FEMALE: What do you mean?

FEMALE: Next year ...

FEMALE: Next year it changes.

FEMALE: [Indistinct] advanced diploma, which takes two years to do.

FEMALE: I so totally disagree with that.

FEMALE: It's only-straight from matric, they are going to study two years and then they graduate?

FEMALE: No. They are going to do their three years and then ...

MALE: Ja, basically B.Tech is going to be two years.

FEMALE: Is two years.

[Talking together]

MALE: Except, it's not going to be called B.Tech anymore. It's going to be Advanced ...

FEMALE: Ooh uh huh. They should just write degree again.

[Talking together]

INTERVIEWER: Wait again.

MALE: They're talking about ...

INTERVIEWER: Please, I'm now shocked, because she seems not to know. Who asked, are graduates or students not informed when these things happen?

FEMALE: No. Not the graduates.

MALE: I knew because I asked Miss Seger, but otherwise I ...

INTERVIEWER: Why did you ask her? Did you see it somewhere?

MALE: Well basically, like they did like kind of warn us that B.Tech was coming to an end.

INTERVIEWER: Okay. So they did warn people?

MALE: Ja, and I needed to make sure when, because I wanted to go overseas last year and I had to make sure that I had to have this extra year to do that.

[Laughing]

MALE: If last ...

INTERVIEWER: I was about to say, so that's why you came back, to make sure you do the B.Tech as early ...

FEMALE: Does that include us?

INTERVIEWER: Sorry?

FEMALE: Does that include us?

INTERVIEWER: As in what – the Advanced? You won't have an opportunity to do B.Tech.

MALE: [Inaudible]

INTERVIEWER: Okay, so?

[Laughing]

INTERVIEWER: So, what would you say about that rule? Should graduates be ...

MALE: I don't know, I've-Ja, they should definitely be informed but like, I just feel like it's like, we're doing one year of studying for an amazing degree and then doing two years of study for something that's not as nice. It's just like – it's so weird. I don't know why. Maybe they've got their reasons, but ...

FEMALE: Ja, it is weird.

FEMALE: I'm also a bit confused. If you want to do Masters, is it no long Masters next year? Is it something else? What's it called?

INTERVIEWER: It's no longer Masters ...

FEMALE: That as well?

INTERVIEWER: Next year it's going to be ...

MALE: Advanced something else.

[Laughing]

MALE: Triple advanced ...

FEMALE: It's honours or ...

INTERVIEWER: Yes, it's Honours.

FEMALE: Because NMMU, you do honours first and then your masters, apparently.

INTERVIEWER: Yes. It's honours ...

FEMALE: It's honours, so they are changing it. I was ...

FEMALE: So, you do your honours, then you do masters?

FEMALE: Yes.

INTERVIEWER: Yes.

FEMALE: Yes. Yes, it's first honours and then masters.

FEMALE: But didn't they say B.Tech was inclusive of honours? That's why we've got this new thesis we've also got to do. So now that we did our B.Tech this year ...

INTERVIEWER: Maybe for you ...

FEMALE: I will apply for masters [noise].

INTERVIEWER: Maybe-maybe-I don't think [indistinct] is still there next year. I don't think M.Tech is there next year.

FEMALE: No, it's not. I was informed when I applied for B.Tech and they told me about the curriculum changing at main campus ...

FEMALE: You were lucky.

FEMALE: So they said that a masters is totally going out, honours – they're switching – it's first honours and then masters.

FEMALE: But then, that's the thing I'm confused about. Our B.Tech at CPUT is inclusive or is ...

FEMALE: I don't think so.

FEMALE: I don't think so.

FEMALE: Please guys.

INTERVIEWER: What are you saying? B.Tech is inclusive of what?

FEMALE: People that studied B.Tech last year, will do their masters this year because the curriculum that they were working on last year is obviously degree and a bit of honours in both. So that's why they are doing masters this year. Do you understand?

INTERVIEWER: I understand. Then or further, make your ...

FEMALE: So now they must also do the same curriculum that they did last year ...

FEMALE: Yes.

FEMALE: Exactly the same thing? What happens when we want to apply for masters, seeing that we've also done a part of the honours? You understand? Because master's curriculum is exactly the same as we do, which is B.Tech and masters – B.Tech and honours, né? Because, whoever graduates ...

FEMALE: So then, we don't have to do honours?

FEMALE: B.Tech, they do masters. So now that I'm graduating for my B.Tech this year, what do I apply for next year? So I am again doing honours, which I've already done this year.

INTERVIEWER: I'll bring the answer for you next week.

FEMALE: It would be unfair ...

INTERVIEWER: Oh, not next week, sorry guys. I'm on leave.

FEMALE: We're doing exactly the same curriculum that we did last year and we are doing masters and then we have to redo honours. Hayi. I think it will be ...

INTERVIEWER: I will find out for you. I'll definitely find out. I need to ...

FEMALE: But I think ...

INTERVIEWER: Fine, I will put it on the group, whatever the answer is, but I'm not sure of the next year.

FEMALE: [Talking together] that it's changing when it comes to masters [indistinct]. Seeing that we are doing the same everything.

INTERVIEWER: If you, as a graduate now, if you were included in the curriculum change, do you think you would have had any input?

FEMALE: Input on?

INTERVIEWER: On the curriculum. Do you think the curriculum is fine – like, looking at where you started from first year until now, where you B.Tech or you're done with B.Tech, do you think the curriculum is fine?

FEMALE: The only thing I don't agree with is AC students having to work in the kitchen.

INTERVIEWER: Okay.

FEMALE: That, I don't understand.

MALE: I kind of understand.

FEMALE: I can.

FEMALE: I also can't.

FEMALE: If you are looking at becoming a top manager ...

MALE: If you want to become a general manager ...

FEMALE: Oh manager-you need to know the ...

FEMALE: Ja, but the hours that we spend in the kitchen ...

MALE: Maybe a less amount of time?

FEMALE: Maybe. Less amount of hours. Joh, but sometimes we leave here past seven and it's dark already.

INTERVIEWER: Oh xxxx! [laughing]

FEMALE: No, I tell you ...

INTERVIEWER: You know, the way xxxx says it, there's this other manager that I interviewed and she's like-the first thing that the students come, they like: "Er, I'm coming to your department next week. Am I going to work late shift? Am I working weekends? Am I working holidays? Please, if you can allow me just to be off on those days." So-this is exactly what she's saying.

FEMALE: And the other thing is, working in the kitchen is fine because we really do learn a lot, but, the hours!

INTERVIEWER: But I think, when students are students, they will complain. Why are we working in the kitchen and we [talking together]

FEMALE: The amount of practicals that I skipped ...

INTERVIEWER: Why are we coming to the restaurant when we're AC, but when you are in the industry, you see that it was good for you ...

FEMALE: Ja, it is good.

INTERVIEWER: Because you are exposed-because we need that exposure. But I think that cry was heard, because from next year, the AC students are not coming to the kitchen or the restaurant.

FEMALE: Oh, okay I've [indistinct]

FEMALE: Oh, thank you.

INTERVIEWER: [Laughing]

FEMALE: Ja, because they've been provided also.

INTERVIEWER: And then, the community. What do you think? People will share their interest, their goals, their knowledge with us as we are here as graduates.

FEMALE: At the Hotel School, who would those be?

FEMALE: Gerhard?

MALE: I feel like ...

INTERVIEWER: Yes, [indistinct] yes, I think I would like ...

MALE: Wait, wait. I might be misinterpreting ...

INTERVIEWER: Okay?

MALE: Like, I'm thinking of like lecturers or whoever inviting people over to talk to us.

INTERVIEWER: Yes, but those people who are there, is it the industry people?

FEMALE: It is your CEO's, general managers ...

MALE: But they come in and inspire us though.

FEMALE: Ja.

INTERVIEWER: Okay?

MALE: Well like I know, Miss xxxx was good at that. She used to bring in revenue managers into class, to actually talk to us and get a real feel.

FEMALE: xxxx Lodge.

INTERVIEWER: Okay, on that note again, because those are the community. There's the employers who are saying the lecturers are too young. I'm just thinking- are too young, they don't have the experience from out there, that's why when you go out there, they can't employ you, because already, you've been taught by someone who is very young who doesn't have experience, who couldn't even manage you as student's, can that person be-What would that person instil in you for you to be a manager?

FEMALE: What does that have to do with ...

FEMALE: I think our lecturers are fine.

FEMALE: Like the lecturers, what does it have to do with the industry people? Like, I don't get it. They teach us theory.

INTERVIEWER: Okay. Management?

FEMALE: Management no, is fine.

INTERVIEWER: No, I'm just saying, she says they teach us theory, so I'm saying, if it's management, it's theory plus practical, because I'm teaching you how you are going to manage people out there. You understand? So, it has to have some-I'm not saying 'the lecturer'. Get me right. I'm just saying, I'm teaching you theory, but at the same time, it has to be accompanied with the real world out there.

FEMALE: Okay.

INTERVIEWER: So maybe, even in the kitchen, if PC – you are PC-if you are PC and then expecting you to be a Sous-Chef, obviously I should be teaching you in a way that I'm saying you can actually give - delegate duties as well – instruct people. Or is just theory, that's it?

FEMALE: Where? In the kitchen?

INTERVIEWER: Ja. Kitchen, AC or whatever.

FEMALE: It's also-in the kitchen it is theory and practical.

FEMALE: And I think hospitality is based more theory plus practical, in order to understand the theory.

INTERVIEWER: Okay. So, you don't agree with this of lecturers should be of a certain age with certain experience from the industry?

FEMALE: Uh huh.

INTERVIEWER: Okay.

FEMALE: It goes back to that experience they want from us, immediately after graduating.

INTERVIEWER: What experience? [Laughing]

FEMALE: No I don't-I can't really make sense out of it.

MALE: I don't know if you like remember when I was in my third year, there was a lot of drama between the students and the managers here.

INTERVIEWER: Which group were you? Is that the ...

I

MALE:

It was that group and I was there like then there was this time when literally, those students literally just got on the shuttle and left in the middle of ...

INTERVIEWER: I think ...

MALE: Because-and then-and then like, they called the ...

INTERVIEWER: The manager.

MALE: The manager and the manager made a threat and ...

INTERVIEWER: Who? The manager, was it Mr xxxxxxxx?

FEMALE: Ja.

MALE: It wasn't this one that's still here?

FEMALE: No, no, [talking together]

INTERVIEWER: No, this one came now. Yes it was, okay?

MALE: And like, I don't know-I don't know if we've done something to make sure that that type of behaviour doesn't happen, where like, I don't know-because I don't

think they were fully aware of repercu--like he said, like, if you guys leave now, serious repercussions and then they started shouting at him, made him feel like- And then, [indistinct] and he started crying – it got to that point.

INTERVIEWER: Who started crying? The manager?

FEMALE: [Laughing] Yes.

MALE: Yes.

INTERVIEWER: Ah, that's sad.

FEMALE: Students are very cruel out there.

FEMALE: Yes. I was with [indistinct] there.

INTERVIEWER: Yes.

[Talking together]

MALE: They don't hold back and there were, like we were saying like...

FEMALE: I was with xxxx there.

MALE: Make your threats ...

FEMALE: Chef xxxxx was crying.

MALE: I want to leave at the shouting and screaming... Like, I just feel like we would need to make system where like they are really able to see what happens, because, I know people like to say like I feel like I'm working for free. Like, I feel like I'm a slave. Like, I go through motions. People really need to see why, when you come to these shifts, it's going to make your-I don't know if it exists or not, I've never felt the existence because it was never shown to me a 100 per cent, like I just knew that, if you miss a shift, you have to pay it back.

FEMALE: Uh hmm.

MALE: I don't know how attending the shift was going to improve my academics like a 100 per cent like, inductions like, if you ...

INTERVIEWER: It's a rule.

MALE: Miss-ja, I don't know, I was like, when they left, nothing happened to them. They got into the shuttle and left and nothing happened. All they did was got shouted at and then-like how can you shout at us, it's fine, but like ...

FEMALE: Ja, you just reminded me of something. Do you guys still remember – pink slips?

FEMALE: [Laughing] Yes. I used to wear pink slips for a uniform.

FEMALE: I used to nurse [talking together]

INTERVIEWER: They are still there by the way.

FEMALE: We signed them.

FEMALE: Miss, I wanted to say something ...

FEMALE: I was going to say, I again disagree with the fact that the lecturer needs to be experienced.

INTERVIEWER: Okay?

FEMALE: The reason why I'm saying that I disagree – I can come with my experience, which is honestly less than five years of hospitality industry, but the way I obviously project lecturers, or the way I give up advice or convince students that I've been in the industry can have a major impact on my classes or the way I do my lectures because, there are so many lecturers that I know that has been in the industry for more than 10, 20 years, but you get students that still disrespect them, or they hardly pay attention in their classes or they take no interest but it's a matter of how you project yourself and you control whatever you, obviously lecturing the class. So, I don't think it has to do with the number of experience that you have in the industry, it's a matter of your confidence and being able to interact with people or lecturing, whatever it can be. Because, as I said, there are lots of people that's got experience, but when you go to their classes, you still find students disrespectful to them. Like, they don't take note or they seldom come to their classes and you get people that's got minimum experience but, whenever they say or project something, they've been listened to.

FEMALE: I also-I want to add to what she just said. I also-it also goes back to respect. It's not the lecturer's duty to respect you as a student. If you don't respect what you are doing, then it's not their duty to teach you respect. I'm not sure if you get it.

INTERVIEWER: Hmm. I do get you.

FEMALE: Ja, it also goes back to what's happening in high schools [indistinct].

MALE: But it comes to that whole discipline thing I was talking about. Here's my suggestion ...

[Talking, laughing together]

INTERVIEWER: Yes, yes, thank you. Yes, we're listening.

MALE: From what's-this is what-when I was working at Disneyworld, [noise] like, if I was to give a basic thing, so like, the way I saw it, it was like, if I missed a shift, I just have to make up for it.

INTERVIEWER: Okay?

MALE: [Indistinct] So, I'll be like, ugh, do I feel like going to work today? Oh, I'll just skip and I'll make it up another day.

INTERVIEWER: Okay?

MALE: It would really like, like I don't know, something like this, like, let's say, yes, you miss a shift, you have to make up for it. If you miss like two or three shifts, you get something called a reprimand, which like gets recorded. If you get three or four reprimands, you are expelled, like, let us be like, strike fear in a way. That's like, I don't want to get expelled because I'm paying for this. Where like, the way Disney did it, like, if you rock up late for a shift, you get a point on your name. And if you get like six points, you get a reprimand. If you get three reprimands, you're fired. So, little things would give you points. If you get a reprimand, that's like a stern warning, like a reprimand. Some things would lead to immediate reprimands, like sexual harassment or stuff like that, like the big stuff. Three reprimands, you are not just like failed a subject, like - you're expelled.

INTERVIEWER: Okay.

MALE: And then like, that strikes the fear in people but it's like, but you have to tell them in a nicer way. Like, they used to tell us, because they're Disney, they're smiling all the time.

[Laughing]

MALE: So it's like, [American accent] "So if you clock in late you get a point and then you get a reprimand and if you get three reprimands, that results ..."

[Laughing]

MALE: Like, they don't say fine, they say , [American accent] "If you get three reprimands, that results in termination".

[Laughing]

MALE: So like, we all just stay there and it like, it strikes fear but they are just telling us the rules in a nice way.

FEMALE: Hmm. I think it would work.

MALE: I think that ...

FEMALE: But that also happened to us man. Like the one day, we just decided we're not going to work in the kitchen anymore, because the chefs are always coming out late ...

MALE: But if people knew I'm going to get a reprimand which could lead to my expulsion, that is something that people I feel like, would take seriously.

FEMALE: Hmm.

INTERVIEWER: Yes xxxx?

FEMALE: I don't know what ...

MALE: Sorry, [indistinct]

[Laughing]

FEMALE: What xxxxx is saying is something that you're suggesting that they put in place?

INTERVIEWER: Yes. That's what he's suggesting that. The point ...[talking together]

MALE: I just feel like-because then the students don't take advantage of seniors because like, people didn't- Like with me, I have had days like, "No, I do not feel like coming to work, I'll just make up for it another day, like it was just that easy.

FEMALE: Ja, wasn't it like, when you get three pink slips you get expelled?

FEMALE: Ja.

FEMALE: But it never really happened. I think they should ...

FEMALE: Because, the reason why I'm asking what you're saying, it's actually a very good idea, but, in terms of rules and re-what do you call those people - representative from main campus?

INTERVIEWER: The SRC.

FEMALE: SRC's yes. I think students feel like they've got a power to do anything. I've been-I came across so many cases where I feel, this person just deserved to be expelled and then just ...

MALE: That's why you need to have ...

FEMALE: But then now, the cases are-I don't know ...

INTERVIEWER: It goes-It goes back to rules and the system. Remember, we are saying this is an activity system. It goes back to rules and system. When, unfortunately there are students here but I'll say it, are you, at least you, those ones, they can take advantage of you. This other time, but don't né,

[Laughing]

INTERVIEWER: Because, the moment you take advantage of this, then you are spoiling your future. This other time, we were in a meeting and we were told by one

of the management of the system that, if we have a problem with a student-if there is a problem with the student, you would rather report it to someone. I shouldn't be in an argument with a student, because I will never win it.

FEMALE: Ja. That's what I'm saying like ...

INTERVIEWER: So, at the end, what does it mean? It means, it comes back to saying, we're actually trying to prepare graduates that are going to make it in the industry. There is no way you are going to make it. I'm just saying, not as a researcher now, but I'm just saying it as an individual, to say, as long as ...

MALE: [Indistinct] is in five minutes.

INTERVIEWER: Is it in five minutes?

[Laughing]

INTERVIEWER: Oh. Alright, okay.

MALE: It's seven minutes past ...

INTERVIEWER: Oh okay. I know, let me just round up. But, is it possible for you to do this for me, or is it too much? To fill in – we've done part of it, so if you can finish it up. You can write whatever you feel the system is with us now. We've done the subject, we've touched on the rule, the community – we've started on that already. Then, the division of labour is how they system is working. What do you think the lecturers-what are they doing? The employers, do they have any role in this system? And us as graduates, what's our role in the system? Okay? Then the tools is the curriculum, you can talk of the will and whatever. You just highlight them, and if there is anything that you feel, this is wrong, like the uniform, get the solution for it. What do you think should be done?

FEMALE: Okay.

INTERVIEWER: I won't be here next week. Unfortunately I'm on leave for this week and next week, so, the third week, I don't know. When are you starting writing, because I want to squeeze these left ...?

MALE: I only write in the end of October.

INTERVIEWER: End of October? But then I should be on chapter three or chapter four. I'm trying to squeeze everything like, December I should be doing chapter four or five. So, I'm trying to rush things but I hope-we'll communicate on the WhatsApp.

MALE: And list our last comment?

INTERVIEWER: Yes.

MALE: In B.Tech, ever since I started wearing comfortable clothes, my marks have risen.

[Laughing]

MALE: I'm positive, I'm energetic. The problem is I was in class like this because I was sweating ...

[Laughing]

[Noise]

FEMALE: You're crazy Murray.

[Laughing]

FEMALE: Thank you very much. And don't forget my question.

INTERVIEWER: Please don't forget the task. I will remind you again with WhatsApp of reminding you, please, let's fill up the integrated theory and then, let's talk to someone – an employer or a friend. Please.

FEMALE: And don't forget to ask about masters-[talking together]

INTERVIEWER: I will, definitely. I will. Let me ask now. And I've learnt something now like, I don't know, maybe it comes with age, you forget easily. So, if you remember something, just [indistinct], so I'll do it now. I'll ask my supervisor now. She's actually an HOD, so she'll know.

[Talking together]

[Noise]

[Discussion]

INTERVIEWER: Thank you very much. I really appreciate you coming.

END OF AUDIO

