

PROPOSAL OF THE MANAGEMENT SKILLS PYRAMID FOR THE TOURISM GRADUATE ACCORDING TO HIS ADMINISTRATIVE LEVEL

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Abstract: Nowadays, the study of the necessary management skills is a valuable and powerful tool for any business. In the tourist sector, these skills have a great impact on operations taking into account the intangible character of the sector, the treatment to clients and the processes to standardize the services' requirements. The Tourism graduates are the principal actors for leading the actual tourist phenomenon in all companies. According to their performances, they need a guide that allows them to know all the theoretical elements about management skills and to implement these by the practice in all administrative levels. Thus, is it necessary to identify, classify and order the essential management skills for tourist managers. Therefore, this paper work has the main objective of designing a management skills pyramid for Tourism Graduates according to his administrative level. For carrying out the central goal, it was used theoretical methods such as: the analysis-synthesis and the inductive-deductive; and empirical methods like: the bibliographic revision, the Experts Criteria and the Estructural Analysis. As a result, it was obtained the conceptualization of a pyramid based on management skills in relation with the main features of Tourism Degree, the classification of these skills by administrative levels and the final design of a pyramid for true application.

Keywords: Tourism graduate; management skills; administrative levels; management skills pyramid of tourism sector.

1 Introduction

Achieving a satisfactory result and reaching success with efficiency and elegance levels mean goals to managers in any field of their occupational development. The study of the management skills, inherent and necessary to any (previously stated) charge qualifier, has become a powerful tool for accomplishing the suitability needed in all the administrative roles.

As a consequence, nowadays it is presented a scientific scenery pointing to the necessity of developing the main management skills for each profile directed to working direction. The reason is the insufficient advances in the technological and industrial order

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neither for achieving the success in the inner enterprise, nor for controlling with intelligence and audacity the organizational environment changes.

In this sense, Pollitt and Bouckaert (2000) point that when the knowledge has been democratized due to the powerful influence of the new technologies, only the abilities and competence will determine the differential agents and elements between people, and, therefore, the competitive advantages between companies result in their most prominent consequence.

According to Whetten and Cameron (2011), in the last decade there has been strong evidence supporting the proficient administration is the main element for the organizational success. These studies have been done throughout many sectors of the industry, international contexts and types of organizations. The findings of the investigations state, almost in unquestionable way, that, if the enterprises desire to succeed, they should have clever and competent managers.

However, Codina (2016) affirms that, in Cuba, in spite of being in a different context, the experiences taken from capacitation programs of executive groups, from (consulting) executed in multiple organizations, as well as the study of expedients of replaced executives, have manifested, indistinctly, weakness in the development of the managing skills.

The tourism degree, as part of the big gamut of majors offered by the University of Havana and an efficient alternative for improving the state's economy, pretends to form and generate capacities and aptitudes in the future managers of the Cuban tourism. However, once the tourism graduates start engaging and exercising the administrative content given by the state, in order to fulfill the social service depending on the necessities of the country, they present bog gaps in the development of the essential management skills identified for their profession, and, especially for the correspondent charge qualifier. The skills that need that need to be formed during the university studies are generic competence for the professional profile and they are not divided either by specialities or administrative level, they are mixed in a large group instead. This group includes hierarchies and typologies of tourist managers instead.

Without pointing a specific speciality and with the only objective of ranking the management skills according to the administrative levels, Reh (2009) proposes a management skill pyramid to gather the talents generally associated to the responsibility levels. While the corporate way goes on, for reaching a manager position and at the same time a high executive position, it necessary to control new skills. Many of these turn developer and conceptualist instead of scientific. This means that the more the responsibility level increases, the more important the skills to the detriment of the technical knowledge become.

Therefore, in front of the problematic presented by the Tourism graduates for recognizing and adopting the main management skills in dependence of their typology and range as organizational leader, and in front of a management skills pyramid that allows to establish stages and levels in the executive approach, it is possible to design and propose a pyramid that contains management skills identified as keys for the development of the new defenders of the Cuban tourism.

Problem: How to identify the main management skills for the Tourism graduates according to their administrative level?

Hypothesis: The design of a management skills pyramid from the Tourism graduates professional profile will allow to identify the main management skills according to their administrative level.

Objectives:

-General objective: to design a management skills pyramid for the Tourism graduates according to their administrative level.

To accomplish the general objective there has been stated the following **specific objectives:**

-To characterize the management skills pyramid of Reh as mid of classification of the skills according to the administrative levels.

-To define the Tourism graduates profile according to the modified Plan D for the Tourism Degree major.

-To identify the main management skills of the Tourism graduates.

-To classify the main management skills of the Tourism graduates according to their administrative levels.

According to Guthie Knapp, cited by Duarte (2013), the concept of skill from the technical point is “the capacity of the individual, acquired for the learning, capable of producing preview results with the maximum of distention of time and economy, and with the maximum of security”.

Codina (2016), points that regarding what managers do, if it is started from the functional approach (traditional) it must be stated the necessity of developing in the managers, skills for applying the concepts, processes, and techniques that allow the effective execution of the planning, organization, direction, and control tasks, which are the essential components in the practice of the Management Cycle.

Furthermore, Codina mentioned that if the approach of roles is taken, and Mintzberg (1991) is used as orientation, it would be necessary to develop skills for the effective interpersonal communication (for the roles of monitor, disseminator, and loudspeaker); to motivate and influence people (for the roles of representative, leader and connectors); to develop the creativity (for the role of enterprising and businessman); to identify and solve problems, to negotiate effectively, and to take decisions (for the three homonym roles); and the effective administration of their time.

On the other hand, Whetten & Cameron (2005) affirmed the development of highly competent management skills is much more complex than the development of skills associated to an occupation, a sport, or any other activity with more technical facilities. This kind of skills, associated to more conceptual facilities, are related to a basic knowledge more complex than other kinds of skills, and they are inevitably mixed to the interaction with other people, and generally unpredictable. It is possible the existence of a standard approach to weld or to make free throws in basketball, but it does not exist the possibility of creating a standard approach for managing human beings.

Also, regarding this topic, Whetten & Cameron (2005) expose that the common factor between the skills is the possibility of being improved through the practice. On the

other hand, the conceptual knowledge must predominate because it would allow the flexibility and adaptation to face some situations.

All this means, that even in some indirect or partial way, the classic studies of the management skills have demonstrated that some distinction is needed for the skills, depending on the kinds of facilities predominating in each role developed by the managers.

This fact turns even more sensible in the Tourism sector, an economic activity that, even if it is a priority for the development of any country, it is highly tangible and dependent of the human factor; which difficult even more the functions of evaluation and control, and also the generic standardization of the processes of the industry.

That is why dividing and classifying the management skills according to the manager's level or range result very important to the practical effects due to his development requires different specific functions inherent to the organizational hierarchy. Designing a management skills pyramid that adapts and guides the Tourism graduates as branch managers of the sector entities is a necessary and urgent task for the new generations of Tourism graduates, who need guides and directions that make their way to the efficient managing.

2 The management skills pyramid of Reh

The creation of a pyramid was proposed by Reh (2009), and it associates the different skills with the respective responsibility levels. Once there is a progress in the corporative way. For reaching the manager position, and then, a high executive position, it is necessary to control new skills. The majority of them become developer and conceptual instead of scientific. This means that, while the responsibility level increases, the skills to the detriment of the technical knowledge become more important.

The pyramid proposed by Reh (2009) has four levels:

- In first place, the basic skills (planning, organizing, directing, and controlling).
- In second place, there are some skills focused on the subordinate's development (motivating, capacitating, training and promoting the participation of the employees).
- In the third level, there are the skills affecting the personal implication (effectiveness and time management)
- Finally, the top of the pyramid contains a unique skill, the hardest to learn and develop: the leadership.

Figure 1: Pyramid of Reh (2009).



Source: Reh, F.J. (2009). The Management Skills Pyramid.

This model is focused on the personal skills, which make reference to the personal ambit, where the self-direction will mark the manager's behavior. Skills like the learning capacity, the time management, the emotional intelligence and stress management, strategy and personal development, sight development, taking of decisions, and solution of problems are located in this model. This first level is considered the most important, due to the base of the professional behavior. Managers are people before being managers, that is the reason why the base of the pyramid should be based on the intrinsic personal character of the manager, a wide and strong base, capable of sustaining an important weight, the weight of success, failures, conflicts, and decisions, etc.

The social level occupies the second place. It is determined mainly, for the personal skills quality. The social skills with common denominator of the interpersonal relationships are located here. Therefore, the words of Esperanza (2009) are truly correct, when she affirms that the interpersonal relationships quality lies on each person's own quality. Hence, this second structure becomes stronger when the skills at the personal level are mature and developed. Among the skills directed to other people treatment, the most relevant are: communication, negotiation, team work, assertiveness, the boss management, and the conflict solving.

In third place, among the skills of people management (where the third and fourth level of the pyramid are included), the motivation, the optimization of resources, the development of people, the coaching, the talent management, and, of course, the

leadership, are also included, and considered as a progress to influence people and help them work with enthusiasm in the achievement of common objectives. In these levels, there is a maximum development in the skill deployment, which is reached when people are directed, coordinated and leaded. The art of management and, therefore, of people management, involves the exercise of a wide group of skills. This is based on the development of the previous levels, personal and social. That is the reason why it is located on the top of the pyramid.

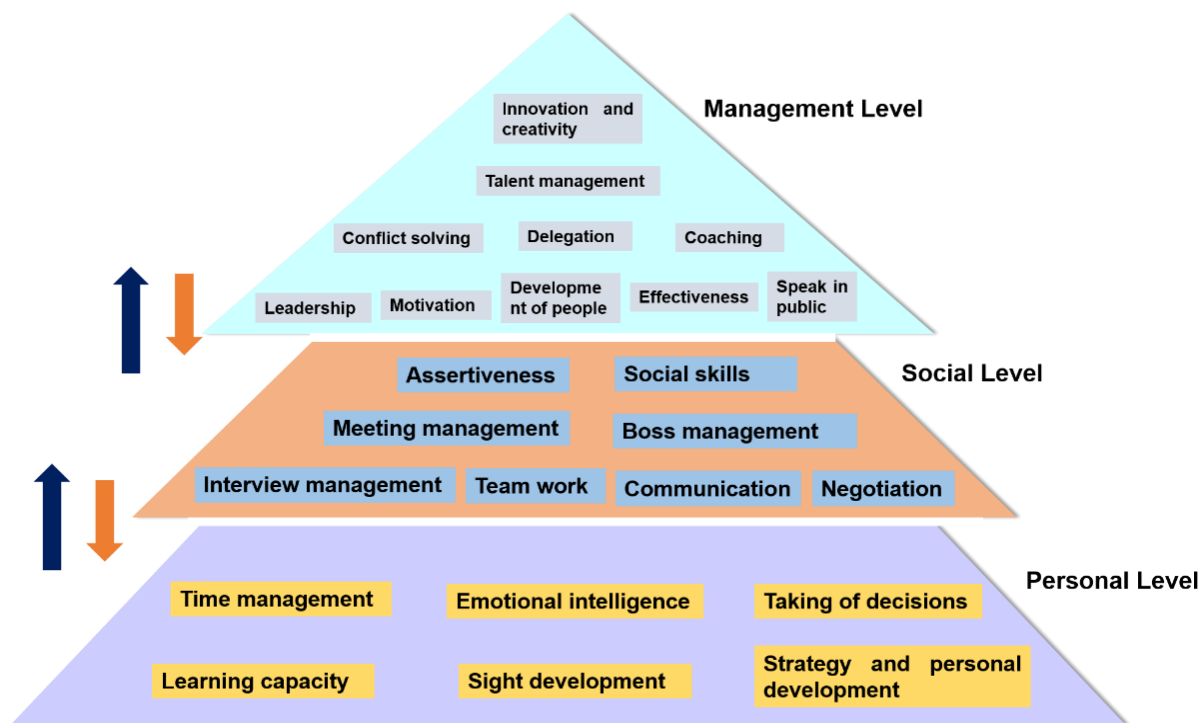
Table 1: Pyramid skills of Reh (2009).

Personal Skills	Social Skills	Skills of People Management
Learning capacity	Communication	Motivation
Time management	Negotiation	Optimization of resources
Emotional intelligence	Meeting management	Development of people
Stress management	Team work	Speak in public
Strategy and personal development	Assertiveness	Coaching
Sight development	Boss management	Talent management
Taking of decisions	Conflict solving	Leadership
Solution of problems		Innovation and creativity

Source: Reh, F.J. (2009). The Management Skills Pyramid.

To sum up, the skills in people management are a challenge in the interpersonal relationships, and imply exigency, responsibility and decision. Nowadays, the constant business improvement at global level requires the manager profile be composed of a great knowledge, a large scale of skills and a high capacity. The management skills pyramid of Reh is, undoubtedly, an unquestionable contribution for the organizational managers, defining the basic levels for the business success.

Figure 2: Management skills pyramid of Reh.



Source: Reh, F.J. (2009). The Management Skills Pyramid.

3 The tourism graduate's profile

The current and modified Study Plan D of the Tourism Degree Major from the Republic of Cuba explains that the studies done and the experiences added from the different cycles of application of the previous designs of the speciality and the evaluation made by the current Major Commission, show a design and a group of programs defining in its structure the main components of the present plan of study. The three main aspects within this plan are: the processes of creation and increasing of visitors, the creation and development of specific destinies, as well as the tourist modalities for the purposes or motivation of the visits and the actions and processes known as “of hospitality”, which involve activities related to the nice welcome and the attention given to the visitors in general. The main objective of the major is to form a professional with and integral preparation, with a revolutionary sensibility and high values of humanism and solidarity, allowing him to contribute to the achievement and maintenance of the excellence in the tourist and hospitable activities.

The graduate of this major is a professional formed for responding the necessities of the trips, tourism and hospitality. This graduate's formation is based on the projects and processes management to guarantee the success in the actions over the three big components previously mentioned.

The main objective for the students of the face-to-face courses is to give them a wide profile regarding the tourism, trips, and hospitality activities. In order to be able to develop efficiently, showing control of the operative and technological processes of information and communication, administrative and management, human and social in the different activities related to the functioning of services, organizations, and their logistic activities. The tourism graduate should be able to give value to the users and guarantee the prestige of the enterprise on center in which he works.

In the semi-face-to-face formation for workers, it must be taken into account the fact that, although some positions do not require a university level, it is a Revolution's achievement the possibility of teaching to contribute to the human development, based on the integral culture they receive. However, aside from being an example of individual improvement, as right in our country and not meaning the obligatory offer of changing working positions, the objective is to obtain tools to participate correctly in the processes of change and constant improvement, in both the ambit of their direct working area and in the ambit of the organization they work.

In its general conception, the Plan of Study of the major, makes emphasis in the objectives and contents not directly assisted by other majors in the country, showing its specificity related to the others and offering the relative independence of it. It is important to highlight the following:

- To base the formation for the professional exercise on the skills for the management of processes and projects, adapted to the tourism, trips, and hospitality activities.

- To use an integrator discipline during the major that allows to influence and measure the progress in the capacitation of knowledge and skills.

- To consider the professional practice as a principal pillar of the formation, differentiating all the necessary from the existence or absence of the working experience of the students. The practice is included in the integrator discipline.

- To use the knowledge and skills of different disciplines, from the use of approaches, systems and instruments of analysis designed for making the tourism, trip and hospitality activities satisfy the necessities, wishes and experiences of the temporal residents that use these services and products.

- To manage the interpersonal communication once known the fact that, the relationship with hosts, owners, workers, purveyors, and with the community in general, are much narrower and frequently more delicate than in other activities.

- To improve the teaching of the managing techniques that allow a probable development in this order by the professionals qualified for this.

- It must be highlighted that the accumulation of tendency and experience in different countries with considerable development of the tourism and hospitality, and the superior education in this subjects, have been taken into account.

Within the skills presented in the instructive objectives of the Plan of Study of the Tourism Degree major, it is necessary to mention and form the following in the collective of graduates:

- To manage the tourist innovation

- To apply the techniques of electronic trade

- To participate in the processes of business and hiring of tourist services
- To have good interpersonal relationships, with professional ethic
- To communicate in 2 foreign languages
- To transmit information and knowledge using pedagogic techniques appropriated to the superior education
- To apply the basic principles of the good formal, education, of the protocol and the public relationship
- To propose the approaches of strategic management and its ways of application
- To manage the informatics programs of entity management
- To study other entities for innovating in the own (benchmarking)

It is valuable to clear that, even when the Plan of Study of the Tourism Degree Major consider the previous list as skills to form in the graduates, much of them are pretended to be reached at a different level, what turn them into competence, functions on tasks that should be developed with success by the professionals graduated from the Tourism Degree Major. Much of these management skills that this profile requires, are derivate from this list. Therefore, it is necessary to rank depending on the administrative level that the graduate is going to perform after of finishing his social service in the correspondent entity, and according to the working necessities of the State in his year of graduation.

To sum up, the Tourism graduate is a professional capable of developing and performing functions in trip agencies, tourists information offices, accommodation with tourist ends, sale centers, and food and beverage consume, transportation entities, leisure and entertainment entities, entities of trade and logistics of products on sale for visitors, publicist agencies, etc. The functions stated for the charge assigned depending on the entity will be done in these institutions; assuming the responsibilities inherent to the charge, and answering efficiently to the decisions taken by the manager. The skills needed for his daily development will depend on the major or minor abundance of technical and conceptual facilities corresponding to his functions. That is the reason why a clear distinction of these skills, depending on the administrative categories, is required.

4 Methods for identifying the tourism graduate's main management skills

For reaching the generic objective of the investigation, different theoretical and empirical methods were applied. Firstly, a bibliographic review of the main documents related to the Tourism graduate's profile was done, in order to know the essential requirements to take into account in his formation and development. Later, the next step was to develop the well-known Method of Experts, whose first element was the selection of the experts from the application of a questionnaire. In this questionnaire, the knowledge level of the applicants about the management skills needed for the Tourism graduates development was elevated, and also, the sources of argumentation that has had certain influence grade in this knowledge level.

Taking as reference that it must be selected the specialist with an average knowledge level evaluated between 8 and 10 points, and with sources of argumentation with an influence level his knowledge about the object topic evaluated between high and

medium, the list of experts was reduced to 5 of them, guaranteeing that they have absolute control about the Tourism graduate's profile and the skills needed for their optimum development.

Once the experts were selected for the study development, it was applied the Delphi method per rounds. In the first stage, the experts were asked to offer the management needed for the Tourism graduate's performance, which joined to other skills obtained from the bibliographic review of the authors about the profile requirements, allow to make the following list.

Table 2: List of management skills of the Tourism graduate.

Self-control	Responsibility	Personal strategy and development
Coherence	Organizational sensibility	Information search capacity
Organizational compromise	Personal time management	Self-trust
Flexibility	Learning	Interpersonal communication
Strategic thought	Perseverance	Art for interviewing
Initiative	Future sight	Assertiveness
Comprehension of the organization	Polyvalence	Direction and participation in meetings
Speak in public	Empathy and cordiality	Change management
Complaints and suggestions' attention	Team work	Risk management
Active school	Delegation	Orientation to results
Interpersonal comprehension	Strategic planning	Finance management
Negotiation	Processes management	Leadership
Conflicts management	Strategic implementation	Motivation
Dialog and persuasion	Capacity for delegating group and individual tasks	Project management
Relationships construction	Directive cycle management	Resources management
People or development management	Taking of decisions diagnosis	Talent management
Social compromise	Management of relationships with the stakeholders	Innovation
Quality preoccupation	Stress management	

Source: Own Elaboration.

Once obtained the initial list of management skills for the Tourism graduate, a second round was effectuated for comparing the experts' answers and reducing the list. In order to obtain these skills which are more influent in the efficient development of the Tourism graduate:

With the objective of contrasting the results of the Method of Experts analysis and defining, with certainty, the management skills with more influence in the working profile of the Tourism graduate, it was used the Structural Base Matrix, obtaining that the skills H4, H8, H11, H19, H24, H30, H34, and H38 are the least influent in the working profile of the Tourism graduate.

Figure 3: Structure Base matrix.

	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H11	H12	H13	H14	H15	H16	H17	H18	H19	H20	H21	H22	H23	H24	H25	H26	H27	H28	H29	H30	H31	H32	H33	H34	H35	H36	H37	H38	H39	H40	H41	iD	%D	
H1	0	3	2	1	1	3	2	1	3	3	3	3	3	2	3	2	1	3	3	3	3	2	2	2	2	2	2	3	3	1	1	1	2	2	2	3	3	2	2	3	3	92	2,70	
H2	3	0	3	3	3	3	3	3	1	1	2	2	2	3	3	3	3	3	3	2	2	2	1	3	3	2	2	3	3	3	3	3	2	2	2	2	3	3	1	1	3	98	2,88	
H3	2	2	0	3	3	3	3	3	3	1	1	1	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	3	3	1	1	1	1	3	3	3	2	2	2	94	2,76		
H4	1	0	0	0	1	0	1	1	1	0	0	0	0	1	0	1	0	0	1	1	0	1	1	0	1	1	0	0	1	0	0	1	0	1	0	1	1	1	1	0	0	0	18	0,53
H5	3	3	3	3	3	0	3	3	3	3	3	2	2	2	2	3	3	3	2	2	3	3	2	2	2	2	2	3	3	3	3	3	3	3	2	2	2	3	3	3	106	3,11		
H6	2	2	2	2	2	0	1	2	2	2	3	3	3	3	3	3	3	3	2	2	2	2	2	1	1	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	93	2,73	
H7	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	0	0	1	1	0	1	1	0	1	0	0	0	1	1	1	1	1	1	0	1	0	0	1	1	0	0	17	0,50	
H8	3	3	3	3	3	3	3	3	3	0	3	2	2	2	2	2	3	3	3	3	3	1	1	2	2	2	2	3	3	3	3	3	3	3	2	2	2	2	3	3	3	104	3,05	
H9	3	3	3	3	3	3	3	3	0	3	3	2	2	2	2	3	3	2	2	3	3	2	2	3	2	2	2	3	3	3	3	3	3	3	2	2	2	2	3	3	3	106	3,11	
H10	2	2	2	2	2	1	1	2	2	0	3	3	3	3	3	3	3	3	2	2	2	1	1	1	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	92	2,70	
H11	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	0	0	0	1	1	0	1	1	1	0	0	0	0	1	1	1	0	0	1	1	1	1	16	0,47
H12	2	3	2	1	1	3	2	1	3	3	3	0	3	2	3	2	1	3	3	3	3	2	2	2	2	2	2	3	3	1	1	1	2	2	2	3	3	2	2	3	3	91	2,67	
H13	3	3	3	3	3	3	3	3	1	1	2	2	0	3	3	3	3	3	2	2	1	3	3	2	2	1	3	3	3	3	3	3	2	2	2	3	3	3	1	1	3	99	2,91	
H14	2	2	3	3	3	3	3	3	3	3	1	1	1	0	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	3	3	1	1	1	3	3	3	2	2	2	94	2,76	
H15	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	0	3	3	3	3	3	3	1	1	2	2	2	2	3	3	3	3	3	3	3	2	2	3	3	3	104	3,05		
H16	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	0	3	2	2	3	3	2	2	2	2	2	2	2	3	3	3	3	3	3	3	2	2	2	3	3	3	106	3,11	
H17	2	2	2	2	1	1	2	2	2	2	3	3	3	3	0	3	3	3	3	2	2	2	1	1	1	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	91	2,67	
H18	2	3	2	1	1	3	2	1	3	3	3	3	3	2	3	2	1	0	3	3	3	2	2	2	2	2	2	3	3	1	1	1	2	2	2	3	3	2	2	3	3	91	2,67	
H19	1	1	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	1	0	0	1	1	0	1	1	1	0	0	0	0	1	1	1	1	1	0	0	0	0	0	1	22	0,65	
H20	2	3	2	1	1	3	2	1	3	3	3	3	3	3	2	3	2	1	3	3	0	3	2	2	2	2	2	3	3	1	1	1	2	2	2	3	3	2	2	3	3	91	2,67	
H21	3	3	3	3	3	3	3	3	1	1	2	2	2	3	3	3	3	3	2	2	0	1	3	3	2	2	2	2	3	3	3	2	2	2	2	3	3	3	1	1	3	99	2,91	
H22	2	2	3	3	3	3	3	3	3	3	1	1	1	3	3	3	3	3	3	3	3	0	2	2	2	2	2	2	2	3	3	3	3	1	1	1	3	3	2	2	2	95	2,79	
H23	3	3	3	3	3	3	3	3	3	2	2	2	2	2	3	3	3	3	3	3	3	1	1	0	2	2	2	2	3	3	3	3	3	3	3	3	2	2	2	3	3	105	3,08	
H24	0	0	0	0	0	1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	1	1	19	0,56	
H25	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	3	3	3	3	3	3	0	2	2	2	2	2	2	2	3	3	3	3	2	2	2	2	2	107	3,14	
H26	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	3	3	3	3	2	2	2	2	2	3	3	3	108	3,17	
H27	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	2	2	2	2	3	3	3	3	3	3	3	2	2	3	3	3	2	2	3	3	2	2	2	2	2	2	99	2,91	
H28	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	3	3	3	2	3	3	3	3	2	2	2	2	0	2	2	3	3	2	2	3	3	2	2	2	101	2,97	
H29	2	2	3	2	2	2	2	2	2	2	2	2	3	3	3	2	3	3	3	2	2	2	2	2	2	2	2	3	3	0	2	2	2	2	2	3	3	2	2	2	93	2,73		
H30	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	0	1	0	0	0	0	1	1	1	0	0	0	0	1	0	1	0	0	0	1	1	0	0	1	0	21	0,62		
H31	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	3	3	2	2	3	3	2	2	3	2	2	2	2	3	3	3	0	3	3	2	2	2	3	3	3	106	3,11		
H32	2	2	2	2	1	1	2	2	2	3	3	3	3	3	3	3	2	2	2	2	2	1	1	1	3	3	3	3	3	0	3	3	2	2	2	2	2	2	2	2	91	2,67		
H33	2	3	2	1	1	3	2	1	3	3	3	3	3	2	3	2	1	3	3	3	3	2	2	2	2	2	2	2	3	3	1	1	1	2	0	2	3	3	2	2	3	92	2,70	
H34	0	0	0	0	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	0	1	0	0	0	1	1	1	1	1	1	0	0	1	0	0	1	0	0	1	1	0	20	0,59	
H35	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	3	3	3	3	3	3	3	3	3	3	2	2	2	2	3	3	3	3	0	3	3	2	2	2	107	3,14	
H36	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	3	3	3	2	2	2	2	0	2	3	3	3	108	3,17		
H37	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	2	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3	2	2	3	3	2	0	2	2	2	99	2,91		
H38	1	1	1	0	0	1	1	0	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1	23	0,68		
H39	2	3	2	1	1	3	2	1	3	3	3	3	3	2	3	2	1	3	3	3	3	2	2	2	2	2	3	3	1	1	1	2	2	2	3	3	2	0	3	3	92	2,70		
H40	3	3	3	3	3	3	3	3	1	1	2	2	2	3	3	3	3	2	2	2	1	3	2	2	2	2	2	3	3	3	2	2	2	2	3	3	3	1	0	3	100	2,94		
H41	2	2	3	3	3	3	3	3	3	3	1	1	1	1	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	3	3	1	1	1	1	3	3	2	2	0	95	2,79		
EM	84	88	87	81	80	91	86	81	87	83	85	82	81	85	91	89	83	94	91	87	84	62	74	76	72	72	89	94	86	86	84	77	81	77	80	87	85	83	72	81	87	3405	100,00	
%M	2,47	2,58	2,56	2,38	2,35	2,67	2,53	2,38	2,56	2,44	2,50	2,41	2,38	2,50	2,67	2,61	2,44	2,76	2,67	2,56	2,47	1,82	2,17	2,23	2,11	2,11	2,61	2,76	2,53	2,53	2,47	2,26	2,38	2,26	2,35	2,5								

state the politics of operating and guiding the organization's interaction with its environment.

After having explained clearly each administrative level according to Stoner's theory (1996), even when the experts already had knowledge about it, the next step was to apply the third round for classifying the skills regarding the management range. With this objective, it was presented the final list obtained and the experts were asked to assign a level to the skills according to the requirements they considered should have each kind of manager.

Later, a fourth round was done, where the concordance coefficient in the classification given by the experts. Therefore, a final list of classified skills according to the Tourism graduates was obtained, as follows:

Table 3: Classification of the management skills of the Tourism graduate according to his administrative level.

Skills	Classification	Skills	Classification
Self-control	Primary level	Project management	Medium level
Personal management time	Medium level	Directive management cycle	High level
Flexibility	High level	Speak in public	High level
Strategic thought	Medium level	Empathy and cordiality	Primary level
Initiative	Primary level	Interpersonal communication	Primary level
Stress management	Medium level	Polyvalence	Primary level
Organizational compromise	Primary level	Information search capacity	Medium level
Dialog and persuasion	Primary level	Organizational sensibility	High level
Processes management	Medium level	Quality preoccupation	Primary level
Delegation	Medium level	Complaints and suggestions' attention	Medium level
Future sight	High level	Conflicts management	Primary level
Change management	High level	Risk management	Medium level
Social compromise	High level	Team work	Primary level
Negotiation	High level	Finance management	Medium level
Leadership	High level	Resources management	High level
Motivation	Primary level	Innovation	High level
Talent management	Medium level		

Source: Own Elaboration.

Once obtained this final list, and after get those skills classified according to the graduate's administrative level, the conditions are favorable for designing the management skills pyramid of the Tourism graduate as a practical guide for the optimum development of his working profile.

4.1 Management skills pyramid proposal for the tourism graduate

The reference of the management skill pyramid of Reh was the base for the management skills pyramid's design of the Tourism graduate; stating 3 levels that, even if they are not the same than Reh's, due to this author imposes a division based on the intrinsic and increasing development of the manager, first at personal level, then social, and finally, directional, they maintain the integrator idea of incorporating the inferior skills depending on the pyramid's ascendance.

Simply, for all the Tourism graduates or professionals supporting the idea proposed, the pyramid was divided in 3 levels according to the 3 administrative ranges. While the pyramid is on the increase, the technical facilities that should be practiced by the graduate decrease. Then, the conceptual facilities increase. Supporting this, and having the conception of Stoner (1996) as a theoretical base, the next step was to analyze thoroughly the different skills proposed by the experts per administrative range.

For the primary level, known as the level with the most of technical facilities, where there are located the managers directing other workers that work directly with the operation or service (captain or salon boss, reception boss, housekeeper, etc.), the experts selected 11 skills. These are key skills for the optimum development in the institution⁴.

Table 4: Management skills of the Tourism graduates.

Self-control	Conflicts management
Empathy and cordiality	Team work
Initiative	Organizational compromise
Interpersonal communication	Dialog and persuasion
Polyvalence	Quality preoccupation
Motivation	

Source: Own Elaboration.

Once the previous list referent to the primary level is analyzed, some evident essential premises are obtained. Firstly, it is about a level where the contact with the clients is elemental, because the managers of this range control and supervise that the client-personal contact relationship develops in a bilateral and efficient way, accomplishing all the quality requirements stated for each process. In second place, it was assigned all the skills that could help the managers in the most common situations of this level (working conflicts, base's communication problems, the need of facing any kind of situations, lack of resources, no quality costs, motivation problems, etc.) Finally, in third place, it is valuable to highlight the coherence existent between the primary level skills and the base level skills of Reh's pyramid. Because most of the management skills of the previous list are directed to the inner and proposal development of the graduate, as basic

⁴ It is important to highlight that the examples cited, related to the primary level managers, depend on the organizational structure stated at the inner of each entity. This is the reason why they are not the same necessarily in all the Tourism institutions. This means that the first task to do in each enterprise, before implementing the pyramid proposed, is represented by the managers' intrinsic classification, assigning them the correspondent level depending on the inner hierarchy of the organization.

elements for solving. If the Tourism graduate is not capable of developing themselves internally and having the self-control skills, empathy, initiative and persuasion, he will not be able of developing his functions correctly. Moreover, he will not be able of making a hierarchical progress in the management skills pyramid inherent to his profession.

Consistently, once the list offered by the experts for the second level of the pyramid, referent to the medium administrative level, is analyzed, important conclusions are stated too.

Table 5: Management skills of the medium level Tourism graduate.

Personal time management	Project management
Strategic thought	Information search capacity
Stress management	Complaints and suggestions' attention
Processes management	Risk management
Delegation	Finance management
Negotiation	Talent management

Source: Own Elaboration.

The medium administrative level of the Tourism graduate is composed by those who can manage other managers and also the own workers, closely related to the operation and service (A+B, accommodation boss, human resources boss, economy boss, trade and marketing boss, etc.) According to the experts, this level has 12 skills needed to its optimum development, basically related to its working content.

Table 6: management skills of the high level Tourism graduate.

Flexibility	Directive cycle management
Future sight	Speak in public
Change management	Organizational sensibility
Social compromise	Resources management
Leadership	Innovation

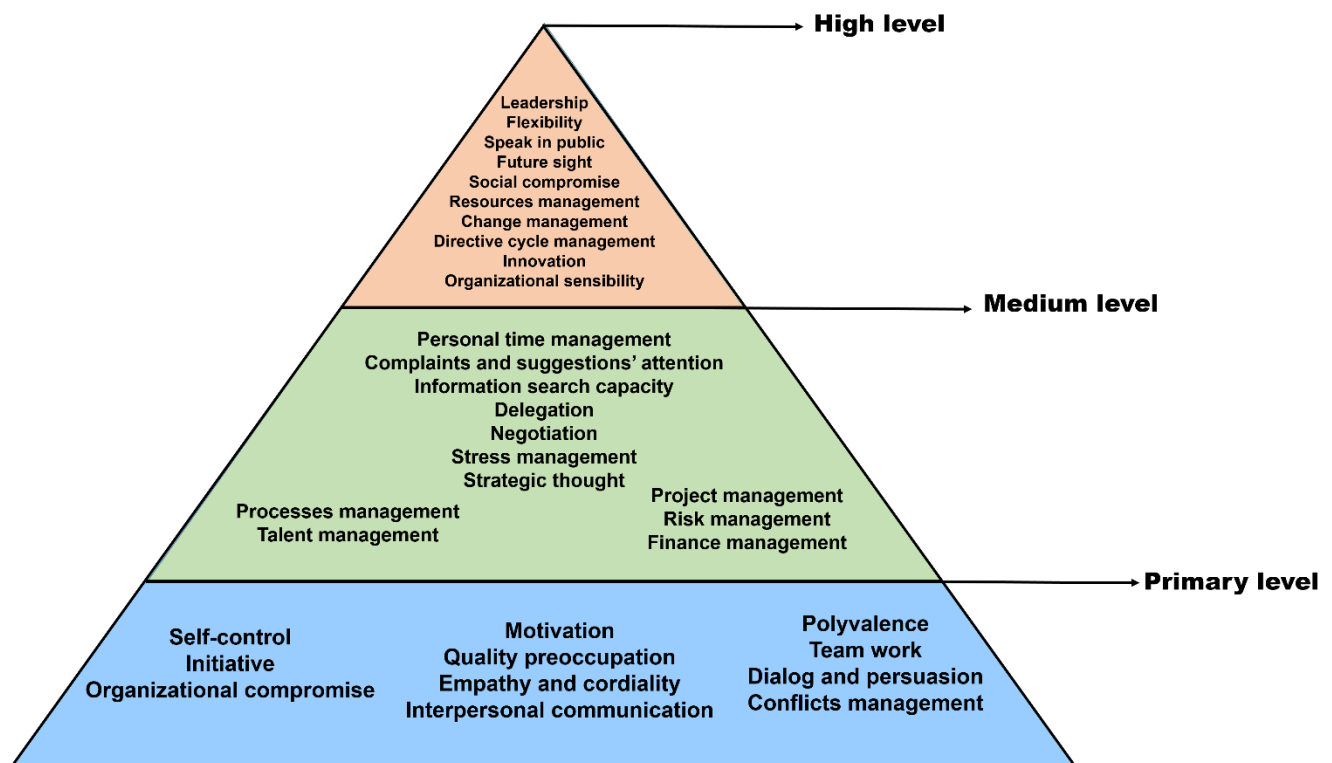
Source: Own Elaboration.

As it has been mentioned before, the high administrative level is composed by those skills that typify their management functions. The high direction is characterized as prospective, because of guiding the subordinates in the study of the environment and the market in order to make strategies correspondent to the technological and social development, the future sight, the social engagement, the charge and resources management (related to the equitable assignment and to the poor resources classification) are necessary skills in the Tourism graduate occupying high level charges, supporting the most of the decisions taken in the business field. On the other hand, the managers located on the top of the pyramid must be able of transmitting their ideas and motivating the workers with fluent discourses, guaranteeing the innovation and the inner development of the enterprise. It is important to be flexible with their decisions and to manage the planning, organization, direction, and control that conform the managing organizational cycle. Finally, these managers should be capable of developing the leadership efficiently, as the supreme skill of the high administrative level. They also

should distinguish between authority, power and leadership, improving the rest of the skill.

Once explained the skills composing each administrative level, there have been stated the favorable conditions for designing the management skills pyramid of the Tourism graduate, as an official guide to the optimum working development of all the graduates of their major that perform a managing profile.

Figure 4: Management skills pyramid proposal for the Tourism graduate according to his administrative level.



Source: Own Elaboration.

This way, a Tourism graduate, with experience or not in the working field, has a theoretical and practical guide about the management key skills needed for a good working development; depending on the administrative level taken in the correspondent entity. To apply the management skills pyramid as an element of evaluation and analysis in the entities where the Tourism graduates have a charge, is an essential element for the incentive and the development of the management skills inherent to all the professional graduates of the tourist sector.

5 Conclusions

After the analysis done, the correspondent conclusions are the following:

- Nowadays, the personal, interpersonal, and management skills are becoming even more important in the enterprises and organizations. Especially, the management skills, become a real competitive advantage, that must be identified and developed correctly in the field and context of the public services management.
- In the tourist sector the management skills have an important role, mainly in highly intangible industries where the personal contact is over the productive base, and controlling the processes is a hard task due to the difficulty for standardizing the services patterns.
- The new challenges imposed by the working field to the superior education in Tourism and the new value of the knowledge make this teaching level, in the national and international ambit, very important as generator and promoter of the knowledge. It makes at the same time a narrower connection between education, knowledge, social development, new professional formation, and scientific and technical progress.
- This situation make the Tourism Faculty of the University of Havana to state the need of improving constantly the graduate's formation process, considering the new requirements of the working field, the social organizations' culture, and the people's own values and attitudes.
- The Tourism graduate, as the main directive figure prepared for conducting the tourist phenomenon in the different entities, needs a theoretical and practical guide that allows him to improve the management skills needed according to his administrative level.
- With the Method of Experts and the Structural Analysis Method, it was determined the existence of 33 main management skills for the Tourism graduate's profile, which are divided in three main administrative levels according to Stoner's theory (1996).
- The management skills pyramid of the Tourism graduate, similar to the pyramid of Reh (2009), has an integrator design demonstrating that, as long as there is an increase at the pyramidal structure, there is not only a detriment of the technical facilities, but also the high range managers should be able of having the management skills stated for the lower level managers. The pyramid proposed is divided in a primary level, for the managers that control the workers directly dealing with the client. A medium level, for the managers directing workers and other managers; and a high level for those managers that lead the organizational process in the different entities.
- The pyramid designed shows clearly those management skills inherent to each kind of manager according to the administrative level in which he is located. This is an efficient theoretical and practical guide for his optimum working development.
- Even if the pyramid proposed is based on the Tourism graduate's profile, it is valuable to highlight that it is not exclusive for this kind of graduate, but also can be applied for any professional that has any administrative level of the previously described in any tourist entity. These workers, even when they have other major, should take into practice the same skills inherent to the Tourism graduate, if they pretend to develop efficiently in the tourist charge assigned.

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PROPOSTA DE PIRÂMIDE DE HABILIDADES DE GESTÃO PARA O LICENCIANTE EM TURISMO DE ACORDO COM SEU NÍVEL ADMINISTRATIVO

RESUMO

O Bacharel em Turismo, como principal figura gerencial formada para conduzir o fenômeno turístico nas diferentes entidades, precisa de um guia teórico-prático que lhe permita implementar as habilidades gerenciais necessárias de acordo com seu nível administrativo. Por enquanto, tendo em vista a necessidade de identificar e classificar as habilidades gerenciais inerentes aos profissionais do turismo, o presente estudo estabelece como objetivo geral projetar uma pirâmide de habilidades gerenciais para os graduados em turismo, de acordo com seu nível administrativo. A pesquisa utilizou métodos teóricos como análise-síntese e indução-dedução, além de métodos empíricos como revisão de literatura, Método Especialista e Análise Estrutural. Os principais resultados foram as habilidades gerenciais essenciais, a classificação de cada uma e o desenho final de uma pirâmide integrativa com base no perfil do aluno e do trabalho definido para todos os diplomados em turismo do país.

Palavras-chave: *Competências, competências essenciais, hierarquia, profissional de turismo, entidades hospitalares.*