A COMPARISON OF SKILLS CONSIDERED

IMPORTANT FOR SUCCESS AS AN ENTRY LEVEL

MANAGER IN THE HOSPITALTIY INDUSTRY

ACCORDING TO INDUSTRY RECRUITERS AND

UNIVERSITY EDUCATORS

By

JENNIFER STATON-REYNOLDS

Bachelor of Science in Administrative Dietetics

Purdue University

West Lafayette, IN

1984

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
May, 2009

UMI Number: 1465109

INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.
In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

UMI®

ProQuest LLC
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106-1346

A COMPARISON OF SKILLS CONSIDERED

IMPORTANT FOR SUCCESS AS AN ENTRY LEVEL

MANAGER IN THE HOSPITALTY INDUSTRY

ACCORDING TO INDUSTRY RECRUITERS AND

UNIVERSITY EDUCATORS

Thesis Approved:

Dr. Bill Ryan

Thesis Adviser

Dr. Jerrold Leong

Dr. Sheila Scott-Halsell

Dr. A. Gordon Emslie

Dean of the Graduate College

ACKNOWLEDGMENTS

I've reached the final door, it's hard to believe. Way back when starting this process, I remember being told I'd repeatedly take a few steps forward, a few steps backward , a few more step forward, and occasional I'd walk though doors. This was all true, and now as I think back over the past two years, I believe the saying is" hindsight is always easier".   It's also true that "the whole is equal to the sum of its parts". (I'd give credit where credit is due, but when I Googled these phrases, it seems there is no one owner) I'd like to take this opportunity to thank the parts who were influential in the whole of this thesis.

Topping the list is my husband, Dan, without his support, encouragement, patience, and love I would not have finished. He's took on both roles of parenthood and picked up the slack around the house so that I could become a student.   He is truly the better half of this union, and proved so repeatedly during this process. The words "Thank You" cannot adequately express the appreciation and respect I feel for my better half.

Next on the list are my children, Patrick, Erin, Christopher and Kathleen their patience and support has allowed me to take a break from many of the responsibilities of parenting. Each has risen to the occasion in their own way; the older three by taking care of Katie and helping around the house, and Katie by not pointing out the times I've fallen short as a parent of an elementary school student. May they learned from my experience and have the time to catch up on some of the things I've missed out on lately. I hope they know they are loved and bring me great joy as I watch each grow into their own person.

My thesis advisor, Dr. Bill Ryan, fondly known by most as Bill, was instrumental in guiding me though what he referred to as the "process". What I am most thankful for is the fact that he does not allow his advisees to cheat the system. We started at the beginning of structured plan and followed it through, not moving forward until the previous step was completed.   From this, I've grown both intellectually and personally over the past two years following a "process", which allowed me the opportunity to walk through the doors at my own pace. It is true that experiencing success and failure while overcoming the obstacles makes us strong and instills a sense of satisfaction. At this moment, I am satisfied.   Thank you for your support, inspiration, patience, friendship and encouragement!

My thesis committee members, Dr. Jerrold Leong and Dr. Sheila Scott-Halsell, each with their own special talents supported and guided me along the way.   Their contribution shaping in this thesis was not only appreciated, but was a positive influence in my academic and personal growth.   I would also like to thank Dr. Hailin Qu, for providing unique learning opportunities in the classroom, and for his friendship and support over the past few years.

One final thank you, to the support staff, Lynn, Mandy, Joe and Sharon in the OSU School of Hotel and Restaurant Administration, your help, guidance, and support in navigating the process has been appreciated.

It is with great satisfaction that I walk though the final door.

iv

TABLE OF CONTENTS

TABLE OF CONTENTS CONTINUED

LIST OF TABLES

Table   Page

LIST OF FIGURES

CHAPTER I

INTRODUCTION

In the late 1980's unprecedented events, including an increase in interest rates, acted as a catalyst, changing the pace of the hospitality industry (Johns & Teare, 1995). According to Johns and Teare (1995), organizations were forced to become "flatter and leaner" (p. 4), while terms such as "de-layer" and "downsize" (p. 4) were commonplace as a result of destabilization and higher interest rates. They also suggest economic change influenced the direction of hospitality and tourism management, creating the need for a new breed of managers possessing the ability to deal with changing corporate strategies. In 1998, Young argued that the shift to a knowledge-based economy influenced the qualifications employers seek when hiring managers. In 2003, Sigala and Baum suggested the increasingly sophisticated requirements of stakeholders and the move towards information and communication technologies (ICT) add further dimensions to the management skills necessary for success in the hospitality and tourism industry. The trend towards utilization of multiple knowledge economies has made the traditional relationship between qualifications and employment problematic; taking away the security once offered a manager who had honed their skills in a particular area (Johns & Teare, 1995).

1

Research focused on hospitality education suggests expanding the current scope to included new skills and dimensions in post-secondary hospitality education. Baum's work in the early 1990's suggested that graduates of post-secondary hospitality education should develop a multi-skill base, promoting creativity, flexibility, and adaptability. Sigala (2001) stressed that the ability to collaborate and effectively communicate, along with the development of social skills required to work in a multicultural environment, are critical for hospitality and tourism employees. The current move towards globalization in the hospitality and tourism industry requires graduates to possess the ability to work collaboratively, regardless of the spatial, time, and cultural differences (Sigala & Baum, 2003). Emotional intelligence (EI), as a potential new construct in hospitality education was given emphasis at the EuroCHRIE 2000 millennium conference (Christou & Sigala, 2001). In the same article Christou & Sigala, made reference to a presentation by Elizabeth Ineson from Manchester Metropolitan University, UK in which she indicated that exploring EI, as it fits into hospitality education, may lead to a new dimension in hospitality curriculum, helping to prepare graduates for success as they transition into industry.

In response to economic changes, it has been suggested that hospitality and tourism education curricula should grow/change to meet the needs of the industry, focusing on knowledge management and information literacy (Sigala, 2001; Sigala & Baum 2003). In 1998, Baum and Nickson questioned how hospitality and tourism educators should respond to the contradiction between the needs of industry and the current academic curriculum.

2

Johns and Teare (1995) suggested that the hospitality industry's desire for a system of education focused on their needs conflicts with academia's desire to maintain a simple, traditional, non-specific approach to education. Students return from internships or their first job after graduation and complain that work in hospitality was nothing like they were taught in their post secondary course work (Baum & Nickson, 1998). According to John and Teare (1995), hospitality educators, influenced by the changing nature of management, should consider updating and reshaping the hospitality education curriculum, in an effort to meet the needs of industry as well as the needs of graduates entering the hospitality job market. As early as 2000 Christou and Eaton suggested, hospitality and tourism educators recognized the need for wider management and information skills in their graduates. In 2003, Sigala and Baum argued that although universities recognized the need for increased information and communication skills, they have not modified the curriculum or the relationship with pedagogy.

Statement of Problem

There is a difference between the skills recruiters consider important for success as an entry level manager in the hospitality industry and the skills hospitality educators consider important to the success of entry level managers in the hospitality industry.

Purpose of the Study

Prior research indicates that a contradiction has existed for more than thirty years between the skills necessary for success as an entry level manager in the hospitality industry and those emphasized in post-secondary hospitality education curriculum (Johns

3

& Teare, 1995; Baum & Nickson, 1998; Christou, 1999; Sigala & Baum, 2003). The purpose of this study is to determine if the historical gap continues to exist today and if it does, in what areas. In order to accomplish the objectives of this study, the skills recruiters consider important for success as an entry level manager in the hospitality industry and the skills hospitality educators considered important will be identified and compared. If the needs of both the hospitality industry and post-secondary hospitality education are better understood, and positively aligned, entry level managers will most likely be more effective and productive.

Research Questions

1. What skills do hospitality recruiters believe graduates of post-secondary education should possess in order to be successful as an entry level manager in the hospitality industry?

2. What skills do hospitality educators believe are important for graduates of post-secondary education to possess in order to be successful as entry level managers in the hospitality industry?

3. Is there a significant difference between the skills hospitality recruiters believe are important for graduates of post-secondary education to possess in order to be successful as an entry level manager in the hospitality industry and the skills hospitality educators believe are important for graduates to possess in order to be successful as an entry level manager in the hospitality industry?

4

Population

The population was defined as individuals employed by hospitality related organizations who had the responsibility to recruit entry level managers from four year hospitality education programs, and hospitality educators employed by four year post secondary education programs as of July 31st, 2008.

Methodology

A review of hospitality industry and hospitality education literature provided a basis for the development of a list of skills identified as important for success as an entry level manager in the hospitality industry. The skills identified in the review of literature, as important for success as an entry level manager in the hospitality industry, were used to develop a survey. The survey was distributed to both recruiters in the hospitality industry and hospitality and tourism educators. Recruiters were asked to rate, according to the level of importance, the skills identified as necessary for success as an entry level manager in the hospitality industry. Hospitality educators were asked to rate, according to the level of importance, the skills identified as necessary for success as an entry level manager in the hospitality industry. The data was analyzed with appropriate methodology, to answer the research questions, draw conclusions, and make recommendations based upon the analysis.

Significance of Study

This study determined if the gap, previously identified in the review of literature, between the skills necessary for success as entry level managers by hospitality recruiters

5

and the skills hospitality educators consider important for graduates to possess, still exists. Identifying skills that hospitality recruiters recognize as important for success as entry level managers in the hospitality industry has the potential to help post-secondary educators better understand the needs of industry. The skills identified as significant to the success of entry level managers in the hospitality industry can be used as a foundation for further studies in the field of hospitality education. This research could impact hospitality and tourism education as programs are re-evaluated in an effort to fulfill the needs of industry. Drucker (2004) stated "All organizations need to know that virtually no program or activity will perform effectively for a long time without modification and redesign" (p. 6). Change is re-defining management in the hospitality and tourism industry; it is the constant re-evaluation and re-definition of educational programs which aid academic institutes in keeping current with industry.

Organization of the Study

Chapter I contains background information related to the problem in this study. The chapter began with an introduction to the hospitality industry and post secondary hospitality education, followed by statement of problem, purpose, research questions, identification of the population and methodology. The significance and organization of the study, definition of terms, and assumptions provided a framework for this research. Chapter II, a review of hospitality industry and hospitality education literature, provides a basis for the list of skills identified as important for success as an entry level manager in the hospitality industry and education curriculum. Chapter III identifies the methodology, research design, population and sample, database development, instrument,

6

pilot study, data collection methods, and data analysis used in the study, while Chapter

IV outlines the findings of this study. Finally, Chapter V provides the conclusion,

implications, and recommendations based upon an analysis of the data collected in the

study.

Definition of Terms

Curriculum **-** "1: the courses offered by an educational institution; 2: a set of courses
constituting an area of specialization" (Merriam-Webster.com, 2008).

Entry Level Manager in the Hospitality Industry – an individual who is a participant in a
hospitality management trainee program or is employed as an entry level manager in a
hospitality organization.

Hospitality Educator– Individual who holds a educators or instructor position and teaches
hospitality related courses at four year university offering a Bachelor's degree in
hospitality administration.

Graduate – an individual who is enrolled in a bachelor's degree program in Hospitality
Administration at a four- year university, who may or may not fulfill the requirements of
the university to receive their degree prior to accepting a position in the hospitality
industry. The individual is seeking a position in either a management trainee program in
the hospitality industry or an entry level management position in the hospitality industry.

Hospitality Industry - The hospitality industry is a 3.5 trillion dollar service sector within
the global economy. It is an umbrella term for a broad variety of service industries
including, but not limited to, hotels, food service, casinos, and tourism. The hospitality
industry is very diverse and global. The industry is cyclical; dictated by the fluctuations
that occur with an economy every year (Wikipedia, 2008).

Hospitality Education Program - A course of study offered by a four year university
which results in a bachelor's degree in Hospitality Administration.

Recruiter - An individual who recruits graduates of post secondary hospitality education
programs for entry level management positions in the hospitality industry. A recruiter
participates in on-campus recruitment or recruitment through a university career center
from post-secondary universities as their primary job function.

Skills for Success - Skills identified in a review of hospitality education and hospitality
industry literature as important for success as an entry level manager in the hospitality
industry.

Assumptions

1. For the purpose of this study, students seeking employment in the hospitality industry are looking for entry level management positions.

2. For the purpose of this study, students enrolled in a bachelor's degree program in Hospitality Administration at a four year university will complete the program and receive a bachelor's degree or leave the program and take a position in industry as a hospitality manager.

3. For the purpose of this study, it is assumed the individual intended to respond to the survey is the actual respondent to the survey.

4. For the purpose of this study, it is assumed the individuals responding to the survey answers honestly and based upon their personal beliefs.

5. For the purpose of this study, it is assumed the educators are responding based upon the curriculum offered at their four year post-secondary university only, not higher education in general.

6. For the purposes of this study, it is assumed that the skills educators consider important for success as an entry level manager in the hospitality industry are incorporated in the course curriculum taught at post-secondary universities.

Limitations

The following conditions were considered limitation to this study:

1. A convenience sample generally leads to a lower response rated; therefore the findings of this research cannot be generalized beyond the results of this study.

2. The sample of hospitality recruiters and educators was limited to individuals associated with twenty-nine post-secondary universities offering a bachelor's degree in hospitality management identified in a 2001 study by Brizek and Kahn and may not accurately represent current post-secondary hospitality education programs.

3. Some universities, in an effort to protect privacy of their recruiters, were not willing to provide direct contact information, making them outside the purview of the researcher.

4. The age and overall experience of the respondents may influence the results.

5. The response is based upon the perception of the individual and therefore may not reflect the corporate or university philosophies.

CHAPTER II

REVIEW OF LITERATURE

The U.S. economy experienced both growth and change in the hospitality industry during the past three decades (United States Department Of Labor [DOL], 2008; Barrows & Bosselman, 1999). The most significant change has been a move toward the service oriented nature of the industry, affecting the expectations of stakeholders and changing the theories on knowledge economies which influence the skills necessary for success as entry level managers in the hospitality industry. (Werner, 2008; Sigala & Baum; 2003; Johns & Teare, 1995). The trend towards globalization re-shaped the hospitality industry, and continues to influence the industry as we move forward in the twenty-first century (Singh & Ninemeier, 2003; Choi, J., Woods, & Murrmann, 2000; Olsen, 1999).

Current research in the hospitality industry and hospitality education suggests a need to re-evaluate hospitality education if the goal is to adequately prepare graduates for entry level management positions (Kay & Moncarz, 2007). It has been suggested that post secondary education is rigid, focusing on theoretical concepts as they apply to the hospitality industry (Baum & Nickson, 1998). There is extensive literature looking at various aspects of hospitality education, current trends in education, change in the

10

hospitality industry, and what skills should be included in hospitality curriculum in an effort to close the previously identified gap between industry and education.

History of the Hospitality Industry

"The value of history is that it helps us understand the present and the future" (Gisslen, 2007, p. 4). According to Gisslen, modern food service as we know it today began after the middle of the eighteenth century, when Boulanger, a Parisian, bypassed regulations set by the guild. This allowed licensed food preparers in the country, to expand the availability of prepared foods beyond the elite, changing food service history. Careme (1784 – 1833), introduced the style known as international cooking, and Escoffier (1847 -1935), contributed the concept of simplified classical cuisine and re-organized the kitchen, are considered by Gisslen as two of the most influential figures in food service history.   Fernand Point (1897-1955) cultivating the work of Escoffier, trained a generation of chefs from Paul Bocuse to Louis Outhier, and who along with Michel Guerard and Roger Verge established what was known as nouvelle cuisine in early 1970 (Labensky & Hause 1999). Fusion Cuisine, which incorporates both ingredients and techniques from multiple regions and countries into a single dish, is a current trend in the food service industry (Gisslen, 2007).   He also cited the availability of new products, equipment, sanitation standards, nutritional awareness, and international influences as playing a part in the development of today's hospitality industry.

The lodging industry in the U.S. dates back to the 1800's when the nation's capital moved from New York City to Washington, a time when politicians relied on

11

hotel accommodations as their home when Congress was in session (Rhodes, 2008). The early 1900's found fewer than 10,000 hotels in the United States; in time the lodging industry expanded into a three billion dollar business by the late 1960's as Hilton, Westin, Marriott, and Hyatt, along with other hotel companies, entered the market (American Hotel Lodging Association [AHLA], 2008). The hospitality industry experienced continued growth between 1960 and 1990 when the business environment supported expansion in the industry (Barrows & Bosselman, 1999).

In 2008 the DOL projected an 18% growth rate in the accommodations and food service industry between 2002 and 2012 resulting in an increase of 1.6 million new jobs. Capital investments from domestic resources into the Latin America, the Caribbean, Asian and European hospitality markets coupled with an influx of Middle Eastern funds into the American hospitality market are two resources which will support the projected growth in the industry (Ernst & Young, 2006). Change in the hospitality industry can be seen as brands are developed to suit the newest generation entering the workforce, facilities are designed to accommodate the current industry labor shortage, the increase in the number of developed travel destinations, and the increased number of hybrid hospitality products entering the market (In the Works, 2008; Ernst & Young, 2006; Workpermit.com, 2006). Examples of the brands in development as a component of this expansion are Indigo Hotels, part of Intercontinental Hotels, with a focus on the eco friendly hotel (Intercontinental Hotels, 2008). The combination of domestic and international capital fueling industry growth has increased the diversity in all aspects of the hospitality industry, but has it been particularly evident in the travel patterns and the demographics of the workforce (Ernst & Young, 2006).

12

Rapid growth in any industry creates challenges such as the availability of a trained workforce (Choi, J. et al., 2000). The hospitality workforce is shrinking according to the International Society of Hospitality Consultants as cited in Workpermit.com (2008). In response to the shrinking labor market, hospitality professionals will need to possess the skills to be proficient and effective as a manager in the current hospitality industry (Olsen, 1999; Steed & Schwer, 2003; Wisansing, 2008).

Changing Hospitality Management

According to Olsen (1999), hospitality professionals must learn to anticipate the ongoing changes in the hospitality industry if they expect to survive. He goes on to suggest that managers will be forced to open their perceptual window, using their experience, along with the cognitive and information skills they have developed to scan the environment for significant variables which influence change in the hospitality industry. Baum (1991) suggests the development of effective human resource practices in the hospitality industry has been linked to business profitability in all market segments. Another trend the hospitality industry has seen is the shift of strategic management skills which includes strategic analysis, strategic formulation, and decision making, from upper levels down to lower levels of management (Summer, Bettis, Duhaime, Grant, Hambrick, Snow, & Zeithamal, 1990). Financial management is currently considered a skill important for success as a hospitality manager (Wood, Rutherford, Schnidgall, & Sciarini, 1998; Chung 2000; Kay & Moncarz 2004). Identifying the knowledge, skills and abilities (KSA) required for managers to be successful has been a topic of interest in the hospitality industry for the past two decades (Kay & Moncarz, 2007).

13

Olsen (1999) examined research from the 1980's and 1990's and drew the conclusion that changes taking place in the hospitality industry would force hospitality practitioners to think beyond the immediate environment, expanding into the global market of the 21st century. Research conducted in the ten years since Olsen supports this conclusion, and confirms the continued existence of a gap between industry and education, making the previous citation by Olsen almost cliché (Sigala & Baum, 2003; Okumus & Wong, 2005; Kay & Moncarz 2007). In order to close the gap, developing a balance between the skills needed for success in the industry and the skills included in post secondary education will need to become a dynamic process (Steed & Schwer, 2003). The current hospitality industry literature suggests recent trends include an emphasis in the area of financial management and analysis, human resource management, social responsibility, energy conservation, globalization and diversity (Kay & Moncarz, 2007; Sigala & Baum, 2003; Chung, 2000).

Skill Necessary for Success as a Manager
From the Hospitality Industry's Perspective

In recent years, the scope and volume of hospitality industry literature has grown as evidenced by the increasing number of journals and studies available for review in print or through online websites (AHLA, 2008; Barrows & Bosselman, 1999). Historic and current literature on the hospitality industry served as a source for the skills identified in this study. The subsequent skills found in the various dimensions of hospitality management were identified in a review of hospitality industry literature and used to build the framework for this study.

14

Management Competencies

      Kay and Moncarz (2007) cite numerous studies from the past two decades which attempt to identify the skills required to achieve success as a manager in the hospitality industry. The global nature of the hospitality industry in the 21st century will require a change in the way managers conduct business if they hope to survive in this changing environment (Olsen, 1999). Chung (2000) suggests that the competencies hospitality leaders are seeking in hospitality managers continue to change over time. Table 1 presents a compilation of several studies, including those cited by Kay and Moncarz (2007), summarizing a historical set of core competencies which appear to be consistent over time, and indicates new competencies which have developed in recent years.

Table 1
Hospitality Management Competencies

*Tas, 1983 **	*Van Dyke & Strick, 1990**
• Managing the guest problems with understanding and sensitivity • Maintaining professional and ethical standards in the workplace environment • Demonstrating poise and professional appearance • Communicating effectively both orally and written • Developing positive customer relations • Striving to achieve positive working relationships with employees	• demonstration of organizational skills • demonstration of people skills • demonstration of leadership skills
*Tas, 1988**	*Breiter & Clements, 1996 **
• human relations skills • professional ethical standards • diplomacy • effective oral /written communication	• leadership • interpersonal communication • employee relations

Table 1
Hospitality Management Competencies Continued

Hersey & Blanchard, 1998*	*Butler, 2006 cont.*
• technical	• delegation
• human	• desire to serve others
• conceptual	• develop teams/individuals
Chung, 2000	• do what it takes mentality
• hotel law	• effective use of time
• security techniques	• effectively build relationships
• management analyses techniques	• establishing direction
• adaptation of environmental change and procurement of knowledge	• experience
• management of employee and job	• flexibility
• problem identification and communication	• focus
• operations techniques and knowledge innovation	• genuine
• specialized subject	• give/receive constructive criticism
• food and beverage management	• goal setting
• finance/accounting and fundamental of management	• hands-on teamwork
• communication and hotel administration	• hardworking with a purpose
• engineering and room division management	• honesty
• marketing and human resource management	• hospitality
• foreign language and basics	• humility
	• identify and analyze strengths and weaknesses
	• listening
	• loyalty
	• manage conflict to win/win resolution
	• maximize productivity
	• motivation
	• open mindedness
Butler, 2006	• problem solving
• ability to communicate	• professionalism
• ability to instill vision	• remove barriers
• ability to manage projects	• resilience
• assertiveness	• self-confidence
• attention to detail	• self-starter
• awareness	• sense of urgency
• business acumen	• sense of responsibility
• capacity to learn	• shows empathy
• caring	• understands and analyzes data
• clear and effective communication	• vision
• commitment to quality	
• compassionate	
• concern for others	

* cited in Kay & Moncarz (2004; 2007)

Leadership

Schien (1996) suggests the leadership skills necessary for success are skills not found in the conceptual tool box of today's hospitality manager. He responded to this by developing the list of what he considered the anticipated characteristics of future managers cited below:

- Extraordinary levels of perception and insight into the realities of the world and into themselves
- Extraordinary levels of motivation to enable them to go through the inevitable pain of learning and changing, especially in a world with looser boundaries, in which loyalties become more difficult to define.
- The emotional strength to manage their own and others' anxiety as learning and change become more and more a way of life.
- New skills in analyzing cultural assumption, identifying functional and dysfunctional assumptions and evolving processes that enlarge the culture by building on its strengths and functional elements.
- The willingness and ability to involve others and elicit their participation, because tasks will be too complex and information too widely distributed for leaders to solve problems on their own.
- The willingness and ability to share power and control according to people's knowledge and skills, that is , to permit and encourage leadership to flourish throughout the organization
  (p. 67-68)

The characteristics Schein outlines in 1996 are similar to Baum and Nickson (1998) and Christou (1999), who suggested the applied knowledge necessary to develop a sense of empowerment enables managers to become self sufficient, thinking, effective members of the organization. The ability to empower employees (Lashley, 1996a; 1996b) is a skill considered necessary for success. According to Baum and Nickson (1998) empowered managers have the skills necessary to enhance the perceived guest experience by handling challenges as they arise. They go on to argue that by offering applied knowledge as part of the educational experience, these would-be managers will be able to handle the day-to-day operational challenges they will face in the industry.

In 1998, Goleman suggested mastery of the skills of self- awareness, self-management, social awareness, and relationship management lead to success on the job. These four characteristics of emotional competence are part of the construct labeled "Emotional Intelligence" (EI). He goes on to suggest emotional competence is "a learned capability based on emotional intelligence that result in outstanding performance at work" (p. 1). According to Christou & Sigala (2001) who summarized Elizabeth Ineson, Manchester Metropolitan University (UK), EI addresses the notion of maturity, judgment, and emotional experience of individuals. EI is considered a learned ability, and is a key component to career success (Nelson & Low, 2003). Table 2 includes the skills considered as part of EI as found in the review of literature.

Table 2
Leadership/Emotional Intelligence Skills

Christou, 1999 **Soft Skills**	
• leadership • stress management • ability to sell yourself	• empowerment • ability to deal with internal politics of an organization

Nelson & Low, 2003	
Interpersonal Skills • assertion • anger Management • anxiety Management **Leadership Skills** • social awareness • empathy • decision making	**Self Management Skills** • drive strength • commitment ethic • time management • positive change **Intrapersonal Skills** • self esteem • stress management • positive influence

18

Table 2
Leadership/Emotional Intelligence Skills Continued

Goleman, 2007

Self Awareness	**Social Awareness**
• emotional self awareness	• empathy
• accurate self assessment	• service orientation
• self confidence	• organizational awareness
Self Management	**Relationship Management**
• self control	• developing others
• trustworthiness	• influence
• conscientiousness	• communication
• adaptability	• conflict management
• achievement drive	• leadership
• initiative	• change catalyst

Human Resources

Schein (1996) suggests that the old method of "my way or the highway",
prevalent in the hospitality industry of yesterday, will no longer meet the needs of the
industry today. The current labor shortage in the industry is considered a threat and has
placed greater control in the hands of the employee (Olsen, 1999; DOL, 2008). In 1999,
Olsen inferred that this shift of control changes the human resource skills necessary for
success in today's industry if leaders hope to fill the growing number of positions
available in the market today. The prediction that the balance of control will shift to the
employee, made by Olsen in the late 90's, has become a reality in today's hospitality
labor market (DOL, 2008). The human resource skills identified as necessary for success
in the current labor market, found in the review of previous and current hospitality
literature, are identified in Table 3.

19

Table 3
Human Resource Skills

Kay & Moncarz, 2004; 2007	
• Developing positive human relations	• Being a leader
• Motivating employees	• Building teams
• Training and developing employees	• Managing employee grievances
• Recruiting, selecting, and hiring employees	• Appraising employee performance/productivity
• Managing employee retention and turnover	• Having knowledge in quality assurance

Technical Skills

A study by Sandwith (1993), as cited in Olsen 1999, identifies specific technical skills, also called applied skills, which are required for success as a manager in the hospitality industry. The increasing globalization of the hospitality industry introduces the concept of language as a skill for success as a hospitality manager (Blue & Harun, 2002). Most of the technical skills sighted as necessary for success in Olsen (1999) are found within an early section of this paper subtitled "Management Competencies". Table 4 is included to offer a historical perspective on technical skills considered necessary for success and identify consistencies as well as change over the past decade.

Table 4
Technical Skills

Sandwith, 1993	
• product service knowledge	• material shipping
• transaction	• machine operation
• cash management	• routing and dispatching
• inventory systems	• vehicle maintenance and repair
• cash audit procedure	• production and staff scheduling
• customer service procedure	• management and problem solving
• material handling	• productivity and quality monitoring
• material receiving	• facilities and equipment maintenance

20

Table 4
Technical Skills Continued

Ashley, Bach, Chesser, Ellis, Ford, R., LeBruto, Milman, Pizam, Quain, 1995	
• people skills • creative thinking-ability • financial skills • communication (both oral and written) • developing a service orientation	• total quality management • problem identification and problem solving skills • listening skills • individual and system-wide computer skills
Blue & Harun, 2002	
• How to address a person • How to respond to a question/requests • How to use prompts	• How to use gestures • How to deal with difficult customers • How to appease customer complaints

Technology

The increased use of technology has changed the way we think, as well as the way people and organizations interact (Olsen, 1999). Olsen goes on to suggest that technology, specifically services like Priceline.com, Expedia or Travelocity, have changed the buying power of consumers, requiring lodging managers to possess the knowledge to function in a cyber-based environment. As telecommunication, computing, and technology merge, how people work and live will change (Tapscott, 1996; Gates, Myhrvoid, & Rinearson, 1995). One technological influence was the phenomenon referred to as "Blur" defined by Davis and Meyer and cited by Olsen(1999) as the instantaneous communication and computation that make the world smaller by focusing on speed which in essence shrinks time.

The internet is the global communication network of the 21st century which provides access to people, data, software, document, as well as audio and video clips (Sigala & Christou. 2003) Hospitality managers should posses the skills to utilize the internet as they manage e-commerce (Choi & Schmeltzer, 2000). Current technology

21

skills identified as pertinent by Kay and Moncarz's (2004; 2007) are found in Table 5.
The technology skills necessary for success as a manager are based on the current trends
in the hospitality industry and they appear to be dynamic, changing, and adapt to the most
recent knowledge and innovation (Kay & Moncarz, 2007).

Table 5
Technological Skills

Kay & Moncarz, 2004; 2007	
• using e-mail	• knowledge of e-commerce
• using the internet for resources and research	• knowledge of operation application software
• knowledge in property management systems	• knowledge in general applications
• knowledge of reservations systems	• knowledge of hospitality software

Marketing

Changes in technology have influenced the methods that managers utilize to
market their product, adding creativity and constant innovation to the list of management
skills required in the hospitality industry (Olsen, 1999; Kay & Moncarz, 2004; 2007).
The authors suggest that managers will require an increased level of knowledge and skill
to enable them to select emerging media opportunities while scanning the environment,
anticipating the next big change or event, in an effort to capture potential customers.
Marketing skills, many of which are reflected in the overall management competencies
skill set cited above, are found in Table 6, and provide a historical framework for this
study.

Table 6
Marketing Skills

Dev & Olsen, 1999	*Kay & Moncarz, 2004; 2007*
• Manage distribution costs • Analyze customers • Think the business model • Keep control of technology • Evaluate new media opportunities • The next big thing	• developing product and brand strategies • following organizational vision and missions • developing promotional and public relations strategies • establishing measurable and achievable marketing goals • making deals • using sales techniques • having knowledge in marketing research • having knowledge in environmental scanning

Knowledge Skills and Abilities

Knowledge, an intangible skill or asset, has become important as a means to achieve economic growth and success (Dahlman, Routti, & Yla-Anttila, 2006). Experts disagree on the type of knowledge, whether scientific knowledge (Bell, 1973), tacit knowledge (Drucker, 1993), or a combination of both (Reich, 1991) will be the most significant in influencing economic success in the future (Sigala & Baum, 2003). There are many arguments on knowledge economics, pointing out that there is currently no consensus regarding the subject. Past studies on society include; Post Industrial Society (Bell, 1973); the Learning Society (Husen, 1974); the Knowledge Society (Steh, 1994); and Reflective Modernization (Beck et al., 1994), which evaluate a variety of theories, each looking to explain the shift from tangible production to production based on knowledge (Sigala & Baum, 2003).

This move from physical production (i.e. growing food in the fields with yield based upon uncontrollable variables) to bioengineering food (applying knowledge to develop a scientific method to increase production yields) demonstrates a shift to what

23

has been described as scientific knowledge (Guile, 2001). The example cited above is what Guile refers to as scientific knowledge, and illustrates how it has infiltrated society and life. Young (1998) points out that the shift in knowledge requirements has caused the qualifications for employment to change. In the article "*From Tacit Knowledge to Knowledge Management: Leveraging Invisible Assets*", Kakabadse, Kousmin, & Kakabadse, (2001) credits Drucker (1993) with the phrase "knowledge worker" and argues that, in a knowledge society, capital, natural resources or labor as economic resources have been replace by knowledge.

Knowledge, skills and abilities (KSA), have been a topic of research studies for the past two decades (Kay & Moncarz 2007, 2004; Chung 2000; Tas, LaBrecque & Clayton, 1996; Ross, 1997; Okeiyi, Finely & Postel, 1994; Tas, 1988). "Knowledge is only productive when it is integrated into tasks." (Drucker, 2004, p. 141). Identifying the knowledge along with the skills, and abilities necessary for success as a hospitality manager would benefit the industry (Kay & Moncarz, 2007).

A 1994 study by Brownell found that job-related activities are considered significant for those seeking advancement as hospitality professional. KSA's have been identified in various studies by several authors (Tas, 1988; Okeiyi et al., 1994; Tas et al., 1996; Ross, 1997; Kay & Russette, 2000) as an important component of the managerial success, according to Kay and Moncarz (2007).The 2004 and 2007 studies by Kay and Moncarz cite and incorporate previous research by Breiter and Clements (1996); Kay and Russette (2000); Chung (2000); and Perdue, Ninemeier, Woods (2000) into the list of KSA included in the table below. Table 7 brings together a number of studies on knowledge, skill and abilities from the past decade. The list identifies core skills which

are consistent over time, as well as skills which appear to collapse into what could be

considered broader abilities.

Table 7
Knowledge Skills and Attributes (KSA) for Success

Brownell 1994, 1992		
• hard work	• delegating	• personal sacrifice
• strong communication skills	• presenting oral and written	• physical attractiveness
• personal sacrifice	• listening	• charisma
• being likable	• communication competencies	• job knowledge
• mentoring		• lucky breaks
• education	• positive attitude	• motivation
		• information
Tas, LeBrecque & Clayton,1996		
• managing the guest problems with understanding and sensitivity	• demonstrating poise and professional appearance	• developing positive customer relations
• maintaining professional and ethical standards in the work environment	• communicating effectively both in writing and orally	• striving to achieve positive working relationship with employees
Ross ,1997		
• academic skills	• initiative	• writing skills
• speaking skills	• problem solving skills	• willingness to learn
• teamwork	• flexibility/adaptability	• wanting to achieve
• interpersonal skills	• enthusiasm	• interview performance
Kay & Rusette, 2000		
• leadership	• professional appearance	• job knowledge
• interpersonal related competencies	• face to face to communication	• education
• good work ethic	• enthusiasm	• personality
• poise and communicating effectively	• customer-centered leadership	• attitude
	• strategic positioning	• work commitment

25

Table 7

Knowledge Skills and Attributes (KSA) for Success Continued

Kakabadse, Kouzmin, Kakbadse, 2001		
• getting people to collaborate • capturing and transferring knowledge across projects • delivering production and services faster	• incorporating insight experience and judgments of individuals in to the job practices increasing process efficiency • increase speed of communication (internal and external). • delivering production and services faster	• Creating commitment to knowledge sharing • Matching people, skills and tasks • improving customer/supplier relationship
Kay & Moncarz 2004, 2007 **intrinsic abilities** • having personal drive • having self motivation • pursuing self-development • having a positive attitude • willingness to make personal sacrifices • willingness to work long hours • having clear, long-term career goals **lucky breaks** • having lucky break **certification** • certification from professional association	**financial management** • controlling cost • managing cash flow • planning and budgeting • having knowledge in forecasting • having knowledge in financial analyses • having knowledge in operational analyses • having knowledge in yield/management • having knowledge in capital investment analyses • having knowledge in financial leveraging **personal character** • having professional appearance and poise • having good communication skills • having the right personality • having psychological maturity • practicing good work ethics	**strategic positioning** • being involved in the community • being involved in professional associations • knowing the right people • having the right mentor(s) • willingness to travel • willingness to relocate • willingness to work abroad • knowing a foreign language **graduate degree** • a graduate degree **college degree** • a college degree

History of Post-Secondary Education

The location and date of the first university is debatable depending upon the source cited. The original medieval universities are said to have been founded in church schools prior to the existence of the university as we know it today, but there appears to be no clear consensus on this topic. What is certain is that the existence of post secondary education dates back to sometime between 1096 and 1167 when Oxford became the first university in the English speaking world (History of Oxford, 2007). This was followed by developments in education in the Americas as outlined below:

- In 1492, after the discovery of the new world, survival took precedence over other matters. It wasn't until 1620 that the Puritans turned to religious education after founding the Massachusetts Bay Colony (Dotzler, 2003).

- In 1636 Harvard became the first university in what would become America (History of Harvard, 2007).

- According to Dotzler (2003), the Latin-language based education, a British tradition in post secondary education, continued in America when The Roxbury Latin School opened in Boston in 1645. He continues by saying that it was not until 1860, during the civil war, that the value of education was openly recognized by the middle class.

- Boylan and White's (1994) account of the early 1800's in the U.S. is characterized by the growth of the middle class population who viewed education as a means to social advancement. The "Morrill Land Grant Act" enacted in 1862 amidst the American Civil War, established Agriculture and Mechanical Arts Colleges in each state

27

(Dotzler, 2003). "Land Grant" colleges not only furthered the war efforts, but satisfied the demands of the middle class seeking an increasing number of professional, technical, and business educations.

- In the late 1800's and early 1900's women and newly freed slaves began to seek post-secondary educations while a growing number of students seeking non-traditional educations were served by the opening of technical institutes such as Massachusetts Institute of Technology (MIT) (Charter of the MIT, 1999).

- According to The Veteran's Affair History (1997), in 1918 World War I veterans who had been honorably discharged were provided vocational training benefits. A no-cost or low-cost college education was offered to all veterans who had not been dishonorably discharged via the G.I. Bill of Rights in 1944. In the three years between 1944 and 1947 the veteran population in college had risen to 49%.

- A formal discipline of study, known as developmental education, which required high-quality learning assistance for many post-secondary students, was founded in the later part of the 1900s (Doztler, 2003).

- As the 20th century came to a close, students of the multimedia generation were entering an educational system striving to meet their needs (Sigala & Baum, 2003). Flexibility in education is important to students currently seeking post-secondary education, with distance learning playing an important role in the current educational system (Pritchard & Jones 1996). Today, in an effort to meet the needs of the current educational market, academic sub-specialties are found at virtually all post-secondary institutions (Dotzler, 2003).

- The Morrill Act of 1862 was instrumental in the growth of regional and community colleges in the early 1900s which have evolved into the community colleges and junior colleges of today (Boylan & White, 1994). Community and junior colleges along with technology centers offer students an applied education emphasizing the development of a tangible skill set which is an alternate approach to the theory based education offer at traditional four year universities (B. Ryan, personal communication April, 24, 2008).

Pedagogy vs. Andragogy

Pedagogy, according to Hiemstra & Sisco (1990), is the art and science of teaching children, and is based on a model initially developed in the European monastic schools of the Middle Ages. The pedagogy model, applied to both children and adults does not take into account many of the developmental changes that occur as students mature (Knowles, 1984). In a 1968 journal article, Knowles introduced the concept andragogy, defined as the science of helping adults learn. According to Knowles, the model is based on the following four assumptions:

1. Their self concept moves from dependency to independency or self-directedness.
2. They accumulate a reservoir of experiences that can be used as a basis on which to build learning.
3. Their readiness to learn becomes increasingly associated with the developmental tasks of social roles.
4. Their time and curricular perspectives change from postponed to immediacy of application and from subject-centeredness to performance-centeredness (Knowles, 1980, p. 44-45).

At one time post-secondary administration and educators were expected to take on the role of the parent and were required to control student conduct a concept referred to as *in loco parentis*; in turn the students were offered a level of protection by the college (Kaplan, 1985). The role of the college as a moral regulator has changed; students demand the right to control their own lives, and colleges can no longer impose strict regulations (Kaplan, 1985). This shift to self-responsibility imposed as student are no longer offered the shelter of the university's protection occurs while student progress through one of three view's of the life cycle offered by either Levinson, (1978), Gould, (1972) or Sheehy, (1976) (Kaplin, 1985; Chickering, 1981, p. 20). Theoretically for every individual, at some point in time, preference for learning styles moves from, a pedagogical to an andralogical approach (Chickering, 1981). In early 1980, Knowles modified his position suggesting a learning model weighted more toward using an andragogy model, in conjunction with the pedagogy model, adapting to the educational needs and conditions as they go through their life cycle. Students in post secondary education take on the role of adult learners, as universities are no longer obligated to offer students the protection they were obligated to provide (Kaplin, 1985; Chickering, 1981). The life cycle of the adult learner, those between eighteen and eighty, has become progressively more important, as students, particularly older students, invest in an education that is continually increasing in, time, energy and cost (Chickering, 1981).

Adult Education

In 1981, Chickering suggested that the purpose of colleges and universities should be to promote the deliberate developmental change in students which occurs as they

30

mature. Schaie and Parr, cited in Chickering (1981), propose that one purpose of adult education is to challenge the way students think, helping them to develop increasing levels of complex thinking, expand the sophistication of their thinking process, and to identify how intelligence changes over the adult life cycle. Research as cited in Chickering (1981) revealed that young adults in a college learning environment struggle with the concept of self-awareness and the awareness of others while they search for sustainable, realistic choices (Blocher & Rapoza, 1981).   Chickering (1981) promoted the idea that modern adult education in institutions tempered the passion for change with both theory and analysis, in order to expand the role of the future American college.

Philosophies of Adult Education

In the course of the last hundred years several theories on education have developed. Each theory promotes its view of education and the process by which the education takes place, helping individuals to increase their body of knowledge during their lifetime. In 1980, Elias and Merriam published *Philosophical Foundations of Adult Education* which presented various philosophies of adult education. The author outlines six philosophical approaches to adult education, analyzing the strengths and weaknesses of each. A summary of the six philosophies; liberal, progressive, behaviorist, humanist, radical, analytical, seminal as presented by Elias and Merriam (1980) follows.

Liberal Adult Education

Liberal Adult Education, also known as classic humanism, perennialism, rational humanism, liberal education, general education and neo-Thomism, is considered the

31

oldest and most enduring philosophy, originating with such classical theorists as Socrates, Plato, and Aristotle. Over time, a variety of approaches to liberal adult education developed, each emphasizing organized learning, liberal learning, and developing the intellectual powers of the mind. Early adult education in the western world was influenced by this philosophy, and it continues to influence high school and college education today.   A liberal adult education is considered a rational or intellectual education, which leads a person from information to knowledge, and finally to wisdom. Theoretical understanding, rather than rote factual knowledge or the development of technical skills is emphasized. Two factors, the move toward career and vocational programs and behaviorist oriented theories have tempered the overall influence of liberal education. Despite this, "the tradition of liberal education is not dead. Though the world is constantly in a state of change, there are some things that do not change. People continue to search for truth, desire to develop their moral characters, strive for spiritual and religious visions, and seek the beautiful in life and nature. As long as the human person does these things, the liberal tradition in education will be a potential force." (Elias & Merriam, 1980, p. 41).

Progressive Adult Education

The Progressive Adult Education has had the greatest impact on adult education because of its predominance in the United States (U.S.) at a time of rapid growth in adult education. The foundation for the progressive philosophy lies in rationalist, empirical, and scientific thought with the use of inductive rather than deductive reasoning as presented by Charles Darwin, whereas the methods of science, rather than methods of

philosophy and theology are significant.   Knowles, Rogers, Houle and Tyler, major theorists of adult education, include some elements of progressive philosophy in their writings. The forms of adult education inspired by progressive adult education include adult vocational education, extension education, family and parent education, and education for social action. The basic principles of adult education, which originate in progressive thought, are needs and interests, scientific methods, problem solving techniques, centrality of experience, pragmatic and utilitarian goals, and the idea of social responsibility. "Progressives believe that the function of education was not merely to prepare learners for fitting in the existing society, but also to provide a means to change society" (Elias & Merriam, 1980, p. 66).

Behaviorist Adult Education

Behaviorist Adult Education, known as behaviorism, was founded in 1920 by John B.Watson and is focused on the overt, observable behavior of animals and humans. Experts in the field, from Watson to Skinner believe that prior experience and the external environment, both of which humans have little or no control over, determine human behavior. Scientific principles and methodology utilized in hard sciences are applied to humans and animals in a laboratory, using observation and some type of conditioning to modify or change behavior. Behaviorism, when applied to education, focuses on the measurability of an activity, or the change in behavior after instruction. The idea of accountability is a characteristic of the behaviorist adult education. Competency-Based Education, programmed instruction, computer based or computer assisted instruction, Personalized System of Instruction (PSI) and Individual Guided

33

Education (IGE) are considered to be based in the behaviorist approach to education. The impact of the behaviorist approach in education speaks more of a desire to be able to measure and know the influence one has on an individual's ability to learn, rather than the process by which learning takes place. "The diverse and wide-spread manifestation of behaviorism in education perhaps speaks to the desire on the part of all educators to know better the nature of the impact one has in the learning process" (Elias & Merriam, 1980, p. 105).

Humanist Adult Education

Humanistic Adult Education, which values the dignity and autonomy of the human being, is rooted in classical Chinese, Greek, and Roman educational perspective, and focuses on the development of the whole person, emphasizing the emotional and affective aspects of an individual's personality. The writings of Rogers, Malsow, Buhler and Bugental in l950 clearly outlined the humanistic psychological position. Humanists value the uniqueness of the individual, believe man is naturally good, that growth and self-actualization are innate human characteristics, and a human's free autonomy leads to a sense of responsibility to one's self and others. Humanistic adult education is considered a process, focused on helping the individual develop toward self actualization and becoming a fully-functioning individual. Student-centered learning, teacher as facilitator, cooperation, and groups are associated with a humanistic approach to learning. "Simply stated – the goal of humanistic education is the development of persons – persons who are open to change and continued learning, persons who strive for self-

34

actualization, and persons who can live together as fully functioning individuals" (Elias & Merriam, 1980, p. 122).

Radical Adult Education

Radical Adult Education thought originates from three sources, the anarchist tradition rooted in the 18th century which continues today, the Marxist tradition, and the Freud Left which includes both William Reich and A.S. Neill. Presenting alternative and utopian futures are characteristics of Radical Adult education, which finds its appeal in times of crisis, and has not had an impact on adult education. "In presenting a view of the nature of man and society, radical adult education challenges the traditional view of the primary function of education as transmitting the culture and its societal structures from generation to generation" (Elias & Merriam, 1980, p. 171).

The Analytical Adult Education

The analytical philosophy of adult education has emerged in the last twenty years, and attempts to build solid philosophical foundations using careful analysis of concepts, arguments, slogans, and policy statements along with argumentation. This analytical philosophy of adult education in its formative state in the 1980's, and its impact on adult education has not been determined. " If analytic philosophy includes and moves beyond the conceptual analysis to a rational reconstruction of educational enterprise in it's full dimension, it may well provide the strongest philosophical basis for contemporary philosophy of adult education" (Elias & Merriam, 1980, p. 201).

35

A Seminal Philosophy in Adult Education

In 1981 Cross coined the phrase "blended life plan" (p. 9). She suggested that the amount of change that occurs during our lives is so great, the education of our youth will no longer carry us through our lifetime. To keep pace with the amount of change that takes place in our lifetime, education must become a lifelong process which promotes the combination of work, education, and leisure into the educational plan. Cross's plan suggests a concurrent relationship between life, work and leisure throughout a person's life.

These philosophies of education provide alternatives to the process or methods by which adult education can take place. The philosophies alone cannot educate, they can be coupled with another process or method to disseminate the knowledge to others. Post secondary education offered through universities takes the various philosophies of education and couples them with a standard and formal process by which adults are educated.

The Nature of Hospitality Education

Baum and Nickson (1998) suggest that one of the most frustrating challenges about teaching hospitality and tourism education is the daily contradictions that arise, stemming from the size, diverse nature, physical location, business purpose, customer expectations, and culture of the hospitality industry. Hospitality educators are confronted with the task of creating a balance between the oversimplifications of curriculum in an effort to generalize the material and inculcating the effort that major companies spend in order to create an identifiable differentiation between brands and products (Lin, 1997).

Hospitality education programs at the University of Las Vegas, Virginia Polytechnic, and Washington State University, considered among the top in the nation, have a curriculum focused on customer service and the unique nature of food, beverage, and hotel management (Goodman & Sprague, 1991). Almost all current undergraduate programs offer a capstone class, with the sole purpose of helping students integrate the sum of their hospitality education in operations management, human resources, marketing, economics, information technology, and accounting into an overarching understanding used to approach strategic issues as a hospitality manager (Okumus & Wong, 2005).

Hospitality education, in its infancy was able to grow and change, educating prospective managers with the skills most needed in the industry (Goodman & Sprague, 1991). The programs available to prospective managers grew from 40 in the early 1970's to 170 in the early 1990's (Reigel, 1991). As hospitality education programs evolved in an attempt to provide adequate and effective training, a conflict as to the methods and content utilized developed among educators and industry (Chung, 2000). Industry leaders criticized educators for being out of touch with their needs (Cassado, 1992). This conflict continues and in an effort to remain competitive in the changing market, hospitality educators may in turn need to re- evaluate and revise hospitality education curriculum (Drucker, 2004; Sigala & Baum, 2003; Chung, 2000; Baum & Nickson, 1998). Predictions made by Sigala and Baum (2003) include the idea that students will require the ability to recognize the need for information, be able to locate this information, interpret, evaluate, organize, and use the information for problem solving or creating knowledge activities. They also suggest that in order to meet the new required

37

competencies of tourism and hospitality graduates, the systems and methods used in education will need to be evaluated.

History of Hospitality Education

Hospitality education, in the literal form, began with the development of the formal apprentice's model common in Western Europe, with Switzerland and Britain credited with their original development (Barrows & Bosselman, 1999). The apprenticeship program was a perfect match for the hospitality industry in its time, providing skill-specific training that the industry required (Fletcher, 1994).

According to the Cornell History (2007), the first undergraduate degree programs specializing in hospitality management originated in 1922 at Cornell University, with 21 students and one professor, Howard B. Meek. Ellsworth M. Statler made his millions in the hotel business, and became one of the biggest benefactors of Cornell's School of Hotel Administration. Since that time other universities and colleges have expanded to provide talent for the rapidly growing service industry, taking into account the diverse needs of the travel and tourism industry (Goodman & Sprague, 1991). In the 1920's and 1930's, hospitality education was implemented at Michigan State University, Purdue University, the University of Massachusetts, and Oklahoma State University, all land grant schools with a base in applied learning (Kreul, 1995). In the 1940s and 1950s programs at Pennsylvania State University and the University of Houston were opened (Barrows & Bosselman, 1999). A 1992 study by Zabel found that of the 128 programs identified, only 12 were more than thirty years old. The field of hospitality education is a small community in the world of academia, and while growing, in 1999 there were less than 200 four year programs offered in United States (Barrows & Bosselman, 1999).

38

They go on to suggest that the programs graduate an average of five-thousand students per year who take positions as entry level managers in the industry.

Hospitality education has reached a pivotal point, as supported by the increasing number of schools offering programs, the increasing number of educators choosing to specialize in a particular area of hospitality, and the growing number of professional organizations and journals supporting industry (Barrows, & Bosselman, 1999). Hospitality education as a sub-specialization is facing a new challenge, according to Goodman and Sprague (1991), referring to the competition between schools which offer hospitality degrees and schools offering general business degrees, and the overlap in their curriculum. According to Moreo (1988), one solution may be to delineate the programs even further, with sub-specialization in the various areas of hospitality management which include but are not limited to research, finance, practical training, or human resource management. He goes on to say that the key to success will be finding a fit between the expectations of industry and education.

Current Hospitality Education

Past and current research focused on hospitality education has identified a gap between the needs of industry and the education provided in post secondary universities (Johns & Tears, 1995; Moreo, 1998; Chung, 2000; Okumus & Wong, 2005). Traditional hospitality education is specific to a particular area; industry today requires managers with the ability to "integrate operational activities within a strategic organizational framework" (Johns & Teare, 1995, p. 4). A 1999 study by Christou supports the idea that hospitality management courses in Greece do not adequately prepare graduates for

39

success in entry level management positions in the hospitality industry. He further speculates that "if in the future the existing system will remain as it is now, the gap between the industry's needs and the results achieved by education will probably increase" (p. 9). The results from Christou (1999), were similar to findings in hospitality education research in the United States as previously identified.

In 2003, Singh and Ninemeier suggested the educational environment was focused on globalization. Lazer (2000) as cited by Singh and Ninemeier, (2003) makes the case for globalizing hospitality education using three guidelines:

1. An increase in the diversity and culture of hospitality students
2. Graduates will take up global leadership roles in the hospitality business community.
3. Educators are faced with the task of developing effective future leaders

Today, two-year colleges and vocational schools are competing for students looking for careers in the hospitality profession by creating programs that produce successful line-level employees who can fill the labor shortage in the industry (Choi et al., 2000; Goodman & Sprague, 1991). The authors go on to suggest that this has forced traditional four year universities to develop programs which focus on graduates being ready to move into management or management training programs after college, filling a different need within the industry. At the same time, a variety of general business schools are adding hospitality related classes concentrating on service needs, while hospitality programs are adding business classes to increase the business acumen of their managers, blurring the line between hospitality management and business (Goodman & Sprague, 1991). If hospitality education hopes to remain competitive in the academic arena, they

40

must not only meet the needs of both the traditional and non-traditional students but must also keep up with the changes taking place within the industry (Sigala & Baum, 2003).

Hospitality Curriculum

As early as 1995, it was suggested that restructuring the role of the hospitality manager has broadened the scope of responsibility forcing them to have "sufficient strategic insight to act effectively within organizational policy and strategy" (Johns & Teare , 1995, p. 5). The authors suggest that educational operations management curriculum should be re-evaluated to establish the competencies to adequately prepare graduates for the challenges. Their research in hospitality education utilizes a model developed by Jones (1992) calling for a blend of technical, professional, and personal development, which will appeal to the nurturing sense of the individuals being developed, and provide a wider understanding of the ethical sense of management. The approach should not sacrifice traditional theoretical and abstract education.

Johns and Teare (1995) provided a conceptual model of the development of hospitality management curriculum which is illustrated in Figure 1.. At the heart of the model was the "realistic work environment" and "hospitality business activity" (p. 6). The core was surrounded by various management tasks including technology and product development, business performance monitoring and control, operational support and infrastructure, wider business and economic development, and finally manpower organization and structure. In addition to the management tasks, the external factors which included hospitality business environment, the consumer, and scientific support activities were recognized as factors in the management of a hospitality organization.

41
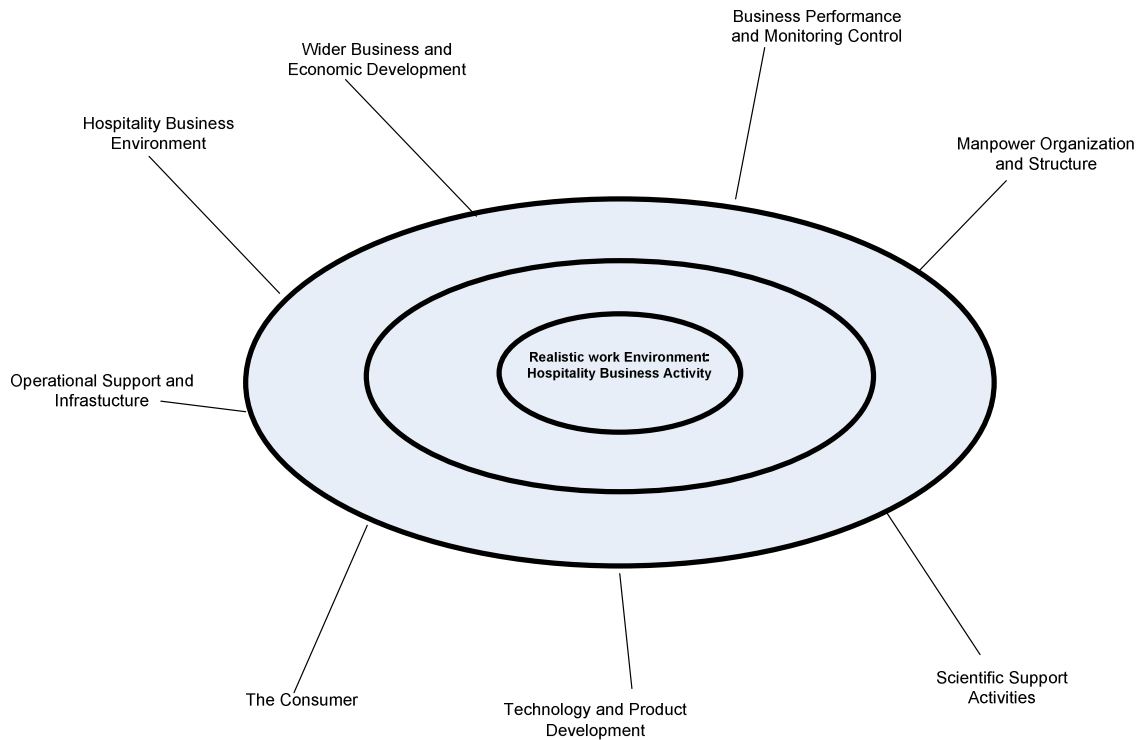
Figure 1 Conceptual Model for Development of the Hospitality Operations
　　　　　Management Curriculum　　　(Adapted from Johns and Teare (1995) p. 6)

According to Johns and Teare (1995), the focus of hospitality education is based on theory and ideology, not reality. In addition, there is a tendency to over-simplify the theoretical concepts in an attempt to present the material in a format that is easy for both the undergraduate and graduate students to digest. They suggest that this lack of preparation leads the would-be managers to follow the status quo rather than becoming a self sufficient leader who can implement change for the good of the organization. The review of literature included several articles which offer suggestions for hospitality education curriculum content as outlined in Table 8.

Table 8
Major Content Areas in Hospitality Education

Umbreit, 1992	
• leadership	• financial analysis
• human resource management	• total quality management
• service marketing	• communication skills
Teare & Ingram, 1993	
• strategic planning	• strategic choice
• external analysis	• strategic implementation
• internal analysis	
Gambel, Lockwood, Messenger, 1994	
• managing operation	• personal skills
• managing people	• managing the business
Johns, Ingram, Lee-Ross, 1994	
• hospitality systems	• human factors
• production and services	• technical factors
Johns & Edwards, 1994	
• hospitality operation	• productivity
• the service organization	• quality
• capacity	

General Management

Hospitality education curriculum consisted of a combination of both hard and soft

skills (Kay & Moncarz, 2007). Cognitive skills are referred to as "hard skills and

behavioral skills are referred to as "soft skills" (Coll & Zegwaard, 2006). Technical

knowledge, skill and abilities are considered hard skills; whereas interpersonal skills or

skills based upon an individual's personality are considered soft skills (Birkett, 1993).

"Soft" skills were found to be the most desired skills in a study of hotel general

managers from larger corporately-oriented hotels looking to identify the skills necessary

for success as a manager (Baum, 1991). He uses these findings to suggest the

43

incorporation of soft skills into the "core" hospitality education curriculum.   This 1991

study by Baum (replication of a previous study by Tas in the late 1980's) found a

"significant correlation" between the United States and the United Kingdom in the skills

necessary for success as a manager. The researcher segments management competencies

into three categories: essential, important, and moderately important, in an effort to

define the "core" competencies which should be used to develop hospitality education

curriculum.   Table 9 is a list of management skills considered necessary for success in

the hospitality industry and based on the current review of hospitality literature (Butler,

2006; Chung, 2000; Baum, 1991).

Table 9
Management Competencies

Adapted from Baum, 1991	
• manages guest problems with understanding and sensitivity	• demonstrates professional appearance and poise
• follows hygiene and safety regulations to ensure compliance by organization	• develops positive customer relations
• communicates effectively both written and oral	• follows the legal responsibilities associated with hotel operations
• strives to achieve positive working relationships with employees	• motivates employees to achieve desired performance
• possesses needed leadership qualities to achieve organizational objectives	• delegates responsibility and authority to personnel according to departmental objectives
• maintains professional and ethical standards in the work environment	• assists in the development and control of department employee productivity
• effectively manages life-threatening situations such as fire, bomb threat, serious illness	• assists in establishing organization objectives and their priorities
• uses past and current information to predict the future departmental revenues and expenses	• develops work flow patterns to meet specific operational requirements
• identifies operational problems	• develops reliable revenue and expense tracking systems
• follows established personnel manager procedures in supervision of employees	• assists in the development and maintenance
• analyzes factors that influence the controllability and level of profits	• of budgets for each element of the organization
• manages employee grievances	• appraises employee performance
	• prepares weekly, monthly, and annual financial statistical reports

44

Table 9
Management Competencies Continued

Adapted from Baum, 1991	
• manages employee grievances effectively	• assists in operational and strategic planning
• uses past and current information to predict future hotel reservations	• uses front office equipment effectively
• knows personal policies which govern supervisory activities	• inspects serviced hotel rooms according to standard operating housekeeping procedures
• analyzes weekly, monthly, and annual financial and statistical reports	• analyzes past and present business information to effectively predict future marketing strategies
• conducts an informative and valid interview with prospective employees	• promotes a co-operative union-management relationship
• assists in the development of a balanced program of preventative security	• processes hotel arrivals and departures
• assists in the development of an effective energy management program	

Strategic Management

Developing strategic management skills as an undergraduate will better prepare

student for the challenges they will face after graduation (Okumus & Wong, 2005).

Hospitality and tourism education should offer the student a strong working knowledge

of strategic management processes (Summer et al, 1990). Graduates should be able to

employ appropriate strategic models, concepts, and frameworks that will allow them to

make and implement strategic decisions as needed (Summer et al, 1990; Okumus &

Wong, 2005). In their article, Okumus and Wong cite an ongoing criticism concerning

the teaching of strategic management. The rationale is that linear solutions to complex

business problems offer little help to organizations. Traditional strategic management

courses focus on analyzing and formulating strategies. The real strength lies in

implementing, culture and change management, and managing knowledge, which will

prepare future managers with a general multidisciplinary viewpoint. (Okumus & Wong,

45

2005). Strategic management skills identified by several authors in a review of

hospitality education literature hospitality education are included in Table 10.

Table 10
Strategic Management Skills

Developed from David, 2000; Harrison & John, 1994, Higgins & Vincze, 1993; Hill & Jones, 1995; Johnson & Scholes, 2002*	*Lynch, 2000; Mintzberg & Quinn, 2002; Pearce & Robinson, 1997; Thompson & Strickland, 1992; Hunger, 1995**
• critical analysis • logical thinking • problem solving • computing skills	• organizational skills • motivation • time management • total quality management

Christou, 1999

Defining strategy, mission and objectives	**External analysis**
• Defining strategy • Defining strategic management • Defining a firm's vision, mission and objectives • Corporate governance and social responsibility • Decision making	• PEST analysis (external analysis) • Industry structure (five forces) analysis **Internal Analysis** • Value chain analysis • Analysis of functional areas
Selection of strategies	**Strategy implementation and evaluation**
• Porter's generic strategies • Grand strategic choices/options • Formal long range planning • Scenario planning • BCG's growth share matrix • Transaction cost economics • International/Globalization • Entrepreneurship	• Strategy implementation • Organizational structure • Organizational culture • Leadership • Staffing and directing • Designing internal systems

*cited by Christou (1999)

Human Resource

Baum and Nickson (1998) argue that students are not offered the human resource

skills necessary to handle the challenges of day-to-day management as a hospitality

manager. They go on to say that if the students are offered any insight to the reality they

will face, it is often late in their academic career and well past a point which would allow

46

them to integrate the knowledge into much of their coursework. Students are offered an

idealistic approach to management which is far from the reality most will be confronted

with as hospitality a professional (Lin, 1997). This contradiction between ideology and

reality leaves many new managers ineffective when dealing with human resource issues

(Baum & Nickson, 1998). Table 11 includes skills which have been identified in

previous studies looking at human resources in the hospitality industry and should be

considered as part of hospitality education.

Table 11
Human Resources

Baum & Nickson, 1998		*Christou, 1999*	
• staff relations		• training	
• labor relations		• discipline & interviewing	
• employment practices		• development of teamwork	
• recruitment		• the reason for low pay	
• selection		• understanding labor turnover	
Tessone, 2004			
• organizational structure and content		• sustainability through performance standards	
• sustainable tourism based organizations (STO) recruitment and selection strategies		• STO performance appraisals	
		• compensation and motivation	
• orientation program for new employees		• employee retention	
• training and development strategies		• employee exit process	

Internships

Training has taken a place in the educational system by blending practical

experience with theory in an industrial setting, commonly referred to as an internship

(Christou, 1999; DiMicelli, 1998). Internships, a popular experiential learning model, are

considered one solution to fill the gap between theories and experience (Petrillose &

Montgomery, 1998). Hospitality programs commonly include a period of industry

placement or internship in hospitality and tourism educational curriculum (Hogg, 1994;

LaBruto & Murray, 1994).   Additionally, previous research into the effectiveness of

47

internships shows a gap between the expectation of industry and hospitality educators (Downey & DeVeau, 1988). The applied skills identified in the review of literature, as well as those suggested in an article by Crockett (2002), are listed in Table 12. According to Crockett, students could be offered experience in these skills as part of an internship program.

Table 12
Applied Skills

Christou, 1999	
• food & beverage operations	• organizational theory
• accommodation services	• economics
• front office operations	• written communication
• information technology	• presentation skills
• foreign language skills	• formal letter-writing
• sales & marketing	• accounting
• human resource management	• business administration
rockett, 2002	
• housekeeping services	• recipe and formula applications
• laundry services	• front and back of the house experience
• banquet setup	• computer skills
• dietary services	• marketing
• central supply	• ordering
• purchasing	• décor
• menu development	• food preparations

The Status of Hospitality Education

One aspect that is prevalent in the literature is the debate over training and education as it pertains to hospitality education. The hospitality industry is beleaguered with a high number of graduates who switch careers shortly after graduation (Amoah & Baum, 1997).   In 1993, Barron and Maxwell identified a gap between the student perception and experience. "It appears that, broadly most school-leavers regard the hospitality industry in one of two ways: either wholly negatively, in which case they select another career direction altogether, or in an 'illusionary' manner influenced by the

48

glamour images of the hotel projected by popular media." (Barron & Maxwell, 1993), p. vii)

Stuart (2002), points out the "two-faced" (pg. 5) curriculum which prevails in the hospitality industry between academia and vocational educators. He goes on to suggest that this reflects the undecided and debatable nature of the hospitality and tourism education as either academic or vocational and unless this situation changes, the status of education and our ability to develop competitive graduates will remain unchanged and continue to struggle. According to Sigala and Baum (2003) universities should consider developing fluid learning platforms to remain competitive with industry or vocational education providers, which are seeking to gain in the market share of students seeking an education in hospitality and tourism. Today's economic climate, influenced by new technology and globalization is changing the traditional view of education and training (The Charter Institute of Marketing, 1997). Education and training of professionals is now a continuous and life-long process (Christou, 1999). The challenge for educational establishments and industry is to consider education as a life-long learning process which blends various methods of learning (Ford & LeBruto, 1995; Fitzgerald & Cullen, 1991; Partlow, 1996; Harris; 1997).

Current research in the hospitality industry and hospitality education suggests a need to re-evaluate hospitality education if the goal is to adequately prepare graduates for entry level management positions (Kay & Moncarz, 2007). It has been suggested that post secondary education is rigid, focusing on theoretical concepts as they apply to the hospitality industry (Baum & Nickson, 1998). There is extensive literature looking at various aspects of hospitality education, current trends in education, change in the

49

hospitality industry, and what skills should be included in hospitality curriculum. The underlying tone of the literature appears to follow the "blended life plan" (Cross, 1981, p. 9), which promotes a lifelong blending of knowledge obtained through work, education, and leisure. According to Johns and Teare (1995), students are demanding greater challenges, stimulus, and flexibility in their education. Current research in hospitality education includes both tangible and intangible skills, integrated in the development of a successful hospitality professional. Continued research could benefit post secondary hospitality education by helping to define the skills necessary for graduates to be successful in entry level management positions.

This review of literature indicates that a contradiction has existed for more than thirty years between the skills necessary for success as an entry level manager in the hospitality industry and the skills emphasized in post secondary hospitality education curriculum (Johns & Teare, 1995; Baum & Nickson, 1998; Christou, 1999; Sigala & Baum, 2003). The purpose of this study is to determine if the historical gap continues to exist today and if it does, in what areas. In order to accomplish this purpose this study addresses the following research questions.

- What skills hospitality recruiters believe graduates of post secondary education should possess in order to be successful as an entry level manager in the hospitality industry.

- What skills do hospitality educators believe are important for graduates of post-secondary education to possess in order to be successful as entry level managers in the hospitality industry?

50

- Is there a significant difference between the skills hospitality recruiters believe are important for graduates of post-secondary education to possess in order to be successful as an entry level manager in the hospitality industry and the skills hospitality educators believe are important for graduates to possess in order to be successful as an entry level manager in the hospitality industry?

If the needs of the hospitality industry and post secondary hospitality education are better understood and positively aligned, entry level managers may be more effective and productive.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine if the historic gap between the skills considered important for success as entry level managers in the hospitality industry and skills emphasized in post secondary hospitality education continues to exist today, and if it does, in what areas. Chapter III summarizes the methodology used to accomplish the objectives of this study. The following seven sections provide a framework of investigation to answer the research questions. The specific sections are research design, population and sample, instrumentation, pilot study, data collection, data analysis, and application to education and industry.

The results of this study can be utilized by hospitality recruiters to better understand what skills are emphasized in post secondary hospitality education programs, and by hospitality educators to evaluate their current curriculum to determine if it meets the needs of industry. Research that can be used to close a gap, if it continues to exist, has the potential to improve the quality of hospitality education, and better prepare graduates to be successful managers, which could in turn increase the productivity of graduates, increase the satisfaction of both the employer and employee, reduce labor turnover, and influence the overall profitability of organizations and the quality of post-secondary hospitality education.

52

Research Design

Planning for this study began in the fall of 2007 and continued through the summer of 2008. The problem statement and research questions were developed based upon a review of hospitality literature and previous research. The population for this study was individuals had the responsibility to recruit managers for hospitality related organizations and hospitality educators employed by post-secondary four year universities. Questionnaires and instruments from previous research studies were reviewed and adapted in order to address the research questions specific to this study. The survey also included questions to identify the demographic profile of the respondent. Data was collected using an electronic survey tool. Responses to the survey were analyzed using Statistical Package for the Social Sciences, version 16.0 (SPSS, 2008). The findings and conclusions of this study are reported later in this paper. The research design was submitted to the Oklahoma State University Institutional Review Board (IRB) for approval (Appendix A).

Population and Sample

The population was defined as individuals employed by hospitality related organizations who had the responsibility to recruit entry level managers from four year hospitality education programs, and hospitality educators employed by four year post secondary universities. The sample was determined by using a study completed by Brizek and Khan (2002) which ranked the twenty-five top undergraduate hospitality programs in the United States (Appendix B). The rankings included twenty nine universities based on the fact that four tied for placement.

53

The sample used in this study was individuals employed by hospitality organizations who had the responsibility to recruit entry level managers from the twenty-nine hospitality education programs as identified in the study by Brizek and Khan (2002); and, educators who teach hospitality courses at the twenty-nine universities as identified in the same study as of July 31, 2008. This was a convenience sample that facilitated contact with its members. Response rate in a convenience sample might be higher, but the results are limited to the members of the sample and cannot be inferred beyond the sample.

Recruiter Database Development

The names and contact information of individuals who recruited for entry level management positions at the top twenty nine schools were solicited from the university websites or through phone interviews with the appropriate contact at each university. An e-mail requesting recruiter contact information was sent to the hospitality department or university career center's contact as identified by the university websites at the 29 schools. Correspondence continued in the month of September and on October 1, 2008 contact information from 26 of the 29 had been secured in the following formats:

- Four universities provided contact lists including recruiter names and e-mail address.
- Two universities agreed to send the survey on the researchers' behalf (to maintain confidentially of their database).
- Two universities declined to participate.
- One university was willing to provide a list of companies, who recruit graduates from their hospitality program.
- Three universities provided a list of companies and their websites which were used to identify recruiting contacts at the organization.

54

- Thirteen universities listed company names but not contact information on their websites.
- One university's website listed a Fall Campus wide career fair; a search of the organizations participating indicated there were no hospitality related organizations participating. There were no career fairs specific to hospitality listed on their department website
- Two university websites did not include the information necessary to support this study.
- One university did not list a hospitality program on their website.

The recruiter contact information collected from each university was compiled into one database. The database was cleansed and sanitized, removing duplicate contacts, contacts with incomplete information, and contacts that were identified as not fitting the criteria of a hospitality recruiter. The revised recruiter database contained 628 records. Two of the twenty-nine universities, concerned about privacy and confidentiality, emailed the survey directly to their recruiters. The number of surveys sent from these two schools was 15 and could potentially overlap with the database developed from the remaining twenty-four schools. The total number of survey's sent to hospitality recruiters was 643 (628 included in the database developed by the researcher plus 15 sent by the two universities on behalf of the researcher).

Database Development

The names and contact information of educators who taught hospitality education courses at the top ranked twenty nine schools were obtained from the university websites, during the summer of 2008. Using the information found on the university's website a database, which included the names and e-mail address of educators associated with the top twenty-nine universities as of July 31, 2008, was developed. The database was sanitized; removing duplicate contact information, and contacts with incomplete

information and contacts that were identified as not fitting the criteria of a hospitality educator for the purpose of this study. The sanitized educators database contained 594 records.

Instrumentation

A self administered closed ended questionnaire (Appendix C) was used to collect data from hospitality recruiters and hospitality educators to answer the research questions.   The instrument contained questions designed to identify skills considered important to the success of entry level managers and questions to identify the demographic profile (characteristics) of the respondents.

The list of skills for this study was developed from the review of hospitality industry and hospitality education literature outlined in the previous chapter.   The skills listed in Table 1 though Table 12 in Chapter II of this study were collapsed for use in this study. The order of the list of skills was randomly assigned in order to prevent bias effect based upon category and sequencing. A separate questionnaire was developed for hospitality recruiters and educators in order to accomplish the objective of this study. The difference between the surveys was in the demographic section, the list of skills was identical in each survey.

A Likert type design with a 1 to 5 rating scale, where 1 was not important; 3 was important; and 5 was extremely important, was used to rate the skills according to the level of importance as a skill for success as an entry level manager.   Each instrument collected the demographic profile of the sample using multichotomous closed ended questions. The questions used to collect the demographic profile were unique to the

career path of the hospitality recruiters or educators. The order of the demographic

questions began with the most general and moved to narrow and specific questions about

the respondents to reduce the chance the respondent would not complete the

questionnaire.

A letter of introduction was developed for each instrument that was targeted to the

sample. The instrument was submitted along with a cover letter, letter of introduction and

appropriate support documentation to the Institutional Review Board (IRB) for approval

in accordance with university policy prior to the beginning of the study. The IRB

approved the application on Friday, August 29, 2008 (Appendix A).

Electronic Formatting

The survey was developed to fit the computer screen and display the questions in

a logical manner. The survey alternated between a series of approximately twenty skills

followed by a series of approximately five demographic questions. This pattern repeated

until all questions in the survey were asked.   The questions were alternated in order to

reduce monotony and increase the chance the respondent would complete the survey.

Pilot Study

A pilot study was conducted during the summer of 2008 to evaluate the

methodology, time to complete, data collection process, clarity, readability, reliability,

content and construct validity and evaluate the research design prior to the execution of

the research study. Reliability is the degree to which the instrument is consistent or

dependable over time (Shavelson, 1996). According to Gay, Mills, & Airasian, (2006)

construct validity asks the question "What is the test really measuring" (p. 136), whereas content validity measures whether or not the test items are relevant to the content area. In addition, a pilot study is a field test of all aspects of the research plan conducted prior to the beginning of the research study. The authors go on to say that the pilot study tests the procedures to identify unanticipated problems or issues in the research design and allows the investigator to gain experience in conducting research. The research plan can be modified to address the problems and concerns identified in the pilot study prior to the implementation of the study

The subjects for the pilot study were selected based upon convenience and for their expertise. The participants in the pilot study were e-mailed a copy of the letter of introduction, the cover letter, and the appropriate instrument (Appendix C). A letter of introduction outlined the purpose and importance of their participation, asked for comments on the design, clarity, scope of the instrument, and execution while thanking them for their efforts. The pilot studies for the recruiter and educators surveys were conducted separately to allow for appropriate attention for each questionnaire.

Results of the pilot study indicated:

- A need to modify the restrictions and controls set within the Survey Monkey tool for both the educator and recruiter survey.
- Logic flow error in the survey were indentified and corrected on Survey Monkey for both the educator and recruiter survey.
- The responses to the demographic questions in the recruiter survey were modified to increase clarity and content validity.
- There was data incompatibility between one web browser and another; the survey was modified to address the incompatibility.
- Logic flow errors in the program developed to send the e-mails one at a time were identified and corrected.

58

A modification to the IRB application was submitted and approved on September 24, 2008.

Data Collection

Subsequent to the pilot study and three days prior to the beginning of the study, members of the sample (recruiter and educator) were sent an e-mail to introduce the research study and to ask for their participation and support. No messages were returned as non-deliverable from the recruiters or the educators. A software program was developed to automatically send e-mail messages one at a time to the sample in order to overcome firewalls and spam filters which can block email messages sent in mass quantity.

Recruiters

On October 1, 2008, a cover letter outlining the study and a link to the questionnaire was e-mailed to the members of the hospitality recruiter sample. The responses the first week were eighty-two. Subsequently, a second e-mail with a follow-up letter indicating the importance of the study and asking them to participate in the study was sent. The second request resulted in an additional 40 responses

One question in the survey asked the respondents to provide their e-mail address if they would like a copy of the findings of this study. Respondents who provided their e-mail address were identified as having participated in the survey and were excluded from the follow-up e-mail list. A third and final e-mail was sent to recruiters explaining the importance of the survey and asking them to take the time to participation in the survey

59

and resulted in an additional five in the participation of five additional recruiters. The collection period for the recruiter survey ended on Wednesday, October 22 at 5:00pm with 127 respondents, an overall response rate of 19.8% of the recruiters. Survey's containing missing values or non-responses were addressed using the "missing value" option included as part of the SPSS tool. The methodology used as well as support documentation for this process is outlined in this chapter under the section entitled "Missing Values".

Educators

On September 17, 2008, a cover letter outlining the study with a link to the questionnaire was e-mailed to the members of the hospitality educator sample. The data collection process, first and second contact, for one university was delayed one week to accommodate unusual circumstances at the university. A response rate of 17.3 % was achieved the first week with 103 responses completed. Subsequently a second e-mail containing a follow-up letter indicating the importance of the study and asking them to participate in the study was sent and resulted in 58 additional respondents.

One question in the survey asked the respondents to provide their e-mail address if they would like a copy of the findings of this study. Respondents who provided their e-mail address were identified as having participated in the survey and were excluded from the follow-up e-mail list. The collection period for the educator survey ended on Friday, October 17, 2008 at 5:00pm with 161 educator surveys submitted an overall response rate of 27.1%. Survey's containing missing values or non-responses were addressed using the "missing value" option included as part of the SPSS tool. The methodology used as well

as support documentation for this process is outlined this chapter under the section

entitled "Missing Values".

Data Analysis

The surveys returned were reviewed and sanitized to identify and address those

with obvious errors and missing information in order to establish a minimum standard of

quality on the raw data. The raw data was coded into symbols (Churchill & Brown, 2007)

by "Survey Monkey" to prepare the data for analysis. SPSS Statistical Software Package

(SPSS, 2008), version 16.0 was the tool selected to analyze or manipulate the data to

establish the findings. Descriptive statistics such as the mean, median, mode, percentages

and standard deviation were calculated to assist in answering the research questions.

The initial research design included the use of exploratory factor analysis to

manipulate the data and aid in determining the findings of this study. Weerakit (2007)

describes factor analysis as "a statistical approach that can be used to discover the

interrelationships among a large number of variables and explain these variables in terms

of their common underlying dimensions (factors)"(pg. 46). The author cited Hair et al.,

(1998) who states that the objective of factor analysis is to identify small sets of variates

(factors) by condensing the original variables with minimal loss of information.

According to Weerakit (2007), factors are considered significant if they have an

"eigenvalue equal to or greater than 1.0 and variable, with factor loading equal to or

greater than 0.50" (p. 46). The results of the factor analysis for this data indicated this

statistical method was not appropriate for the purposes of this study. The similarity

61

within and between the items did not allow for the clear and robust identification of factors from within the responses.

Instead, an independent sample *t*-test was used to answer the research question three, and determine if a gap existed between the mean of the skills identified by recruiters and the mean of the skills identified by the hospitality educators as necessary for success as an entry level manager in the hospitality industry.

The *Levene's Test for Equal Variances* was used to determine if the assumption of the *t*-test had been met. If the *p* value was less than or equal to α (.05) the assumption can be made that the two groups are not statistically equal. In contrast, if the *p* value is greater than α (.05), the assumption is made that the two groups are statistically equal.

The results found under the heading *t-test for Equality of Means* include a column labeled Sig. (2-tailed) which gives the *p* value associated with the t test. If $p \leq \alpha$ (in this instance α = .05), the results are considered to be statistically significant. This implies that if the *p* value less than .05 was observed, a difference in the level of importance between the recruiters and the educators. The *t* value determined the degree of difference in the level of importance between the means of the recruiters and educators. The larger the t value, the greater difference between the means of the two independent groups. In this study a two-tailed *t* test was used, in which case the positive or negative sign associated with the *t*-value can be ignored for statistical purposes, but does indicate the level of agreement in the importance for recruiters and educators.

62

Missing Values

The survey design allowed respondents to choose to either not to respond or fail to provide a response to a question, creating the need to address missing values within the dataset. The latest version of the statistical tool SPSS 17.0 offers an add-on option "SPSS Missing Values" (SPSS.com, 2008, pg 1). The documentation provided on the SPSS website suggests "when you ignore or excluding missing data, you risk obtaining biased or insignificant results" (pg1). According to SPSS documentation, the add-on tool allows the user to uncover patterns in the missing data, and then uses a statistical algorithm to estimate summary statistics and impute missing values. The methodology used to handle missing values or non-respondents was based in part by the statistical tests selected for use in this study.

According to Elvers (2008), an independent *t*-test, can be used to determine if there was a difference between the means of two independent samples. The test was used to analyze the data collected through these surveys. The respondents were asked to determine the importance of eighty-nine skills which were identified in the review of literature as necessary for success as an entry level manager in the hospitality industry. Elvers went on to indicate the influence of one missing value or non-response in the statistical analysis of an independent t- test was limited to that skill. A missing value or non-response could in itself be considered an indication of the respondent's view of a particular skill.

SPSS.com (2008) presents one theory with a tool and methodology to handle missing values which support this researcher's decision to input a pre-determined value for missing data in the dataset. The latest version of the tool builds multiple models

using different input values and generates a pooled model using inferential statistics based upon the relationships within and between the imputations (SPSS.com). This study used version 16.0 of the tool, which allowed the researcher to indicate a missing value or non-response is present and to assign up to 3 discrete values to represent the missing value in the dataset. Survey's which include missing values or non-responses for a particular skill are addressed using the missing value option, in this case a"0" was assigned to represent the missing value. As a result, all 127 recruiter and 161 educators' respondents surveys were included as part of the data analysis in this study.

<div align="center">

Application to Industry and Education

</div>

The methods used to design this study were consistent with previous studies looking to identify skills necessary for success in the hospitality industry. The results of this study are applicable to both the industry and education as each continues to expand in an effort meet the growing demand. If the needs of both the hospitality industry and post-secondary hospitality education are better understood, and positively aligned, entry level managers will most likely be more effective and productive. The results can be used by hospitality recruiters to better understand what skills are taught in post secondary hospitality education programs, and by hospitality educators to evaluate their current curriculum to determine if it meets the needs of industry. Research that can be used to close a gap, if it continues to exist, has the potential to improve the quality of hospitality education, and better prepare graduates to be successful managers, which could in turn increase the productivity of graduates, increase the satisfaction of both the employer and

64

employee, reduce labor turnover, and influence the overall profitability of organizations and the quality of post-secondary hospitality education.

In addition, this research has the potential to expand beyond the boundaries of hospitality and into the realm of general education, identifying skills desired as an entry level manager in any industry. As the world becomes an increasingly multi-cultural, multi-national, global world, the lines which separate skills specific to a particular profession are becoming "blurred", which in itself may change the higher education we know today.

CHAPTER IV

FINDINGS

Introduction

The purpose of this study was to determine if the historic gap between the skills hospitality recruiters identify as important for success as an entry level manager in the hospitality industry and the skills hospitality educators identify as important for success as an entry level manager still exists today, and if it does, in what areas. To accomplish the objective of this study, hospitality recruiters and educators were asked to complete a survey which identified the skills they considered important for success as an entry level manager. The skills identified by recruiters and educators were compared to determine if a gap still exists today.

In order to better understand the results of the study, it was important to identify the characteristics of the individuals who responded to the survey. Provided first are the demographics which exemplify the Hospitality Recruiters and Educators who responded to the survey. Among the demographic information provided by the respondents were their personal characteristics, their industry and educational experience, as well as information about the organizations with which the recruiters and educators are currently associated.

Subsequently, the three research questions are addressed using analysis of the data collected from the survey responses. Chapter IV summarizes the findings of the study and presents the answers to the research questions listed below.

1. What skills do hospitality recruiters believe are important for graduates of post-secondary hospitality education programs to possess in order to be successful as an entry level manager in the hospitality industry?

2. What skills do hospitality educators believe are important for graduates of post-secondary hospitality education programs to possess in order to be successful as an entry level manager in the hospitality industry?

3. Is there a significant difference between the skills hospitality recruiters believe are important for graduates of post-secondary education to possess in order to be successful as an entry level manager in the hospitality industry and the skills hospitality educators believe are important for graduates to possess in order to be successful as an entry level manager in the hospitality industry?

Hospitality Recruiters

Demographic Profile of Hospitality Recruiters

The demographic profile illustrated in Table 13 summarizes the characteristics of the hospitality recruiters who participated in the survey. The results identified 49.6% of the respondents were female and 37.0% were male among those providing a response to the question about gender. The majority or 46.3 % of the respondents were between the ages of 30 and 49; approximately 14.5% were either 20 to 29 or 50 to 59 years of age and 4.7% were over sixty. Of the 127 respondents, 84.4% responded positively when asked if

they were U.S. citizens. In terms of their cultural heritage, 66.1 % of the recruiters

indicated they were North American, 13.4% were European, and 10.9% were a mix of

South American, Asian, Middle Eastern, African American or Other.   Of the recruiters

responding, 41.8% earn between $50,000 and $100,000 per year, 23.6% were making

over $100,000 per year, while 10.2% were making less than $50,000 per year.

Table 13
Demographic Profile of Hospitality Recruiters

Gender	n	%	Age	n	%
Male	47	37.0	20-29	18	14.1
Female	63	49.6	30-39	32	25.1
Missing	17	13.4	40-49	27	21.2
			50-59	19	14.9
U.S. Citizen	**n**	**%**	60-69	6	4.7
Yes	107	84.4	Missing	25	20.0
No	4	3.1			
Missing	16	12.5	**Cultural Heritage***	**n**	**%**
			North American	84	66.1
Income	**n**	**%**	South American	3	2.4
$25,000-$49,000	13	10.2	Asian	1	0.7
$50,000-$74,000	33	26.1	European	17	13.4
$75,000-$99,000	20	15.7	Middle Eastern	2	1.5
$100,000-$124,000	13	10.2	African American	3	2.4
Above $125,000	17	13.4	Other	5	3.9
Missing	31	24.4	Missing	25	19.7

*Multiple responses; N=127; n=frequency

Education Profile of Hospitality Recruiters

The survey included questions about the recruiter's education, in an effort to

determine the scope of their knowledge about post-secondary education. Table 14

provides insight about the educational experiences of the recruiters responding to the

survey. Of those responding to the question which identified educational credentials,

67.0% of the recruiters had earned a bachelor's degree, 16.6% a Master's degree, and the

remaining 13.4% had earned either a High School diploma or an Associate's Degree.

One recruiter or 0.9% had earned a Doctorate Degree. The majority of the recruiters,

53.3% earned their degrees over 10 years ago, 18.1% between six and ten years ago, the

remaining 25.2% earned their degrees within the last five years. When asked if they had

experience teaching in a post-secondary education setting, the overwhelming majority,

85.8% had no experience.

Table 14
Education Profile of Hospitality Recruiters

Level of Education	n	%	Year Since Degree	n	%
High School	9	7.1	1-3 years	18	14.2
Associate Degree	8	6.3	4-5 years	14	11.0
Bachelor's Degree	85	67.0	6-10 years	23	18.1
Master's Degree	21	16.6	11-15 years	22	17.3
Doctorial	1	0.1	16-20 years	17	13.4
Missing	3	0.2	20+ years	29	22.8
			Missing	4	3.2
Taught Post Secondary Education	**n**	**%**			
Yes	14	11.0			
No	109	85.8			
Missing	4	3.2			

N=127; n=frequency

Career Profile of Hospitality Recruiters

Table 15 provides information about the recruiters' industry experience, including

their experience beyond their current position as a recruiter.   The majority, 76.4% of the

recruiters who responded to the survey had industry experience. Of the recruiters with

industry experience, 40.1% had between three and ten years; 37% had over eleven years

experience, and the remaining 8.7% had less than three years of industry experience. The

respondents experience included 67.7% who had at sometime worked as an hourly

employee; approximately 60% who had worked as an entry level or middle manager; an

69

average of 38% had worked either as an executive or in a corporate position; a small

number, 3.9% of the recruiters had no industry experience.

Of those responding, 46.5% worked for their current employer between one and

five years, 33.9% between six and ten years, and 26% for over ten years. When asked

about the number of years in their current position, 55.9% responded between one and

five years, 28.3% over six years, and 13.4% for less than one year. The primary

responsibility of 41.7% of the respondents was as a recruiter, while 31.5% worked in the

area of General Human Resources. The remaining respondents, 39.4% listed General

Manager, Operations Manager and Other as their primary responsibility.

Table 15
Career Profile of Hospitality Recruiters

Length of Employment (Current Employer)	n	%	Industry Experience	n	%
Less than one	7	5.5	Yes	97	76.4
1-3 years	36	28.4	No	13	10.2
4-5 years	23	18.1	Missing	17	13.4
6-10 years	24	18.9			
11-15 years	19	15.0	Years of Industry Experience	n	%
16-20 years	8	6.3			
20+ years	6	4.7	Less than 3 years	11	8.7
Missing	4	3.1	3-5 years	25	19.7
Years in Current Position	n	%	6-10 years	26	20.4
Less than one	17	13.4	11-15 years	12	9.4
1-3 years	51	40.2	15+ years	35	27.6
4-5 years	20	15.7	Missing	18	14.2
6-10 years	25	19.6	Type of Industry Experience	n	%
11-15 years	4	3.2			
16-20 years	7	5.5	None	5	3.9
Missing	3	2.4	Hourly Employee	86	67.7
Job Responsibility*	n	%	Entry Level Manager	81	63.8
Recruiter	53	41.7	Middle Manager	76	59.8
General Human Resources	40	31.5	Executive	45	35.4
General Manager	8	6.3	Corporate	52	40.9
Operations Manager	9	7.1	Entrepreneur	19	14.9
Other	33	26.0	Other	2	1.5
Missing	29	22.8	Missing	19	14.9

Multiple responses; N=127; n=frequency

70

Hiring Characteristic of Hospitality Recruiters

The survey included questions which identified the hospitality organizations by type along with their recruiting requirements. The recruiters indicated that 76.1% of the organizations they were associated with were corporate owned while 20.5% were independently run companies. Of those responding, 49.6% classified their organizations as hotel/lodging, while 26.8% considered their organization a restaurant operation; the remaining 28.3% classified their organization as "other". When asked about the services provided by their organizations, over 78% listed food and beverage among the services available, while 60% cited lodging. In addition, over 46.5% of the organizations provided services which are typically considered part of the overhead departments. When asked about their recruiting efforts, over 57% recruited graduates for food and beverage disciplines, while 50% recruited for positions in the lodging industry, specifically front desk and housekeeping.   The number of organizations recruiting for positions considered part of the overhead departments ranged in the mid to high 30% for sales and marketing and convention services to a low of 14.2% in the area of purchasing.

The recruiters indicated that among organizations that hired entry level managers, 67.7% hire for positions with either no direct responsibility or positions which require the manager to supervise 1-5 employees.   In contrast, 45.6% of the companies hired for an assistant manager position, and 35.4% hire graduates into positions where the managers supervise over 6 employees. 11% of the organizations hire entry level managers into a position as a department manager.

71

Table 16
Hiring Characteristics of Hospitality Recruiters

Service Provided by Organization*	n	%	Classify Organization*	n	%
			Restaurant	34	26.8
Food	102	80.3	Hotel/Lodging	63	49.6
Beverage	99	78.0	Other	36	28.3
Lodging	77	60.0	Missing	35	27.6
Accounting	71	55.9			
Engineering	59	46.5			
Sales/Marketing	82	65.0	Responsibility Given to Entry Level Managers*	n	%
Catering	84	66.1	No direct responsibility	41	32.3
Convention Services	67	52.7	Supervisory 1-5 employees	45	35.4
Information Technology	62	49.0	Supervisory 6-10 employees	24	18.9
Purchasing	70	55.1	Supervisory 10+ employees	21	16.5
Human Resources	74	58.3	Assistant Manager	58	45.6
Other	16	12.6	Department Manager	14	11.0
Missing	14	11.0			
Areas Recruited*	n	%	Organization Turn-over Rate (Annual)	n	%
Food & Beverage	86	67.7	Hourly Employee		
Kitchen	73	57.5	Management		
Front of the House	87	68.5	Missing		
Banquets	50	39.4			
Lodging	46	36.2			
Front Desk	67	52.7	Ownership of Organization	n	%
Housekeeping	61	48.0	Corporate	91	71.6
Convention Services	43	33.8	Independent	26	20.5
Sale & Marketing	49	38.5	Franchise	3	2.4
Administration	30	23.6	Missing	7	5.5
IT	24	18.9			
Purchasing	18	14.2			
Accounting	47	37.0			
Engineering	25	19.7			

Multiple responses; N=127; n=frequency

Hospitality Educators

Demographic Profile of Hospitality Educators

The demographic profile of the hospitality educators who participated in the

survey is provided in Table 17. Of the educators who responded 65.2% were male; and

29.8% were female. The majority or 57.1% of the respondents were between 40 and 59 years; 28.6% were over 60 years of age, the remaining 5.6% were between the 20-39 years of age. Of the 161 respondents, 88.2% responded positively when asked if they were U.S. citizens. In terms of their cultural heritage 58.4% of the educators indicated they were North American, 29.8% were European, and 10.6% were a mix of South American, Asian, African American or Other.   Of the educators responding, 44.8% earn between $50,000 and $100,000 per year, 35.4% were making over $100,000 per year, while 3.7% were making less than $50,000 per year.

Table 17
Demographic Profile of Hospitality Educators

Gender	n	%	Age	n	%
Male	105	65.2	20-29	1	0.6
Female	48	29.8	30-39	8	5.0
Missing	8	5.0	40-49	38	23.6
			50-59	54	33.5
U.S. Citizen	**n**	**%**	60-69	38	23.6
Yes	142	88.2	70-79	8	5.0
No	10	6.2	Missing	14	8.7
Missing	9	5.6			
			Cultural Heritage*	**n**	**%**
Income	**n**	**%**	North American	94	58.4
$25,000-$49,000	6	3.7	South American	2	1.0
$50,000-$74,000	31	19.3	Asian	6	3.7
$75,000-$99,000	41	25.5	European	48	29.8
$100,000-$124,000	32	19.9	African American	2	1.0
Above $125,000	25	15.5	Other	7	4.3
Missing	26	16.1	Missing	16	9.9
Multiple responses; N=161; n=frequency					

Academic Profile of Hospitality Educators

The educators were asked to provide information about their academic experiences to help determine the depth of their experience as an educator and the scope of their knowledge as it relates to the hospitality industry. Table 18 outlines

73

characteristics which define the educator's academic experience. When asked to provide information about their academic ranking, 43.5% indicated they were either an Assistant or Associate Professor, 22.4% had earned the rank of Professor, 21.1% were instructors, and 6% were Clinical Faculty, while the remaining 8.7% indicated "Other". The respondents indicated 42.6% had worked for their current employer between six and fifteen years, 21.7% for over 20 years, and 19% for less than three years. When asked how long they had held their current position, 29.1% indicated less than three years, 3.0% responded between four and ten years, and 37.3% between eleven and fifteen plus years.

The educators' primary areas of academic interest were in Food & Beverage (44.1%) and Management & Organization (39.1%), followed by Lodging (19.9%), Human Resources (19.1%), Sales & Marketing (16.1%) and Accounting & Finance (14.7%). When the educators were asked about the academic areas they had taught in the past five years, the majority, 54.7% taught Management & Organization, 44.7% responded with Food related courses, 31.7% indicated courses in the area of Cost Control and Beverage related classes. Human Resource and Marketing related classes were taught by 29% of those responding.

Table 18
Academic Profile of Hospitality Educators

Current Employer	n	%	Held Current Position	n	%
Less than one year	3	1.8	less than one year	7	4.3
1-3 years	28	17.2	1-3 years	40	24.8
4-5 years	15	9.3	4-5 years	17	10.6
6-10 years	37	22.9	6-10 years	36	22.4
11-15 years	32	19.7	11-14 years	15	9.3
16-20 years	10	6.2	15+ years	45	28.0
20+ years	35	21.7	Missing	1	0 .6
Missing	2	1.2			

74

Table 18 Continued
Academic Profile of Hospitality Educators

Academic Rank*	n	%	Current Area Taught in the last five years*	n	%
Instructor	4	21.1	Food	72	44.7
Assistant Professor	29	18.0	Beverage	50	31.1
Associate Professor	41	25.5	Front Office	33	20.5
Professor	36	22.4	Housekeeping	19	11.8
Clinical Faculty	6	3.7	Accounting	32	19.9
Other	14	8.7	Engineering/Mechanical	12	7.5
Missing	16	9.9	Marketing	46	28.6
			Information Technology	28	17.4
Primary Area of Academic Interest *	n	%	Purchasing	35	21.7
Food and Beverage	71	44.1	Management & Organization	88	54.7
Lodging	32	19.9	Cost Control	51	31.7
Gaming	5	3.1	Revenue Management	24	14.9
Human Resources	31	19.3	Human Resources	47	29.2
Information Technology	15	9.4	Sales & Promotion	24	14.9
Accounting & Finance	22	13.7	Law & Ethics	15	9.3
Sales and Marketing	26	16.1	Business Analysis	34	21.1
Management & Organization	63	39.1	Internship	36	22.4
Business Law & Ethics	8	5.0	Food w/Lab Courses	42	26.1
			Lodging Course w/Lab	18	11.2
			Missing	4	2.4

Multiple responses; N=161; n=frequency

Industry Experience of Hospitality Educators

Questions on the survey were included to discover information about the

educators' industry experiences and to help determine the scope of their knowledge about

working in the hospitality industry. Table 19 provides information about the educators'

industry experience. Of the educators responding to this question, 90.7% had worked in

the industry at some point in their lifetime. When asked to provide information about the

number of years they had worked in the industry, the majority of the educators, 59.4%,

had over ten years experience, 24.7% had between three and fifteen years experience,

6.1% had less than three years of industry experience.

75

The majority, over 60% of the educators had industry experience as an hourly employee, entry level or mid level manager, 54.6 % had worked as an executive, while 30% had experience in the corporate office or as an entrepreneur. A small number, 2%, had never worked in the hospitality industry.

Table 19
Industry Experience of Hospitality Educators

Industry Experience	n	%	All Areas of Industry Experience		
Yes	146	90.7	**Experience***	**n**	**%**
No	5	3.1	None	3	1.8
Missing	10	6.2	Hourly Employee	98	60.9
			Entry Level Manager	104	64.6
Years in Industry	**n**	**%**	Mid Level Manager	107	66.4
Less than 3	10	6.1	Executive	88	54.6
3-5 years	16	9.9	Corporate	45	27.9
6-10 years	23	14.8	Entrepreneur	43	26.7
11-15 years	17	10.4	Missing	14	8.7
15+ years	79	49.0			
Missing	16	9.8			

Multiple responses; N=161; n=frequency

University Demographics of the Educators

The survey included questions about the location of hospitality education programs within universities; the results can be found in Table 20. Of the respondents, 44.1% were employed by universities which include a College of Hotel and Restaurant Administration. Business or Human Science Colleges house 39.7% of the hospitality programs. In an effort to determine the characteristics of the hospitality programs, the educators were asked to provide information about where particular hospitality related courses were taught at their university. The majority of educators indicated that students were taught by hospitality educators, with a smaller percentage being taught coursework outside the program.

Table 20
University Demographics for the Educators

College Affiliation*	n	%
Hotel & Restaurant Admin	71	44.1
Business College	36	22.3
Human Science College	28	17.4
Agriculture	0	0
Department within a college	9	5.6
Other	11	6.8
Missing	18	11.1

Where Curriculum Area is Taught	Your Program		Other Program		Not Taught	
	n	%	n	%	n	%
Food	145	90.0	12	7.4	1	0.6
Beverage	139	86.3	8	4.9	6	3.7
Front Office	132	81.9	10	6.2	9	5.6
Housekeeping	118	73.3	8	4.9	22	13.6
Accounting	122	75.7	42	26.0	3	1.8
Engineering/Mechanical	88	54.6	34	21.1	26	16.1
Marketing	126	78.2	44	27.3	2	1.2
Information Technology	104	64.6	48	29.8	8	4.9
Purchasing	120	74.5	16	9.9	12	7.5
Management & Organization	131	81.8	36	22.3	3	1.8
Cost Controls	137	85.0	19	11.8	4	2.5
Revenue Management	126	77.3	19	12.9	10	6.8
Human Resources	127	78.8	36	22.4	3	1.8
Sales & Promotions	125	77.6	29	18.0	6	3.7
Law & Ethics	122	75.7	33	20.5	4	2.4
Business Analysis	114	70.8	45	27.9	9	5.5
Food Course w/lab	139	86.3	14	8.6	2	1.2
Lodging Course w/lab	84	52.3	11	6.8	48	29.8
Missing = 6						

Multiple responses; N=161; n=frequency

Research Question One

Research question one asked what skills do hospitality recruiters believe are important for graduates of post secondary education programs to possess in order to be successful as an entry level manager in the hospitality industry? In an attempt to answer research question one in an orderly and logical manner the skills along with the corresponding means are presented in rank order. The skills important to hospitality recruiters are ranked in order according the mean in Table 21.

Twenty six skills had a mean of over 4.0, indicating they were considered very important for success as an entry level manager by recruiters. The Emotional Intelligence skills historic classification was based upon Nelson & Low's (2003) book *Emotional Intelligence; Achieving Academic and Career Excellence*. The historical classification of the skills included eleven emotional intelligence (EI) skills, eleven knowledge, skills, abilities (KSA), and four technical skills (T).

There were 38 skills with a mean between 4.0 and 3.0, indicating they were important for success as entry level mangers. Nineteen of these skills were classified as knowledge, skills and abilities (KSA), seventeen skills were technical (T), two emotional intelligence skills (EI).

Twenty five skills were considered not important by recruiters; seventeen technical skills (T), eight knowledge, skills and abilities (KSA) skills. Recruiters indicated in the results that skills with a mean below 3.0 were not important to the success of graduates as entry level managers in the hospitality industry.

Table 21
Skills Recruiters Consider Important for Success as an Entry Level Manager

Rank	Classification	Item	Recruiter Mean
1	EI	Integrity	4.76
2	KSA	Enthusiastic; maintains a positive attitude	4.69
3	KSA	Is willing and able to learn	4.65
4	KSA	Maintains professional work standards and appearance	4.61
5	EI	Committed, hardworking, conscientious worker	4.60
6	T	Listening Skills	4.59
7	EI	Focus on service quality	4.58
8	EI	Takes initiative	4.49
9	EI	Clear and effective communicator	4.46
10	KSA	Flexible; can adapt to change	4.46
11	EI	Manages Stress Anger Anxiety	4.46
12	KSA	Guest services	4.44
13	KSA	Attention to detail	4.38
14	EI	Leadership skills	4.31
15	T	Able to Identify/Solve Problems	4.27
16	KSA	Organizational skills	4.26
17	T	Understands importance of orienting, training & developing employees	4.25
18	EI	Assertive; exhibits self-confidence	4.19
19	KSA	Motivates Others	4.18
20	KSA	Sexual harassment and managing diversity	4.17
21	EI	Makes decisions	4.15
22	KSA	Open to new ideas; innovative/creative	4.11
23	KSA	Sets and meets personal goals	4.08
24	EI	Manages conflict	4.07
25	T	Basic work experience	4.03
26	EI	Can empathize with others	4.01
27	KSA	Utilizes resources effectively	3.95
28	KSA	Service style and standards	3.93
29	KSA	Understands a business environment	3.93
30	KSA	Maximizes employee productivity	3.85
31	EI	Empowers others	3.81
32	KSA	Works independently with little or no direction	3.81
33	KSA	Diplomatic leader	3.78
34	T	Food and beverage quality	3.77
35	T	Food safety and sanitation	3.76
36	KSA	Charismatic personality	3.73
37	KSA	Culture and diversity	3.73
38	KSA	Delegates tasks and responsibilities	3.73
39	T	Shift management and employee scheduling	3.64
40	T	Responsible alcohol service	3.62
41	T	Food safety and the law	3.61
42	KSA	Logical/analytical thinker	3.61
43	KSA	Crisis management skills	3.58
44	KSA	Understand a profit and loss statement	3.56

79

45	KSA	Cost control	3.55
46	T	Ability to analyze data	3.50
47	KSA	Public, guest/employee liability	3.50
48	T	Utilizes accounting procedures/controls	3.46
49	KSA	Safety programs	3.41
50	T	Contamination and spoilage	3.39
51	T	Budgeting	3.36
52	EI	Acts as a change catalyst	3.35
53	T	Food and beverage product knowledge	3.33
54	T	Accounting principles	3.26
55	KSA	Strategic manager	3.26
56	T	Understand hospitality sales and marketing	3.26
57	T	Accurately forecasts revenues/expenses	3.25
58	KSA	Has a college/graduate degree	3.18
59	T	Purchasing and inventory management	3.14
60	T	Familiar with Labor Laws	3.09
61	KSA	Public relations	3.06
62	T	Ratio and profit analysis	3.05
63	T	Hazard communication	3.04
64	KSA	Participates in continuing education	3.00
65	T	Develops operational systems/controls	2.99
66	T	Front desk operations	2.92
67	T	Security Operations	2.92
68	KSA	Contributes to the organization's energy management programs/going green policies	2.89
69	T	Economics	2.84
70	T	Data management	2.79
71	KSA	Energy management/conservation/stain ability	2.72
72	T	Reservations operations	2.71
73	T	Menu planning /management	2.69
74	T	Telecommunications	2.65
75	T	Housekeeping operations	2.64
76	T	Wages, salary and benefits administration	2.64
77	KSA	Convention /conference management	2.60
78	T	Facility maintenance and repair	2.58
79	T	Software /Hardware Management	2.58
80	KSA	Waste management	2.57
81	T	Contractual services	2.54
82	KSA	Convention /meeting planning services	2.51
83	KSA	Globalization	2.40
84	T	Speaks a foreign language	2.39
85	T	Utilities and mechanical systems	2.30
86	KSA	Renovations and capital improvement	2.25
87	KSA	International issues	2.24
88	T	Health/recreation operations	2.22
89	KSA	Facility planning design and décor	2.12

Research question two asked, What skills do hospitality educators believe are important for graduates of post- secondary hospitality education programs to possess in order to be successful as entry level managers in the hospitality industry? In an attempt to answer research question two in an orderly and logical manner, the skills along with the corresponding means are presented in rank order. The skills important to hospitality educators are ranked in order according the mean in Table 22.

Thirty skills had a mean over 4.0, indicating they were considered very important for success and an entry level manager. The historical classification of the skills included which nine were identified as emotional intelligence (EI) skills, thirteen were knowledge skills and abilities (KSA) and eight are technical (T) skills.

There were forty seven skills with a mean between 4.0 and 3.0, indicating recruiters considered these skills important for success as an entry level manager. The historical classification of these skills included twenty one knowledge, skills and abilities (KSA), twenty-two technical (T) skills; and four emotional intelligence (EI) skills.

Twelve skills, each with a mean below 3.0, were considered not important for success as an entry level manager by educators. The historical classification of these skills shows that seven were technical skills (T), and five knowledge skills and abilities.

81

Table 22
Skills Educators Consider Important for Success as an Entry Level Manager

Rank	Classification	Item	Educator Mean
1	EI	Integrity	4.72
2	KSA	Is willing and able to learn	4.70
3	KSA	Enthusiastic; maintains a positive attitude	4.62
4	T	Listening Skills	4.61
5	KSA	Maintains professional work standards and appearance	4.58
6	EI	Committed, hardworking, conscientious worker	4.56
7	EI	Clear and effective communicator	4.51
8	EI	Focus on service quality	4.44
9	KSA	Flexible; can adapt to change	4.42
10	EI	Takes initiative	4.37
11	T	Able to Identify/Solve Problems	4.32
12	KSA	Attention to detail	4.30
13	EI	Manages Stress Anger Anxiety	4.29
14	KSA	Organizational skills	4.29
15	KSA	Sexual harassment and managing diversity	4.25
16	T	Food safety and sanitation	4.25
17	T	Responsible alcohol service	4.19
18	KSA	Understand a profit and loss statement	4.15
19	KSA	Open to new ideas; innovative/creative	4.13
20	KSA	Sets and meets personal goals	4.12
21	KSA	Cost control	4.10
22	T	Understands importance of orienting, training & developing employees	4.09
23	KSA	Guest services	4.08
24	EI	Makes decisions	4.08
25	EI	Leadership skills	4.04
26	EI	Can empathize with others	4.04
27	T	Basic work experience	4.03
28	T	Food safety and the law	4.03
29	KSA	Motivates Others	4.01
30	T	Food and beverage quality	4.01
31	EI	Assertive; exhibits self-confidence	3.99
32	EI	Manages conflict	3.98
33	KSA	Service style and standards	3.97
34	KSA	Utilizes resources effectively	3.95
35	KSA	Works independently with little or no direction	3.93
36	KSA	Logical/analytical thinker	3.92
37	KSA	Understands a business environment	3.90
38	T	Ability to analyze data	3.90
39	KSA	Public, guest/employee liability	3.89
40	T	Shift management and employee scheduling	3.88
41	KSA	Maximizes employee productivity	3.87
42	KSA	Safety programs	3.86
43	T	Contamination and spoilage	3.86

82

44	T	Budgeting	3.85
45	KSA	Culture and diversity	3.80
46	KSA	Delegates tasks and responsibilities	3.78
47	T	Accounting principles	3.77
48	EI	Empowers others	3.75
49	T	Utilizes accounting procedures/controls	3.69
50	T	Ratio and profit analysis	3.68
51	KSA	Diplomatic leader	3.65
52	T	Understand hospitality sales and marketing	3.65
53	KSA	Crisis management skills	3.62
54	T	Security Operations	3.62
55	T	Food and beverage product knowledge	3.59
56	KSA	Has a college/graduate degree	3.53
57	T	Purchasing and inventory management	3.49
58	T	Accurately forecasts revenues/expenses	3.47
59	T	Familiar with Labor Laws	3.47
60	KSA	Public relations	3.46
61	T	Hazard communication	3.46
62	KSA	Energy management/conservation/ sustainability	3.32
63	T	Menu planning /management	3.27
64	KSA	Charismatic personality	3.25
65	KSA	Strategic manager	3.16
66	T	Data management	3.16
67	T	Develops operational systems/controls	3.15
68	KSA	Contributes to the organization's energy management programs/going green policies	3.14
69	EI	Acts as a change catalyst	3.12
70	KSA	Waste management	3.12
71	KSA	Participates in continuing education	3.11
72	T	Wages, salary and benefits administration	3.09
73	T	Facility maintenance and repair	3.08
74	T	Front desk operations	3.07
75	T	Housekeeping operations	3.06
76	KSA	Globalization	3.02
77	T	Software /Hardware Management	3.01
78	T	Economics	2.99
79	T	Reservations operations	2.99
80	T	Contractual services	2.98
81	KSA	Convention /meeting planning services	2.97
82	KSA	International issues	2.97
83	KSA	Convention /conference management	2.93
84	T	Telecommunications	2.89
85	T	Speaks a foreign language	2.84
86	T	Utilities and mechanical systems	2.80
87	KSA	Facility planning design and décor	2.62
88	KSA	Renovations and capital improvement	2.60
89	T	Health/recreation operations	2.57

<p style="text-align:center">Research Question Three</p>

The third research question asked if there is a significant difference between the skills hospitality recruiters believe are important for graduates of post-secondary education to possess in order to be successful as an entry level manager in the hospitality industry and the skills hospitality educators believe are important for graduates to possess in order to be successful as an entry level manager in the hospitality industry? Three analytical comparisons were utilized to address this research question; ranking comparisons, an independent *t*-test, and historical classification.

Based upon the results of the rank ordering of the skills, the independent *t*-test and the level of importance comparison, a difference between the two groups continues to exist. The results which support this conclusion are elaborated in the remainder of Chapter IV.

First, the skills were ranked according to their statistical mean as outlined in Table 23, representing the level of importance placed on each skill by the recruiters and educators.   Also included in Table 23 are the results of a *t*-test comparison which were used to determine if a gap exists between the two groups. Tables 24, 25, & 26 identify the magnitude and direction of the gap which exists between these two groups. Finally, the skills are broken-down by their historic classification; the results of this analysis are presented in Tables 27 & 28.

Skill Rankings

Table 23 lists all eighty-nine skills by recruiter means (RM) in descending order along with the corresponding educator mean (EM); historic classification (C) difference

between the recruiter and educator means (mdif); *t* value *(t)*; degrees of freedom *(df)* and *p* value *(p)* for each skill.

The first ten skills are the same for both recruiters and educators, but the only difference is the ranked order in which they appear. The historical origin of these skills includes five emotional intelligence (EI) skills, four knowledge skills abilities (KSA) skills and one technical skill.

Of the last ten skills listed, eight are the same with the only difference being the placement in the ranked order in which these eight appear in the list. The historical classification of the ten lowest ranked skills were six knowledge, skills and abilities (KSA) skills, and four technical (T) skills.

The remaining sixty eight skills, which fall between the first ten and the last ten, have a gap in rank placement ranging from no difference to seventeen places. The skills are also classified into three groups, based upon their historical origin and are presented in table format and are further delineated in Tables 23-28

Table 23
List of Skill with *t*-test results Rank Ordered

Item	C	Recruiter		Educator		mdif	*t*	*df*	*p*
		Mean	Rank	Mean	Rank				
Integrity	EI	4.76	1	4.72	1	0.04	.609	284	.543
Enthusiastic; maintains a positive attitude	KSA	4.69	2	4.62	3	0.07	.894	283	.372
Is willing and able to learn	KSA	4.65	3	4.70	2	-0.05	.693	284	.489
Maintains professional work standards and appearance	KSA	4.61	4	4.58	5	0.03	.466	284	.642
Committed, hardworking, conscientious worker	EI	4.60	5	4.56	6	0.04	.505	284	.614
Listening Skills	T	4.59	6	4.61	4	-0.02	.192	274	.848
Focus on service quality	EI	4.58	7	4.44	8	0.14	1.812	274	.071
Takes initiative	EI	4.49	8	4.37	10	0.12	1.508	279	.133
Clear and effective communicator	EI	4.46	9	4.51	7	-0.05	.519	283	.604
Flexible; can adapt to change	KSA	4.46	10	4.42	9	0.04	.516	284	.606
Manages Stress Anger Anxiety	EI	4.46	11	4.29	13	0.17	2.019	281	.044
Guest services	KSA	4.44	12	4.08	23	0.36	3.479	271	.001
Attention to detail	KSA	4.38	13	4.30	12	0.08	.882	274	.379
Leadership skills	EI	4.31	14	4.04	25	0.27	2.852	284	.005
Able to Identify/Solve Problems	T	4.27	15	4.32	11	-0.05	.577	283	.564
Organizational skills	KSA	4.26	16	4.29	13	-0.03	.329	281	.742
Understands importance of orienting, training and developing employees	KSA	4.25	17	4.09	22	0.16	1.449	282	.148
Assertive; exhibits self-confidence	EI	4.19	18	3.99	31	0.20	2.075	283	.039
Motivates Others	KSA	4.18	19	4.01	29	0.17	1.74	283	.082
Sexual harassment and managing diversity	KSA	4.17	20	4.25	15	-0.08	.808	259	.420
Makes decisions	EI	4.15	21	4.08	24	0.07	.792	272	.429
Open to new ideas; innovative/creative	KSA	4.11	22	4.13	19	-0.02	.135	281	.893
Sets and meets personal goals	KSA	4.08	23	4.12	20	-0.04	.392	272	.696
Manages conflict	EI	4.07	24	3.98	32	0.09	.915	274	.361

Basic work experience	T	4.03	25	4.03	27	0.00	.133	273	.998
Can empathize with others	EI	4.01	26	4.04	26	-0.02	.295	282	.768
Utilizes resources effectively	KSA	3.95	27	3.95	34	0.00	.004	272	.997
Service style and standards	KSA	3.93	28	3.97	33	-0.04	.317	207	.752
Understands a business environment	KSA	3.93	29	3.90	37	0.03	.265	273	.791
Maximizes employee productivity	KSA	3.85	30	3.87	41	-0.02	.172	282	.864
Empowers others	EI	3.81	31	3.75	48	0.06	.507	274	.612
Works independently with little or no direction	KSA	3.81	32	3.93	35	-0.12	1.168	282	.244
Diplomatic leader	KSA	3.78	33	3.65	51	0.13	1.193	.274	
Food and beverage quality	T	3.77	34	4.01	30	-0.24	1.960	200	.051
Food safety and sanitation	T	3.76	35	4.25	16	-0.49	3.621	192	.000
Charismatic personality	KSA	3.73	36	3.25	64	0.48	3.917	273	.000
Culture and diversity	KSA	3.73	37	3.80	45	-0.07	.610	261	.543
Delegates tasks and responsibilities	KSA	3.73	38	3.78	46	-0.05	.541	282	.589
Shift management/employee scheduling	T	3.64	39	3.88	40	-0.24	1.904	261	.058
Responsible alcohol service	T	3.62	40	4.19	17	-0.57	4.047	172	.000
Food safety and the law	T	3.61	41	4.03	28	-0.42	3.054	188	.003
Logical/analytical thinker	KSA	3.61	42	3.92	36	-0.31	3.227	274	.001
Crisis management skills	KSA	3.58	43	3.62	53	-0.04	.338	273	.736
Understand a profit and loss statement	KSA	3.56	44	4.15	18	-0.59	5.082	272	.000
Cost control	KSA	3.55	45	4.10	21	-0.45	5.204	223	.000
Ability to analyze data	T	3.50	46	3.90	38	-0.40	3.740	272	.000
Public, guest/employee liability	KSA	3.50	47	3.89	39	-0.39	3.199	205	.002
Utilizes accounting procedures/controls	T	3.46	48	3.69	49	-0.23	2.168	270	.031
Safety programs	KSA	3.41	49	3.86	42	-0.45	3.909	258	.000
Contamination and spoilage	T	3.39	50	3.86	43	-0.47	3.128	196	.002
Budgeting	T	3.36	51	3.85	44	-0.49	4.181	217	.000
Acts as a change catalyst	EI	3.35	52	3.12	69	0.23	1.965	284	.050
Food and beverage product knowledge	T	3.33	53	3.59	55	-0.26	2.2320	261	.021
Accounting principles	T	3.26	54	3.77	47	-0.51	4.502	261	.000
Strategic manager	KSA	3.26	55	3.16	65	0.10	.884	273	.377

Understand hospitality sales and marketing	T	3.26	56	3.65	52	-0.39	3.224	261	.001
Accurately forecasts revenues/expenses	T	3.25	57	3.47	58	-0.22	1.736	273	.084
Has a college/graduate degree	KSA	3.18	58	3.53	56	-0.35	2.749	283	.006
Purchasing and inventory management	T	3.14	59	3.49	57	-0.35	3.172	259	.002
Familiar with Labor Laws	T	3.09	60	3.47	59	-0.38	3.254	283	.001
Public relations	KSA	3.06	61	3.46	60	-0.40	3.159	260	.002
Ratio and profit analysis	T	3.05	62	3.68	50	-0.63	4.993	260	.000
Hazard communication	T	3.04	63	3.46	61	-0.42	3.187	258	.002
Participates in continuing education	KSA	3.00	64	3.11	71	-0.11	.819	274	.413
Develops operational systems/controls	T	2.99	65	3.15	67	-0.16	1.263	272	.208
Security Operations	T	2.92	66	3.62	54	-0.70	5.732	258	.000
Front desk operations	T	2.92	67	3.07	74	-0.15	1.048	224	.296
Contributes to the organization's energy management programs/going green policies	KSA	2.89	68	3.14	68	-0.16	1.926	227	.055
Economics	T	2.84	69	2.99	78	-0.15	1.186	258	.237
Data management	T	2.79	70	3.16	66	-0.37	3.173	257	.002
Energy management /conservation/sustainability	KSA	2.72	71	3.32	62	-0.60	4.910	199	.000
Reservations operations	T	2.71	72	2.99	79	-0.28	2.057	226	.041
Menu planning /management	T	2.69	73	3.27	63	-0.58	4.902	261	.000
Telecommunications	T	2.65	74	2.89	84	-0.24	1.929	260	.055
Wages, salary and benefits administration	T	2.64	75	3.09	72	-0.45	3.668	260	.000
Housekeeping operations	T	2.64	76	3.06	75	-0.42	3.273	214	.001
Convention /conference management	KSA	2.60	77	2.93	81	-0.33	2.643	218	.009
Facility maintenance and repair	T	2.58	78	3.08	73	-0.50	4.203	224	.000
Software /Hardware Management	T	2.58	79	3.01	77	-0.43	3.481	257	.001
Waste management	KSA	2.57	80	3.12	70	-0.55	4.357	258	.000
Contractual services	T	2.54	81	2.98	80	-0.44	3.472	213	.001
Convention /meeting planning services	KSA	2.51	82	2.97	83	-0.46	3.585	209	.000
Globalization	KSA	2.40	83	3.02	76	-0.62	.4771	225	.000
Speaks a foreign language	T	2.39	84	2.84	85	-0.45	3.896	282	.000
Utilities and mechanical systems	T	2.30	85	2.80	86	-0.50	4.411	258	.000

Renovations and capital improvement	KSA	2.25	86	2.60	88	-0.35	2.957	258	.003
International issues	KSA	2.24	87	2.97	82	-0.73	.5878	225	.000
Health/recreation operations	T	2.22	88	2.57	89	-0.35	3.020	260	.003
Facility planning design and décor	KSA	2.12	89	2.62	87	-0.50	4.229	259	.000

α = .05

Independent Sample *t*-test

An independent sample *t*-test was used to compare the means of the two groups. When the *p* value was less than or equal to α (.05) the assumption can be made that the two groups are not statistically equal and if the p value is greater than α (.05), the assumption is made that the two groups are statistically equal. Forty seven (52.8%) skills were found to have a significant t-value difference at α = .05. Forty two (47.2%) skills were found to have no significant statistical difference at α = .05.

Analysis of the mean difference between recruiters and educators indicated 6 skills (6.7% of the 89 skills) were considered more important by recruiters. Table 24 presents the six skills which hospitality recruiters found statistically more important than hospitality educators for success as an entry level manager. The historical classification of these skills was four emotional intelligence (EI) skills and two knowledge, skills and ability (KSA) skills.

Table 24
Skills recruiters indicated were more important

Item	C	RM	EM	mdif	t	df	p
Manages Stress Anger Anxiety	EI	4.46	4.29	0.17	2.019	281	.044
Guest services	KSA	4.44	4.08	0.36	3.479	271	.001
Leadership skills	EI	4.31	4.04	0.27	2.852	284	.005
Assertive; exhibits self-confidence	EI	4.19	3.99	0.20	2.075	283	.039
Charismatic personality	KSA	3.73	3.25	0.48	3.917	273	.000
Acts as a change catalyst	EI	3.35	3.12	0.23	1.965	284	.050

α = .05

Analysis of the mean difference between recruiters and educators indentified 41 skills (46.06% of the 89 skills) that were considered more important by educators. The forty one skills identified as statistically more important for success by educators are presented in Table 25. The historical classification of these skills included twenty-seven technical skills (T) and fourteen knowledge, skills and abilities skills.

90

Table 25
Skills educators indicated as important

Item	C	RM	EM	mdif	t	df	p
Food safety and sanitation	T	3.76	4.25	-0.49	3.621	192	.000
Responsible alcohol service	T	3.62	4.19	-0.57	4.047	172	.000
Food safety and the law	T	3.61	4.03	-0.42	3.054	188	.003
Logical/analytical thinker	KSA	3.61	3.92	-0.31	3.227	274	.001
Understand a profit and loss statement	KSA	3.56	4.15	-0.59	5.082	272	.000
Cost control	KSA	3.55	4.10	-0.45	5.204	223	.000
Ability to analyze data	T	3.50	3.90	-0.40	3.740	272	.000
Public, guest/employee liability	KSA	3.50	3.89	-0.39	3.199	205	.002
Utilizes accounting procedures/controls	T	3.46	3.69	-0.23	2.168	270	.031
Safety programs	KSA	3.41	3.86	-0.45	3.909	258	.000
Contamination and spoilage	T	3.39	3.86	-0.47	3.128	196	.002
Budgeting	T	3.36	3.85	-0.49	4.181	217	.000
Food and beverage product knowledge	T	3.33	3.59	-.26	2.2320	261	.021
Accounting principles	T	3.26	3.77	-0.51	4.502	261	.000
Understand hospitality sales and marketing	T	3.26	3.65	-0.39	3.224	261	.001
Has a college/graduate degree	KSA	3.18	3.53	-0.35	2.749	283	.006
Purchasing and inventory management	T	3.14	3.49	-0.35	3.172	259	.002
Familiar with Labor Laws	T	3.09	3.47	-0.38	3.254	283	.001
Public relations	KSA	3.06	3.46	-0.40	3.159	260	.002
Ratio and profit analysis	T	3.05	3.68	-0.63	4.993	260	.000
Hazard communication	T	3.04	3.46	-0.42	3.187	258	.002
Security Operations	T	2.92	3.62	-0.70	5.732	258	.000
Data management	T	2.79	3.16	-0.37	3.173	257	.002
Energy management/conservation/ Sustainability	KSA	2.72	3.32	-0.60	4.910	199	.000
Reservations operations	T	2.71	2.99	-0.28	2.057	226	.041
Menu planning /management	T	2.69	3.27	-0.58	4.902	261	.000
Housekeeping operations	T	2.64	3.06	-0.42	3.273	214	.001
Wages, salary and benefits administration	T	2.64	3.09	-0.45	3.668	260	.000
Convention /conference management	KSA	2.60	2.93	-0.33	2.643	218	.009
Facility maintenance and repair	T	2.58	3.08	-0.50	4.203	224	.000
Software /Hardware Management	T	2.58	3.01	-0.43	3.481	257	.001
Waste management	KSA	2.57	3.12	-0.55	4.357	258	.000
Contractual services	T	2.54	2.98	-0.44	3.472	213	.001
Convention /meeting planning services	T	2.51	2.97	-0.46	3.585	209	.000
Globalization	KSA	2.40	3.02	-0.62	.4771	225	.000
Speaks a foreign language	T	2.39	2.84	-0.45	3.896	282	.000
Utilities and mechanical systems	T	2.30	2.80	-0.50	4.411	258	.000
Renovations and capital improvement	KSA	2.25	2.60	-0.35	2.957	258	.003
International issues	KSA	2.24	2.97	-0.73	.5878	225	.000
Health/recreation operations	T	2.22	2.57	-0.35	3.020	260	.003
Facility planning design and décor	KSA	2.12	2.62	-0.50	4.229	259	.000

α = .05

91

Analysis of the mean difference between recruiters and educators indentified 42 skills (47.2% of the 89 skills) with no statistically significance difference between the two groups in the levels of importance as a skill important for success as an entry level manager. The forty two skills identified as having no statistically significant difference between the two groups are presented in Table 25. The historical classification included twenty three that are knowledge, skills and ability (KSA), nine emotional intelligence (EI) skills, and ten technical (T) skills.

Table 26
Skills with no statistical difference between recruiters and educators

Item	C	RM	EM	mdif	t	df	p
Able to Identify/Solve Problems	T	4.27	4.32	-0.05	.577	283	.564
Accurately forecasts revenues/expenses	T	3.25	3.47	-0.22	1.736	273	.084
Attention to detail	KSA	4.38	4.30	0.08	.882	274	.379
Basic work experience	T	4.03	4.03	0.00	.133	273	.998
Can empathize with others	EI	4.01	4.04	-0.02	.295	282	.768
Clear and effective communicator	EI	4.46	4.51	-0.05	.519	283	.604
Committed, hardworking, conscientious worker	EI	4.60	4.56	0.04	.505	284	.614
Contributes to the organization's energy management programs/going green policies	KSA	2.89	3.14	-0.16	1.926	228	.055
Crisis management skills	KSA	3.58	3.62	-0.04	.338	273	.736
Culture and diversity	KSA	3.73	3.80	-0.07	.610	261	.543
Delegates tasks and responsibilities	KSA	3.73	3.78	-0.05	.541	282	.589
Develops operational systems/controls	T	2.99	3.15	-0.16	1.263	272	.208
Diplomatic leader	KSA	3.78	3.65	0.13	1.193	274	.234
Economics	T	2.84	2.99	-0.15	1.186	258	.237
Empowers others	EI	3.81	3.75	0.06	.507	274	.612
Enthusiastic; maintains a positive attitude	KSA	4.69	4.62	0.07	.894	283	.372
Flexible; can adapt to change	KSA	4.46	4.42	0.04	.516	284	.606
Focus on service quality	EI	4.58	4.44	0.14	1.812	274	.071
Food and beverage quality	T	3.77	4.01	-0.24	1.960	200	.051
Front desk operations	T	2.92	3.07	-0.15	1.048	224	.296
Integrity	EI	4.76	4.72	0.04	.609	284	.543
Is willing and able to learn	KSA	4.65	4.70	-0.05	.693	284	.489
Listening Skills	T	4.59	4.61	-0.02	.192	274	.848
Maintains professional work standards and appearance	KSA	4.61	4.58	0.03	.466	284	.642
Makes decisions	EI	4.15	4.08	0.07	.792	272	.429
Manages conflict	EI	4.07	3.98	0.09	.915	274	.361
Maximizes employee productivity	KSA	3.85	3.87	-0.02	.172	282	.864
Motivates Others	KSA	4.18	4.01	0.17	1.74	283	.082

92

Open to new ideas; innovative/creative	KSA	4.11	4.13	-0.02	.135	281	.893
Organizational skills	KSA	4.26	4.29	-0.03	.329	281	.742
Participates in continuing education	KSA	3.00	3.11	-0.11	.819	274	.413
Service style and standards	KSA	3.93	3.97	-0.04	.317	207	.752
Sets and meets personal goals	KSA	4.08	4.12	-0.04	.392	272	.696
Sexual harassment and managing diversity	KSA	4.17	4.25	-0.08	.808	259	.420
Shift management and employee scheduling	T	3.64	3.88	-0.24	1.904	261	.058
Strategic manager	KSA	3.26	3.16	0.10	.884	273	.377
Takes initiative	EI	4.49	4.37	0.12	1.508	279	.133
Telecommunications	T	2.65	2.89	-0.24	1.929	260	.055
Understands a business environment	KSA	3.93	3.90	0.03	.265	273	.791
Understands importance of orienting, training and developing employees	KSA	4.25	4.09	0.16	1.449	282	.148
Utilizes resources effectively	KSA	3.95	3.95	0.00	.004	272	.997
Works independently with little or no direction	KSA	3.81	3.93	-0.12	1.168	282	.244

α = .05

Historical Classification

The means of the skills were separated by group and by classification and were summed so that the mean of the mean could be calculated for each of the historical categories; the results are presented in Table 27. The Emotional Intelligence skills mean of the mean for the recruiter's was 4.24 and 4.15 for the educators. The mean of the mean calculation for KSA skills was 3.57 for recruiters and 3.73 for educators. The Technical (T) skills mean of the mean was calculated at 3.16 for recruiters and 3.5 for educators. The results indicated that recruiters place a higher level of importance on Emotional Intelligence Skills than educators, and educators placed a higher level of importance on KSA and Technical skills than do recruiters.

Table 27 Mean of the Mean

	Recruiter Mean of Mean	Educator Mean of Mean
EI	4.24	4.15
KSA	3.57	3.73
T	3.16	3.5

α = .05

93

Further Clarification of the Level of Importance

Of the eighty nine skills, recruiters identified 29.2% of the skills as very important, 42.7% of the skills as important and 28.1% as not important, whereas educators indicated that 33.7% of the skills were very important, 52.8% were important and 13.5% were not important. These results identified a gap between the two groups in the number of skills which fell into each of the three categories; very important, important, and not important. Table 27 and 28 presents a summary of the level of importance recruiters and educators place on the eighty nine skills according to the mean value identified in the results of this survey. This information is broken down by historical classification in each table for further classification.

Table 28 Overview of Historical Responses - Recruiters

Skill Classification	>4.0	%	3.99 -3.0	%	<2.99	%
Emotional Intelligence	11	42.3*	2	5.3*	0	0.00*
Knowledge, Skills and Abilities	12	46.2*	19	50.0*	9	36.0*
Technical	3	11.5*	17	44.7*	16	64.0*
Total Skills	**26**	**29.2**	**38**	**42.7**	**25**	**28.1**

α = .05   *Percent of skill by mean value.

Table 29 Overview of Historical Classification - Educators

Skill Classification	>4.0	%*	3.99 -3.0*	%	<2.99*	%
Emotional Intelligence	9	30.0	4	8.5	0	0.00
Knowledge, Skills and Abilities	14	46.7	21	44.7	5	41.7
Technical	7	23.3	22	46.8	7	58.3
Total Skills	**30**	**33.7**	**47**	**52.8**	**12**	**13.5**

α = .05 *Percent of skill by mean value.

Table 30 Skills Considered Important By Both Recruiters and Educations by Historical Classification

Emotional Intelligence	Knowledge; Skills and Abilities	Technical
- Integrity - Committed, hardworking, conscientious worker - Focus on service quality - Takes initiative - Clear and effective communicator - Makes decisions - Manages conflict - Can empathize with others - Empowers others	- Enthusiastic; maintains a positive attitude - Is willing and able to learn - Maintains professional work standards - Flexible; can adapt to change - Attention to detail - Organizational skills - Understands importance of orientating, training and developing employees - Motivates others - Sexual harassment and managing diversity - Open to new ideas; innovative/creative - Set and meets personal goals - Utilizes resources effectively - Service style and standards - Understands a business environment - Maximizes employee productivity - Works independently with little or no direction - Diplomatic leader - Culture and diversity - Delegates tasks and responsibilities - Crisis management skills - Strategic manager - Participate in continuing education - Contributes to the organization's energy management programs/going green policies	- Listening Skills - Able to identify/solve problems - Basic work experience - Accurately forecasts revenues/expenses - Develops operational systems and controls - Front desk operations - Economics - Food and beverage quality - Shift management and scheduling employees - Telecommunication

The results indicated that of the 89 skills included in this study, 52.8%, a majority, had a statistically significant difference between the level of importance assessed by recruiters and educators. The findings also provide insight into the level of importance each group places on the specific types of skills based upon their historical classification; Emotional Intelligence, Knowledge Skills & Abilities, or Technical for success in an entry level manager in the hospitality industry.

An analysis of the results of this study, utilizing three separate analytical methods to determine if there is a difference in the skills hospitality recruiters and educators believe are important for success as an entry level managers in the hospitality industry, indicate that the previously identified historical gap continuous to exist today. Forty seven (52.8%) skills were found to have a significant t difference at $\alpha = .05$ whereas only forty two (47.2%) skills were found to have no significant statistical difference at $\alpha = .05$.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this research was to determine if there was a difference between the skills recruiters consider important for success as an entry level manager in the hospitality industry and the skills hospitality educators consider important to the success of entry level managers in the hospitality industry.   Three research questions were developed and used to achieve the purpose of this study; the questions are as follows:

1. What skills do hospitality recruiters believe graduates of post-secondary education should possess in order to be successful as an entry level manager in the hospitality industry?

2. What skills do hospitality educators believe are important for graduates of post-secondary education to possess in order to be successful as entry level managers in the hospitality industry?

3. Is there a significant difference between the skills hospitality recruiters believe are important for graduates of post-secondary education to possess in order to be successful as an entry level manager in the hospitality industry and the skills hospitality educators believe are important for graduates to possess in order to be successful as an entry level manager in the hospitality industry?

The population was defined and subsequently the sample was drawn from recruiters and educators associated with the universities identified in a study which ranked the top higher education hospitality programs in the U.S. by Brizek and Khan (2002). This was a convenience sample and included individuals associated with the top twenty-nine universities as of July 31, 2008. A self administered closed ended questionnaire, which incorporated eighty-nine skills, was identical for both the recruiters and educators, but the demographic questions were specific to the recruiters and educators.

Summary of Findings & Conclusions

An internet based tool was used to collect the raw data, which was coded into symbols to prepare the data for analysis. The study included 127 recruiter and 161 educator respondents to the survey. The overall response rate was 19.7% and 27.1% respectively. The data was analyzed to establish the findings which are based upon the results of the survey.

Age & Gender

Finding

A comparison of the recruiters and educators' gender found 49.6% of the recruiters were female, compared to 29.8% of the educators; while 37.0% of the recruiters and 65.2% of the educators were male. The majority of the recruiters were between the ages of 30 and 49; compared to the educators who were between 40 and 69 years of age.

Conclusion

The disparity in age points out that these two groups come from different generations, coupled with the divergence in gender indicates that the responses were based upon two completely different perspectives. The recruiters' responses could be influenced by the avant-garde perspective, while the educator's responses may be from the old guard perspective.

Education

Finding

While 83% of the recruiters had earned a either a Bachelor's or Master's Degree, 85.8% had never taught in a post secondary education setting. In contrast, 65.9% of the educators had earned a Ph.D., with 90% having some form of industry experience.

Conclusion

The recruiters' understanding of the nature of postsecondary education is based upon their experience as a student, whereas a majority of the educators' understanding of the hospitality industry is drawn from both industry and academic experience.

Classification of Organization

Finding

The recruiters classified their organizations as 26.8% restaurants, 49.6% lodging and 26.3% other, yet when asked about the areas for which they recruited graduates the response included 67.7% food and beverage and 57.5% kitchen positions. The combined response rate was greater the 100% indicating that some recruiters solicited graduates from both areas.

Conclusion

The difference would indicate that organizations other than restaurants hire graduates for positions associated with food and beverage. This is also an indication that the skills considered important for success in entry level managers would benefit graduates in all areas of the hospitality industry.

Building on the previous point, when educators were asked about their areas of interest, 44% cited food and beverage, 39.1% the area of management and organizations, while only 19.3% pointed to lodging.

The number of recruiters (49.6%) associated with a lodging organization compared to the number of educators whose primary interest was lodging (19.9%) indicate that there may be a gap between the two groups in terms of areas of interest.

Primary Interest

Finding

Adding further to this point, while the educators indicated only 39.1% considered management and organization as their primary interest, 54.7% had taught management and organization in the past five years.   The recruiters pointed out that 52.7% of the

graduates are hired into lodging positions, yet the results of the study found that only 19.3% of the educators have a primary interest in lodging.

Conclusion

The percentage of graduates who are hired into lodging organizations is significantly higher than the number of educators who have a primary interest in lodging. This disparity between the number of graduates hired by lodging organization and the number of educators with a primary interest in lodging brings to mind the question of the quality of lodging education. Are there an adequate number of educators available to teach lodging courses, or are the lodging courses being taught by food and beverage educators?

University Demographics

Findings

Of the educators responding, 55.9% were associated with a hospitality program housed as a department in a college at their university. Less than half taught at a university which had a College dedicated to Hotel and Restaurant Administration.

Conclusion

The location of the hospitality education programs within the university is an indication of the level of importance and support for the program as compared with the overall mission of the university. The location can also be an indication of local and national support by industry for the program in terms of financial support and need.

101

Skill Ranking

Finding

The top ten skills for success identified by both recruiters and educators were:

	R	E
Integrity (EI)	1	1
Enthusiastic, maintains a positive attitude (KSA)	2	3
Is willing and able to learn (KSA)	3	2
Maintains professional work standards & appearance (KSA)	4	5
Committed, hardworking, conscientious worker (EI)	5	6
Listening Skills (T)	6	4
Focus on service quality (EI)	7	8
Takes initiative (EI)	8	10
Clear and effective communicator (EI)	9	7
Flexible; can adapt to change (KSA)	10	9

The top ten skills for both groups were identical; the only difference between the two groups was the order in which the skills appeared in the list. This finding indicates that in terms of the skills considered most important, the level of importance assessed by recruiters and educators is aligned. The historical classification of the top ten skills are 50% emotional intelligence (EI) skills, 40% knowledge, skills and abilities (KSA) skills, and only 10% are technical (T) skills.

The bottom ten skills for success identified by recruiters and educators were:

	R	E
Telecommunications (T)	74	84
Convention/Conference Management (KSA)	77	81
Waste Management (KSA)	80	70
Contractual services (T)	81	80
Convention/meeting planning services (KSA)	82	83
Globalization (KSA)	83	76
Speaks a foreign language (T)	84	85
Utilities and mechanical systems (T)	85	86
Renovations and Capital Improvement (KSA)	86	88
International Issues (KSA)	87	82
Health/recreation operations (T)	88	89
Facility planning design and décor (KSA)	89	87

Comparisons of the ten skills identified by recruiters as the least important of the 89 are presented alongside the ten skills identified by educators as the least important. There are actually twelve skills presented in the list, taking into consideration two skills are ranked higher in importance by educators than by recruiter. As with the top ten skills, the bottom ten skills for the two groups contain eight common skills, with the only difference being the order in which they appear in the list. The historical classifications of the least important skills are 7 KSA skills and 5 Technical skills.

Skills which are considered unimportant by both recruiters and educators (mean below 2.99) are listed below:

- Economics(T)
- Reservation Operations(T)
- Telecommunications(T)
- Conventions/Conference Management(KSA)
- Contractual Services(T)
- Convention/Meeting Planning Services(KSA)
- Speaks a foreign language(T)
- Utilities and mechanical systems(T)
- Renovations and capital improvements(KSA)
- International Issues(KSA)
- Health & Recreation Operations(T)
- Facility planning, design and décor(KSA)

Conclusion

The results indicated that both the recruiters and educators recognize the importance that emotional intelligence (EI) skills play in the success of an entry level manager. Unfortunately, coursework specifically targeting EI skills is not typically included in hospitality education programs. The lack of inclusion of EI skills may be rooted in the fact that, despite attempts by educators, EI skills are not easily taught. Rather they speak to an individual's personal characteristics and are skills developed over the course of a lifetime. The remaining 5 skills considered important for success by recruiters and educators are skills taught across a broad range of academic disciplines.

103

This fact brings into question the need for programs which target hospitality management. Could these skills be acquired with a management degree?

The twelve skills considered least important by the two groups are historically classified as KSA's and Technical skills. Skills such as globalization, international issues are considered current trends in the hospitality industry and are included in post-secondary education. Further research identifying skills which should be included in post-secondary hospitality curriculum could eliminate skills which are not valued by industry. Universities might want to consider removing the lowest ranked skills which are presented in Table 31, in doing so this would drop 5 KSA skills and 7 Technical skills including lab classes from the curriculum. It is ironic that "Speaking a Foreign Language" and "International Issues" area among the skills considered not important by both recruiters and educators given the global perspective and demographics of the workplace, especially in the U.S.

Skill Comparison

Finding

The mean of mean calculation of Technical skills for recruiters was 3.16 and for educators 3.5, identifying the greatest disparity between the two groups when looking at the three historic classifications of the skills.

.

Conclusion

The mean value of 3.16, which is very close to 3.0 the borderline value between important and not important, suggests that recruiters do not consider technical skills of value when compared to the educators' mean value of 3.5. These findings bring in to

question the need for coursework with a lab component. Would the students be better served if hospitality programs extended the internship requirements for graduates? Students would be exposed to a real-time industry environment, rather than the sanitized environment of a lab.

Skill Comparison – Skills grouped by historic classification

Findings

The recruiters classified 26 skills as very important compared to the 30 skills educators cited as very important. There was a difference in the historical classification of the skills between recruiters who designated 11 emotional intelligence (EI) skills; 11 knowledge, skill and ability (KSA) skills and 4 technical (T) skills as very important while educators pointed to 9 emotional intelligence (EI) skills, 14 knowledge, skills and abilities (KSA) skills and 7 technical (T) skills as very important.

The number of skills recruiters and educators classified as important or not important support the idea that a gap between the two groups continues to exist. Recruiters found 38 skills important and 25 skills not important compared to educators who listed 47 skills as important and 12 skills as not important. The recruiters considered 28.1% of the skills as not important, historically classified as 9 knowledge, skills and abilities (KSA) skills and 16 technical (T) skills. Educators found only 13.5% of the skills as not important, historically classified as 5 knowledge, skill and abilities (KSA) and 7 technical (T).

Conclusion

A comparison of the historical skills grouped by classification indicates a misalignment between the two groups when we look beyond the skills considered very

105

important for success. These findings support the theory that the historic gap continues to exist. This difference may indicate that educators are focused in areas which are not part of the skill set required of graduates to be successful as entry level managers as judged by recruiters.

General Conclusions

The results of this study indicate that there is a difference between the skills hospitality recruiters and educators considered important for success as an entry level manager. This difference is consistent with previous research spanning the last thirty years and suggests that industry and academia may have become comfortable with this relationship. While recruiters place a heavier emphasis on skills classified as emotional intelligence, educators continue to concentrate on technical and KSA's skills.

Beyond the skills of integrity and enthusiasm, the ability to learn is ranked as the number three skill considered very important by recruiters. Post secondary education is designed to build a framework, from which a graduate continues to develop as a manager. Recruiters seem to be focused on skills which can be generalized across all areas of the hospitality industry. This would include a trend toward skills which are less tangible, those which are incorporated in the methods a graduate draws upon as a manager, and those speaking to a manager's character, rather than skill which are technical and specific to a particular task.   This would be analogous to developing a manager who functions as a silo organization versus a manager who can work as a vertically integrated manager.

It appears that recruiters are looking for entry level managers who possess the general capabilities to perform as a manager rather than as a manager who can only

106

perform in a specific area. This calls into question the necessity of hospitality education as an isolated discipline; would hospitality managers be better served with general business degree augmented by practical experience in the hospitality industry? Developing a graduate who can function in this manner would require educators to move outside their historic comfort zone of academia and work to build a program which develops all aspects of the student rather than isolated segments.

The greatest disparity between the two groups appears to be between the skills considered important and not important. A comparison of the distribution between the levels of importance assessed by the recruiters and educators indicates that there may be a need to re-focus hospitality education, deemphasizing the skills recruiters consider not important and shifting a greater focus on the skills considered as important.

The current economic climate, which appears to be mirroring the early 1980's, a time of high unemployment, economic uncertainty and a turn toward downsizing in the industry (Johns & Teare, 1995), may once again force industry and academia to take a closer look at their current position in the hospitality industry. Advances in technology over the past twenty years have significantly changed the way hospitality organizations function, with a greater emphasis placed on the process an organization follows to achieve its goals. In addition, the present pace of change in the world may indicate that the requirements of the hospitality industry will outpace education, increasing the gap between the two organizations. The newest generation of potential post secondary education students, who are the recipients of education and professional experience, may find the dichotomy against their inner nature and may look for alternatives to achieve their professional goals.

107

Implications for Practice

Recruiters

Recruiters will continue to search for individuals who possess the skills necessary for success as entry level managers; the question is where will they look to find these individuals? It has been suggested that the benefits of a post secondary education go beyond the subject matter knowledge; rather it's learning to navigate the process which is of substantial benefit to the graduate and in turn to the organizations. As alternative methods of preparing students for a career in the hospitality industry continue to emerge, will they provide industries with graduates who are as well rounded as those who graduate from a four year post secondary institution. Will graduates of these alternative methods of education be any more competent in the skills considered important for success than those who graduate from a post secondary hospitality? The disparity between the types and quality of hospitality education programs available to potential students is vast. Industry will ultimately determine the strengths and weaknesses of each program based on whether they will hire graduates of the program. In the future, we may find that either the students or the recruiters assess the cost benefit ratio only to determine the cost of post secondary education outweighs the benefits?

Educators

The rising cost of a post secondary hospitality education, coupled with the current economic conditions, may cause prospective students to seek an alternate source to acquire the skills important for success and advancement in the hospitality industry. The recent influx of two year hospitality programs and degrees offered by technical

108

schools has the potential to reduce the number of students seeking hospitality degrees from four year post secondary universities.

The inability of educators to adapt to the current needs of industry may lead students to seek degrees from institutions which can provide the skills which are considered important for success by industry. Historically, change in post secondary academia had been painstakingly slow, and often by the time change does occur, it is only to find that it is once again time to re-evaluate the process. The hospitality industry is in a state of continuous evolution, one which is constantly looking for a new idea to spark the interest its stakeholders while making use of the newest technology. This is an environment which does not appear compatible with the structure of current post-secondary universities.   At some point in the future, post secondary education could either learn to adapt to the needs of industry or they may find that the need for post secondary hospitality education has diminished. Based upon the disparity of findings one might ask "is a formal college education necessary for success as an entry level manager in the hospitality industry?"

Future Research

Studying generational differences between recruiters and educators, and the influence the generation gap has on the expectations of recruiters and educators toward the skills considered important for success as an entry level manager in the hospitality industry would be beneficial to both groups. In order to begin to close the gap between the two groups it is important to understand the underlying characteristics which may be the motivation for the gap.

109

Research which identifies the competency level of graduates in the skills considered important for success as an entry level manager could be beneficial to both groups. Understanding the graduate's level of competence in these skills could help recruiters develop realistic expectations for the entry level managers they hire. In addition, information about graduate competencies could help educators identify and close gaps in their programs.

The skills were analyzed based upon a historic classification which spanned the last forty years. It could be argued that Knowledge, Skills and Abilities (KSA's) is actually an overarching classification for all skills, while Technical (T) and Emotional Intelligence (EI) skills are actually a subcategory of the larger KSA's. This assumption is based upon the growing scope creep seen among the skill classification. Research identifying the type of skills desired by industry as an entry level manager could determine the need for an applied setting i.e. lab classes as part of the post-secondary hospitality education curriculum.

Determining the effectiveness of various delivery methods used in post secondary hospitality education to teach and disseminate information could be beneficial to educators. Discovering teaching methods which effectively transfer information between students and educators has the potential to improve the level of competency in the skills considered important for success. This in turn will benefit industry by improving the quality of post secondary-education graduates seeking entry level management positions.

A study which compares the skills identified as important for success as entry level managers in the hospitality industry to skills considered important in entry level

positions in other industries could identify skills which are applicable across a broad range of industries.

REFERENCES

American Hotel Lodging Association (AHLA) retrieved April 19, 2008 from
http://www.ahla.com/products_lodging_history.asp.

Amoah, V. & Baum, T. (1997). Tourism education: Policy versus practice. *International Journal of Contemporary Hospitality Management, 9(1)*, 5-12.

Ashley, R., Bach, S., Chesser, J., Ellis, E., Ford, R., LeBruto, M., Milman, A., Pizam, A., & Quain, W. (1995). A customer based approach to hospitality education. *The Cornell H.R.A. Quarterly, 36(4)*, 74-79.

Barron, P., & Maxwell, G. (1993). Hospitality management students' image of the hospitality industry. *International Journal of Contemporary Hospitality Management*, *5(5)*, v-vii.

Barrows, C. & Bosselman, R., (1999). *Hospitality Management Education*. Binghamton, New York: The Haworth Press.

Baum, T., (1990). Competencies for hotel management: Industry expectations of education. *International Journal of Contemporary Hospitality Management*, *2(4)*, 13-16.

Baum, T. (1991). Management trainees in the hotel industry: What do managers expect? *Journal of European Industrial Training, 15(2)*, 3-8.

Baum ,T., & Nickson, D. (1998). Teaching human resource management in hospitality and tourism: a critique. *International Journal of Contemporary Hospitality Management, 10(2)*, 75-79.

Beck, U., Giddens, A., & Lash, S. (1994). *Reflective learning*. Cambridge: Policy Press.

Bell, D. (1973). *The coming of the post industry economy: A venture in social forecasting*. New York: Basic Books.

Birkett, W. P. (1993). *Competency based standards for professional accountants in Australia and New Zealand: Melbourne, Australian Society of Certified PracticingAccountants*.

Blocher, D., & Rapoza, R. (1981). Professional and vocational preparation. In Chickering & Associates (Eds.). *The Modern American College* (p. 212 – 231). San Francisco: Jossey–Bass.

Blue, G., & Harun, M. (2002). Hospitality language as a professional skill. *English for Specific Purposes*, *22 (1)*, 73-91.

Boylan, H., & White, Jr., W. (1994). Educating all the nation's people: The historical roots of developmental education. In Martha Maxwell (eds), *From access to success: A book of readings on college developmental education and learning assistance programs* (p 3-7). Clearwater, FL: H & H Publishing Company, Inc.

Brizek, M., & Khan, M. (2002).Ranking of U.S. hospitality undergraduate programs: 2000-2001. *Journal of Hospitality and Tourism Education, 14 (2)*, 4-8.

Brownell, J. (1994). Women in hospitality management: General managers' perceptions of factors related to career development. *International Journal of Hospitality Management, 13(2)*, 101-117.

Brownell, J. (1992). Hospitality managers' communication practices. *International Journal of Hospitality Management, 11(2)*, 111-128.

Butler, B. (2006). *A pilot study of essential competencies as perceived by multi-unit operations and human resource leaders in the restaurant industry*. Unpublished master's thesis, Oklahoma State University, Stillwater.

Cassado, M. (1992). Higher education hospitality schools: Meeting the needs of industry. *Hospitality and Tourism Educators*, *4(4)*, 41-43.

Charter of the Massachusetts Institute of Technology. (1999). Retrieved December 17, 2002, from http://www.libraries.mit.edu/archives/mithistory/charter.html.

Chickering, A. (1981). *The Modern American College*. San Francisco: Josey- Bass.

Choi, W., & Schmeltzer, C. (2000). Just in-time education: Tools for hospitality managers of the future? *International Journal of Contemporary Hospitality Management, 12(1)*, 31-37.

Choi, J., Woods, R., & Murrmann, S., (2000). International labor markets and the migration of labor forces as an alternative solution for labor shortages in the hospitality industry. *International Journal of Contemporary Hospitality Management*, *12(1)*, 61.

Christou, E. (1999). Hospitality management education in Greece: An exploratory study. *Tourism Management, 20(6)*, 683-691.

Christou, E., & Eaton, J. (2000). Management competencies for graduate trainees of hospitality and tourism programs. *Annals of Tourism Research, 27(4)*, 1058-1061.

Christou, E., & Sigala, M. (2001). Professional development in hospitality and tourism education: A strategy for the 21st century. *International Journal Tourism Research, 3*, 325-335.

Chung, K. (2000). Hotel management curriculum reform based on required competencies of hotel employees and career success in the hotel industry. *Tourism Management, 21(5), 473-487.*

Churchill, G. & Brown, T. (2007). *Basic Marketing Research*. Ohio: Thomas: Southwestern.

Coll, K., & Zegwaard, K. (2006). Perceptions of desirable graduate competencies for science and technology new graduates. *Research in Science & Technological Education*, *2(1)*, 29–58.

Cornell History. (2007). Retrieved March 5, 2007 from http://www.hotelschool.cornell.edu/about/history.html.

Crockett, L. (2002). Real world training to meet a growing demand. *Techniques. 4,* 18-22.

Cross, P. (1981). *Adults as learners*. London: Jossey-Bass.

Dahlman, C., Routti, J., & Yla-Anttila, P. (2006). Finland as a knowledge economy: Elements of success and lessons learned. Retrieved May 1, 2008 from http://info.worldbank.org/etools/docs/library/201645/Finland_ES.pdf.

Dev, C. & Olsen, M.D. (1999). Executive summary on the International Hotel & Restaurant Association think tanks on marketing International Hotel and Restaurant Association, Paris, France.

DiMicelli, P. (1998). Blending theory and practical experience. A hands-on approach to education hospitality managers. *Journal of Hospitality and Tourism Education, 10(1)*, 32-36.

Downey, J., & DeVeau, L. (1988). Hospitality management competencies for graduate trainees: Employers' views. *The Cornell Hotel and Restaurant Administration Quarterly, 23(3)*, 18-20.

Dotzler, Jr, J. (2003). A note on the nature and history of post-secondary developmental education in America. *Mathematics and Computer Education*, *37(1)*, 121-126.

114

Drucker, P. (2004). *The Daily Drucker* (1st ed.). New York: Harper Collins.

Drucker, P. (1993). *The post-capitalist society*. London: Harper Business.

Elias, J., & Merriam, S. (1980). *Philosophical foundations of adult education*. Florida: R.E. Krieger.

Ernst & Young (2006). Ernst & Young forecasts growth in global hospitality industry for 2006. Retrieved April 23rd, 2008 from http://www.ey.com/global/content.nsf.

Fitzgerald, M., & Cullen T. (1991). Learning through a "real world" experience. *The Cornel Hotel and Restaurant Administration Quarterly, 8*, 85-88.

Fletcher, S. (1994). Hospitality Education. *Hospitality Management: An Introduction to the Industry*. In R. Bymer (Eds), Dubuque, IA: Kent/Hunt.

Ford, C., & LeBruto, S. (1995). Management education in the USA: How much practical hotel management education is necessary? *International Journal of Contemporary Hospitality Management*, *7(5)*, i-iv.

Gamble, P.R., Lockwood, A. & Messenger, S. (1994). European management skills in the hospitality industry. European Hospitality Management, HCIMA Conference Proceedings, Amsterdam, 25-26.

Gates, B., Myhrvoid, N., & Rinearson, P. (1995). *The Road Ahead*. Viking Press, New York.

Gay, L, Mills, G., & Airasian, P. (2006). *Educational Research*. (8th ed.) Upper Saddle: Merrill Prentice Hall.

Gisslen, W. (2007). *Professional Cooking*. (6thed.) Hoboken: John Wiley & Sons.

Goleman, D. (1998). *Working with Emotional Intelligence*. New York : Bantam

Goleman, D. (2007). The emotionally intelligent workplace. Retrieved on December 2, 2007 from http//www.eiconsortium. org/research/ie_theory_performance.htm.

Goodman, J., & Sprague, L. (1991). The future of hospitality education: Meeting the industry's needs. *The Cornell Hotel and Restaurant Administration Quarterly, 32(2)*, 66-69.

Guile, D. (2001). Education and the economy: Rethinking the question of learning the knowledge era. *Futures*, *33*, 469-482.

115

Harris, K. (1997). Opinions of training methods used in the hospitality industry: A call for review. *International Journal of Hospitality Management*, *14(1)*, 79-96.

Hiemstra, R., & Sisco, B. (1990). *Individualizing instruction.* San Francisco: Jossey-Bass.

History of Harvard. (2007). Retrieved February 12, 2008 from http://www.hno.harvard.edu/guide/intro/index.html.

History of Oxford. (2007). Retrieved November 19, 2007 from http://www2.ox.ac.uk/about oxford/history.shtml

Hogg, C. (1994). A foretaste of work. *Human Resources*. Spring, 102-106.

Husen, T. (1974). *The Learning Society*. London: Methuen.

In the Works (2008, April). *Lodging*, 44-45.

Intercontinential Hotels, (2008) retrieved April 23, 2008 from http://www.ihgplc.com/index.asp?PageID=414&NewsID=2009

Johns, N., Ingram, H., & Lee-Ross, D. (1994). *Operational techniques : A resource-based approach for the hospitality industry*. London: Cassell.

Johns, N., & Edwards, J. (1994). *Operations Management: A resource-based approach for the hospitality industry*. London: Cassell.

Johns, N., & Teare, R. (1995). Change, opportunity and the new operations management curriculum. *International Journal of Contemporary Hospitality Management, 7(5)*, 4-8.

Jones, P. (1992). The effective hospitality manager. *Hospitality 134*, 16-7.

Kakabadse, N., Kouzmin, A., & Kakabadse, A. (2001). From tacit knowledge to knowledge management: Leveraging invisible assets. *Knowledge and Process Management, 8(3),* 137-154.

Kaplin, W. (1985). The Law of Higher Education. San Francisco: Josey-Bass.

Kay, C., & Moncarz, E. (2007). Lodging management success: Personal antecedents, achievements, KSA's and situational influencers. *International Journal of Hospitality Management, 26(1)*, 33-48.

116

Kay, C., & Moncarz, E. (2004). Knowledge skills and abilities for lodging management success. *Cornell Hotel and Restaurant Quarterly 34(3)*, 285-298.

Kay, C., & Russette, J. (2000). Hospitality management competencies. *Cornell Hotel and Restaurant Quarterly*, *41(2)*, 56-63.

Knowles, M. (1968). Androgogy, not pedagogy! *Adult Leadership. 16*, 350-352, 386.

Knowles, M. (1980). *The Modern Practice of Adult Education: From pedagogy to andagogy.* Chicago: Follett.

Knowles, M. (1984). The adult learner: A neglected species. Houston: Gulf Publishing.

Kruel, L. (1995). *Hospitality management education: The U.S. and Purdue University experience.* Paper presented at the annual conference in Australia and New Zealand Academy of Management, Townsville, Australia.

Labensky, S., & Hause, A. (1999). *On Cooking.* New Jersey: Prentice Hall.

LaBruto, S., & Murray, K. (1994). The educational value of "captive hotels". *The Cornell Hotel and Restaurant Administrative Quarterly*, *8*, 72-79.

Lashley, C. (1996a). Research issues for employee empowerment in hospitality organizations. *International Journal of Hospitality Management*, *15(4)*, 33-46.

Lashley, C. (1996b). Empowerment through involvement: A case study of TGI Friday Restaurants. Preceeding of the EuroCHRIE/IAHMS Atmn Conference, Leeuwarden.

Lin, M. (1997). *Feasibility planning in budget hotel development*. Unpublished master's thesis, University of Buckingham.

Merriam -Webster. (2008). Retrieved on February 24, 2008 from http://www.merriam-webster.com/dictionary/curriculum

Moreo, P. (1988). Autonomous hotel and restaurant schools: An emerging model. *Hospitality Education and Research Journal, 12(3)*, 85.

Nelson, D., & Low, G. (2003). *Emotional Intelligence Achieving Academic and Career Excellence*. New Jersey: Prentice Hall.

Okeiye, F., Finley, D., Postel, R., 1994. Food and beverage management competencies: Educator, industry and student perspectives. *Hospitality and Tourism Educator*, *6 (4)*, 37- 40.

Okumus, F., & Wong, K. (2005). In pursuit of contemporary content for courses on strategic management in tourism and hospitality schools. *International Journal of Hospitality Management, 24 (2)*, 259-279.

Olsen, M. (1999). Macroforces driving change into the new millennium – major challenges for the hospitality professional. *International Journal of Hospitality Management, 18(4)*, 371-385.

Partlow, C. (1996). Human resource practices of TQM hotels. *The Cornell Hotel and Restaurant Administration Quarterly, 37 (1)*, 67-77.

Petrillose, M., & Montgomery, R. (1998). An exploratory study of internship pratices in hospitality education and industry's perception of the importance of internships in hospitality curriculumn. *Journal of Hospitality Management and Tourism Education, 9(4)*, 46-51.

Pritchard, T., & Jones, D. (1996). *Open Learning and/as the Virtual University*, Univeristy of Melbourne: The Virtual University. Symposium, Melbourne, Australia, *11*, 21-22.

Reich, R. (1991). *The Work of Nations*. New York: Simon and Schuster.

Reigel, C. (1991). An introduction to career opportunities in hospitality and tourism. In Chire (Ed.) *A guided to college programs in the hospitality and tourism.* New York:Wiley.

Rhodes, M. (2008). Accommodating history. *Lodging*, *4*, 22.

Ross, G. (1997). Tourism/hospitality industry employment acquisition strategies, higher education preferences and the work ethic among Australian secondary school graduates. *Managing Leisure*, *(2) 2*, 82-93.

Sandwith, P. (1993). A hierarchy of management training requirements: The competency domain model. *Public Personnel Management, 22(4)*, 43 – 61

Schein, E. (1996). Leadership and organizational culture. In Hesselbeing, F., Goldsmith, M., & Beckhard, R. Editors. *The Leader of the Future* New York: Jossey- Bass.

Shavelson, J. (1996). *Statistical reasoning for the behavioral sciences*. Boston: Pearson.

Sigala, M. (2001). *Measuring students' variables for developing e-learning platforms*, 1st National Conference on Open and Distance Education, Greek Open University, Patras, Greece.

Sigala, M., & Baum, T. (2003). Trends and issues in tourism and hospitality higher education: Visioning the future. *Tourism and Hospitality Research*, *4(4)*, 367-376.

Sigala, M., & Christou, E. (2003). Enhancing and complementing the instruction of tourism and hospitality courses through the use of on-line educational tools. *Journal of Hospitality and Tourism Education, 15(1)*, 6-15.

Singh, A., & Ninemeier, J. (2003). Selection of post secondary educational institutions and course preferences of international hospitality students. *Hospitality & Tourism Education 15 (1)*, 35-41.

SPSS.com. Retrieved January 27, 2008 from http://www.spss.com/corpinfo/.

SPSS.com retrieved January 2, 2009 from www.SPSS.com/worldwide

Steed, E., & Schwer, K. (2003). Executive committee skills and completing the learning cycle in hospitality education. *Journal o f Hospitality and Tourism Education, 15(1)*, 43-50.

Steh, N. (1994). *Knowledge Societies*. London: Sage.

Stuart, M. (2002). Critical influences in tourism as a subject in UK higher education: Lecture perspective. *The Journal of Hospitality, Leisure, Sport & Tourism, (1)1*.

Su, A., Miller, J., & Shanklin, C. (1997/1998). Perceptions of industry professional and program administrators about accreditation curriculum standards for hospitality programs, *Journal of Hospitality & Tourism Education 9 (4), 36-40.*

Summer, C., Bettis, R., Duhaime, H., Grant, J., Hambrick, D., Snow, C., & Zeithaml, C. (1990). Doctoral education in the field of business policy and strategy. *Journal of Management,* 16(2), 361-398.

Survey monkey.com. Retrieved January 27th, 2008 from http://www.surveymonkey.com/ Home_CompanyInfo.aspx.

Tapscott, D. (1996). *The Digital Economy: Promise and Peril in the Age of Networked Intelligence*. New York: McGraw-Hill.

Tas, R. (1988). Teaching future managers. *The Cornell Hotel and Restaurant Administration Quarterly*, *29(2)*, 58-64.

Tas, R., LaBrecque, S., & Clayton, R. (1996). Property-management competencies for management trainees. *Cornell Hotel and Restaurant Quarterly, 37(3)*, 90-96.

Teare, R., & Ingram, H. (1993). *Strategic Management: A Resource-Based Approach for the Hospitality and Tourism Industries.* New York: Cassell.

Tesone, D. (2004). Development of sustainable tourism hospitality human resource management module: A template for teaching sustainability across the curriculum. *International Journal of Hospitality Management, 23(3)* 207-237.

The Chartered Institute of Marketing. (1997). *Continuing professional development: Committed to excellence*. Berkshire: Maidenhead, *7*.

United States Department of Veterans Affairs. The Veteran's Affairs History in Brief. (1997). Retrieved December 17, 2007 from http:/www.va.gov.argo.library.okstate.edu/pubaff/hisbrf.pdf

Umbreit, W. (1992). In search for hospitality curriculum relevance for the 1990's. *Hospitality and Tourism Educator, 15(1)*, 71-74.

United States Department of Labor (2008). Retrieved April 19th, 2008 from http://www.doleta.gov/BRG/IndProf/Hospitality_Profile.cfm.

Weerakit, N. (2007). Leadership competencies required for future hotel general managers' success in Thailand. Unpublished dissertation, Oklahoma State University, Stillwater.

Werner, E. (2008). The Bologna process: Building bridges for education internationalization and the Bologna Process: What does it mean for European Higher Education Institutions? *Journal of Hospitality and Tourism Education, 20(1)* 6-12.

Wikipedia. (2008). Retrieved on February 24th, 2008 from http://en.wikipedia.org/wiki/Hospitality_industry.

Wisansing, J. (2008). The three waves of internationalization sweeping Thailand's tourism and hospitality education: Current progress and future prospects. *Journal of Hospitality and Tourism Education, 20(1)*,13-19.

Wood, R., Rutherford, E., Schnidgall, R., Sciarini, M. (1998). Hotel general managers focused on the core business. *Cornell Hotel and Restaurant Administration Quarterly*, 9 (6), 38-44.

Workpermit.com (2008). Global U. S. hospitality industry needs workers. Retrieved April   26, 2008 from http://www.workpermit.com/news/2006 01 05/us/global hospitality industry needs.

Young, M. (1998). *The Curriculum of the Future.* Lewes: Falmer Press.

Zabel, D. (1992). Undergraduate and graduate programs in hospitality: A typology. *Hospitality and Tourism Educator*, *5,* 31-36.

APPENDIX A

Oklahoma State University Institutional Review Board

Date: Friday, August 29,
2008

IRB Application No   HE0853
 Proposal Title: A Comparison of Skills Necessary for Success as an Entry Level Manager
                      in
                      the Hospitality Industry vs. the Skills Graduates Possess

Reviewed and   Exempt
Processed as:

Status Recommended by Reviewer(s): Approved   Protocol Expires: 8/28/2009

Principal
Investigator(s):
/

Jennifer Staton-Reynolds   Bill Ryan
3112 N.Lincoln   210 HES
Stillwater, OK 74075   Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

      final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1 , Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request-for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,

Shelia
   Kennison, Chair
Institutinnal Review Board

المنارة للاستشارات

www.manaraa.com

Oklahoma State University Institutional Review Board

Date: Friday, August 29,
2008

IRB Application No   HE0853
Proposal Title: A Comparison of Skills Necessary for Success as an Entry Level Manager in
                         the Hospitality Industry vs. the Skills Graduates Possess

Reviewed and   Exempt
Processed as:

Status Recommended by Reviewer(s): Approved   Protocol Expires: 8/28/2009

Principal
Investigator(s):
/

Jennifer Staton-Reynolds   Bill Ryan
3112 N.Lincoln   210 HES
Stillwater, OK 74075   Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

        final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1 , Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request-for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,

Shelia
        Kennison, Chair
Institutinnal Review Board
Signature:
Shelia Kennison, Chair, OSU Institutional Review Board
Wednesday, September 24, 2008 Date

123

Appendix B

input by other faculty members in hospitality/tourism education and by using the annual *U.S. News and World Report's Guide to the Top Colleges* (2000) as a reference for constructing the scaling of each response. After carefully planning the scales this instrument was pretested by students in a graduate level research methods class at Virginia Tech. A careful review of the questionnaire and the ranking scale was undertaken in order to strengthen the accuracy of the scale. Using the recommendations and some opinions from other peers, the questionnaire and ranking scale were slightly revised in order to present as accurate results as possible. Following the revision, 121 questionnaires were mailed to deans, chairs, and directors of institutions that were CHRIE [The Council on Hotel, Restaurant and Institutional Education] institutional members and were four-year programs within the U.S.

Of the 121 questionnaires that were distributed, 48 were received with a response rate of 39.7%. Once the questionnaires

Table 1

Top 25 Institutions

Rank	University/College	School or Department	Curriculum Score	Faculty Score	Student Score	Resources Score	Alumni Score	Overall Score
1	Purdue University	School of Hospitality and Tourism Management	40	51	39	39	31	200
2	California Polytechnic University, Pomona	The Collins School of Hospitality Management	43	52	39	36	27	197
3	University of Houston	The Conrad N. Hilton College of Hotel and Restaurant Management	40	44	37	37	37	195
4 Tie	Pennsylvania State University	School of Hotel, Restaurant and Recreation Management	38	44	39	36	28	185
4 Tie	Michigan State University	The School of Hospitality Management	34	44	34	41	32	185
5	University of Nevada Las Vegas	The William F. Harrah College of Hotel Administration	37	46	35	35	31	184
6	Florida International University	School of Hospitality Management	38	46	40	36	23	183
7 Tie	University of Massachusetts, Amherst	Department of Hotel, Restaurant and Travel Administration	38	49	37	39	19	182
7 Tie	University of Delaware	Department of Hotel, Restaurant, and Institutional Management	38	49	38	30	25	182
8	Oklahoma State University	School of Hotel and Restaurant Management	38	44	34	34	31	181
9	University of South Carolina	School of Hotel, Restaurant and Tourism Management	36	42	37	31	34	180
10	Florida State University	Dedman School of Hospitality	32	44	37	33	30	176
11	Washington State University	Department of Hotel and Restaurant Administration	35	43	34	31	32	175
12	Robert Morris University	Department of Hospitality and Tourism	39	46	29	31	29	174
13	Georgia State University	Cecil B. Day School of Hospitality	37	44	34	31	25	171
14	Virginia Polytechnic Institute and State University	Department of Hospitality and Tourism Management	39	44	32	34	21	170
15	Texas Tech University	Department of Restaurant, Hotel and Institutional Management	40	44	28	27	30	169
16 Tie	Kansas State University	Department of Hotel, Restaurant, Institution Management and Dietetics	32	46	33	28	29	168
16 Tie	Widener University	School of Hospitality Management	37	38	35	32	26	168
17	Niagara University	College of Hospitality and Tourism Management	38	37	35	31	25	166
18	Boston University	School of Hospitality Administration	32	36	38	33	25	164
19	University of Denver	School of Hotel, Restaurant and Tourism Management	37	47	31	32	16	163
20	Northern Arizona University	School of Hotel and Restaurant Management	32	39	36	31	23	161
21	New Mexico State University	Department of Hotel and Restaurant Management	27	43	35	30	23	159
22	Colorado State University	Department of Restaurant and Resort Management	28	47	32	30	20	157
23	Metropolitan State College of Denver	Department of Hospitality, Meeting and Travel Administration	32	33	29	32	25	151
24 Tie	University of Central Florida	Rosen School of Hospitality Management	40	41	27	26	16	150
24 Tie	Iowa State University	Department of Hotel, Restaurant and Institution Management	35	41	28	31	15	150
25	Johnson and Wales University	School of Hospitality Management	34	31	31	31	22	149

Brizek, M., & Khan, M. (2002).Ranking of U.S. hospitality undergraduate programs: 2000-2001. *Journal of Hospitality and Tourism Education, 14 (2)*, 4-8.

APPENDIX C

August 31, 2008

Greetings,

I am a graduate student in Hospitality Administration at Oklahoma State University preparing my master's research. The purpose of the study is to determine if there is a gap between the skills necessary for success as entry level manager and skills included in post secondary education. Faculty and recruiters will be asked to complete an electronic survey to identify the skills entry level managers need to be successful.

_____ was selected to participate in this study because the program at _____was ranked as one of the top 25 undergraduate degrees in hospitality management according to a 2002 study in the Journal of Hospitality & Tourism Education. I am writing to ask your help by providing the names and e-mail address (if available the mailing address) of the recruiters who interview hospitality students in your program.

Confidentiality of the data collected will follow standard IRB procedures and the contact information you provide will be used solely for the purpose of this study. A list of the recruiters and their e-mail address can be sent to Jennifer.Staton-Reynolds@okstate.edu or I would be happy to schedule a time to visit with you by phone to discuss your participation in this study.

I would be happy to share the results of this study upon completion. Please indicate that you would like to receive a copy of the results in your return e-mail. The study should be completed in late fall, and the results will be available in December or early January.

I appreciate your help and participation in this study,

Jennifer Staton-Reynolds

Jennifer Staton-Reynolds
Master's Student
Teaching Assistant
Oklahoma State University
210 HES West
Stillwater, Ok 74076
405-269-2367

If you have questions about this study, please feel free to contact my faculty advisor:
 Dr. Bill Ryan, RD, LD
Oklahoma State University
 b.ryan@okstate.edu
 405-744-8485.

September 8th, 2008

Greetings

I am a graduate student in Hospitality Administration at Oklahoma State University preparing my master's research. The purpose of the study is to determine if there is a gap between the skills necessary for success as an entry level manager and skills included in post secondary education. I am writing to ask for your participation in the study. Educators and recruiters will complete an electronic survey to identify the skills entry level managers need to be successful. The survey will be sent on Wednesday, September 10th and should take about 20 minutes to complete.

The faculty at _____ was selected to participate in this study because the program at _____ was ranked as one of the top 25 undergraduate degrees in hospitality management according to a 2002 study in the Journal of Hospitality & Tourism Education.

I would be happy to share the results of this study upon completion. If you would like to receive a copy of the results please provide your e-mail address as indicated in the survey. The study should be completed in late fall, and the results will be available in December or early January.

I appreciate your help and participation in this study,

Jennifer Staton-Reynolds

Jennifer Staton-Reynolds
Master's Student
Teaching Assistant
Oklahoma State University
210 HES West
Stillwater, Ok 74076
405-269-2367

If you have questions about this study, please feel free to contact my faculty advisor:
Dr. Bill Ryan, RD, LD
Oklahoma State University
b.ryan@okstate.edu
405-744-8485.

October 1, 2008

Greetings,

The management skills necessary for success in the hospitality industry and the skills taught in post secondary hospitality programs have historically been misaligned. Given the rapid changes that are happening in the world today, this study is being conducted to determine the specific factors associated with this gap and to determine where the inconsistency lies. Reducing this discrepancy will better prepare university graduates to be successful earlier in their careers. This in turn will make hospitality organizations more efficient and profitable.

We are requesting that you take 20 minutes to complete an on-line survey. You have been invited to participate in this study because you are a hospitality recruiter or an educator at one of the top 25(four-year) hospitality education programs in the United States. If you have already participated in this survey, I apologize for bothering you again.

There are no known risks associated with this project that are greater than those ordinarily encountered in daily life. Your response to this survey is voluntary and your answers will be kept totally confidential. Your name and contact information will be kept separately from your responses and will not be associated with the responses. Research records will be stored securely and only the researcher and faculty advisor responsible for the research oversight will have access to the records. The data will be reported in aggregate format and no specific respondent's identity will be released or identified in the report. While we would like you to answer the survey completely, you have the right not to respond to any of the questions, for whatever reason you have.

If you have questions about your rights as a research volunteer, you may contact:

Dr. Shelia Kennison
IRB Chair
219 Cordell North
Stillwater, OK 74078-1038
05.744.1676 or irb@okstate.edu

We thank you in advance for participating and volunteering your valuable time. We strongly urge you to participate in this survey in order help close the gap between industry and education.

Sincerely,

Jennifer Reynolds
Graduate Student
Oklahoma State University
School of Hotel and Restaurant Administration
210 HESW
Stillwater, OK 74078
405-744-6713

Dr. Bill Ryan, Ed.D., RD, LD
Associate Professor
Associate Director
Oklahoma State University
School of Hotel and Restaurant Administration
210 HESW
Stillwater, OK 74078
405-744-8485

v clicking on this link you are consenting to participate in the survey (You may need to press control and click on the k depending upon your web browser setting).

https://www.surveymonkey.com/s.aspx?sm=7rrqwZpzkRdoXcuRwy_2b9jA_3d_3d

Greetings,

The management skills necessary for success in the hospitality industry and the skills taught in post secondary hospitality programs have historically been misaligned. Given the rapid changes that are happening in the world today, this study is being conducted to determine the specific factors associated with this gap and to determine where the inconsistency lies. Reducing this discrepancy will better prepare university graduates to be successful earlier in their careers. This in turn will make hospitality organizations more efficient and profitable.

We are requesting that you take 20 minutes to complete an on-line survey. You have been invited to participate in this study because you are a hospitality recruiter or an educator at one of the top 25(four-year) hospitality education programs in the United States.

There are no known risks associated with this project that are greater than those ordinarily encountered in daily life. Your response to this survey is voluntary and your answers will be kept totally confidential. Your name and contact information will be kept separately from your responses and will not be associated with the responses. Research records will be stored securely and only the researcher and faculty advisor responsible for the research oversight will have access to the records. The data will be reported in aggregate format and no specific respondent's identity will be released or identified in the report. While we would like you to answer the survey completely, you have the right not to respond to any of the questions, for whatever reason you have.

If you have questions about your rights as a research volunteer, you may contact:

Dr. Shelia Kennison
IRB Chair
219 Cordell North
Stillwater, OK 74078-1038
405.744.1676 or irb@okstate.edu

We thank you in advance for participating and volunteering your valuable time. We strongly urge you to participate in this survey in order to help close the gap between industry and education.

Sincerely,

Jennifer Reynolds	Dr. Bill Ryan, Ed.D., RD, LD
Master's Student	Associate Professor
Oklahoma State University	Associate Director
School of Hotel and Restaurant Administration	Oklahoma State University
210 HESW	School of Hotel and Restaurant Administration.
Stillwater, OK 74078	210 HESW
405-744-6713	Stillwater, OK 74078
	405-744-8485

By clicking on this link you are consenting to participate in the survey.

https://www.surveymonkey.com/s.aspx?sm=TIiJhNuv2KY5EWJZOFoIxQ_3d_3d

130

Skills necessary for success - Recruiters

On a scale of 1-5 with 1 being "Not Important" and 5 being "Extremely Important" rate the level of importance in your opinion, of the following skills for first year Hospitality Managers.

	Not Important		Important		Extremely Important
open to new ideas; innovative/creative	○	○	○	○	○
leadership skills	○	○	○	○	○
delegates tasks and responsibilities	○	○	○	○	○
has a college/graduate degree	○	○	○	○	○
maximizes employee productivity	○	○	○	○	○
manages stress/anger/anxiety	○	○	○	○	○
enthusiastic; maintains a positive attitude	○	○	○	○	○
integrity	○	○	○	○	○
can empathize with others	○	○	○	○	○
committed, hardworking, conscientious worker	○	○	○	○	○
takes initiative	○	○	○	○	○
works independently with little or no direction	○	○	○	○	○
clear and effective communicator	○	○	○	○	○
understands importance of orienting, training and developing employees	○	○	○	○	○
flexible; can adapt to change	○	○	○	○	○
motivates others	○	○	○	○	○
acts as a change catalyst	○	○	○	○	○
speaks a foreign language	○	○	○	○	○
is willing and able to learn	○	○	○	○	○
maintains professional work standards and appearance	○	○	○	○	○
able to identify and solve problems	○	○	○	○	○
familiar with labor laws	○	○	○	○	○
assertive; exhibits self-confidence	○	○	○	○	○
organizational skills	○	○	○	○	○

Let's take a break so you can tell us a little bit about yourself

What is the highest level of education you have completed?

☐ High School/GED

☐ Technical Degree

☐ Associate Degree

☐ Bachelor's Degree

☐ Master's Degree

☐ Doctoral

How many years has it been since you graduated with your latest degree?

☐ 1-3 years

☐ 4-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

☐ 20+ years

How long have you worked for your current employer?

☐ less than one year

☐ 1-3 years

☐ 4-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

☐ 20+ years

How many years have you been in your current position?

☐ less than one year

☐ 1-3 years

☐ 4-5 years

☐ 6-10 years

☐ 11-15 years

☐ 15+ years

Page 2

132

Skills necessary for success - Recruiters

Have you taught at a post secondary education institution?

☐ yes

☐ no

What is your primary job responsibility at this time?

☐ recruiter

☐ general human resources

☐ general manager

☐ operations manager

other (please specify)

[   ]

How would you classify your organization?

☐ restaurant/food service

☐ hotel/lodging

other (please specify)

[   ]

Please identify the ownership of your organization.

☐ Corporate

☐ Independent

☐ Franchise

Let's rank a few more skills

On a scale of 1 - 5 with 1 being "Not Important" and 5 being "Extremely Important" rate the level of importance, in your opinion, of the following skills for first year Hospitality Managers.

	Not Important		Important		Extremely Important
focus on service quality	○	○	○	○	○
strategic manager	○	○	○	○	○
contributes to the organization's energy management programs/going green policies	○	○	○	○	○
ability to analyze data	○	○	○	○	○
develops operational systems and controls	○	○	○	○	○
guest services	○	○	○	○	○
manages conflict	○	○	○	○	○
reservations operations	○	○	○	○	○
understands a profit and loss statement	○	○	○	○	○
basic work experience	○	○	○	○	○
sets and meets personal goals	○	○	○	○	○
listening skills	○	○	○	○	○
makes decisions	○	○	○	○	○
front desk operation	○	○	○	○	○
participates in continuing education	○	○	○	○	○
logical/analytical thinker	○	○	○	○	○
utilizes resources effectively	○	○	○	○	○
crisis management skills	○	○	○	○	○
charismatic personality	○	○	○	○	○
empowers others	○	○	○	○	○
attention to detail	○	○	○	○	○
accurately forecasts revenues and expenses	○	○	○	○	○
understands a business environment	○	○	○	○	○
utilizes accounting procedures/controls	○	○	○	○	○
diplomatic leader	○	○	○	○	○

We'd like to know about your experience

Skills necessary for success - Recruiters

Please indicate all the services provided by your organization.

- [ ] food
- [ ] beverage
- [ ] lodging/hospitality
- [ ] accounting
- [ ] engineering
- [ ] sales/marketing
- [ ] catering
- [ ] conventions services
- [ ] information technology
- [ ] purchasing
- [ ] human resources

other (please specify)

Please indicate the areas for which you recruit hospitality graduates for entry level management positions in the hospitality industry.

- [ ] food and beverage
- [ ] kitchen management
- [ ] front of the house
- [ ] banquets and catering
- [ ] lodging
- [ ] front desk
- [ ] housekeeping
- [ ] convention services
- [ ] sales and marketing
- [ ] administration
- [ ] IT
- [ ] purchasing
- [ ] accounting
- [ ] engineering

Skills necessary for success - Recruiters

Please indicate what level of responsibility is given to college graduates in an entry level management position within your organization?

☐ hourly - no direct responsibility

☐ supervisory 1 -5 employees

☐ supervisory 6-10 employees

☐ supervisory more than 10 employees

☐ assistant manager - assists in operating a department

☐ department manager - responsible for the operation of a department

What is your organization annual turn-over rate?
(Enter a whole number)

Hourly Employee

Management

Ok, let's get back to the skills now

Just a reminder the scale is 1 being "Not Important" and 5 being "Extremely Important".

	Not Important		Important		Extremely Important
convention and meeting planning services	○	○	○	○	○
wages, salary and benefits administration	○	○	○	○	○
budgeting	○	○	○	○	○
international issues	○	○	○	○	○
menu planning and management	○	○	○	○	○
convention and conference management	○	○	○	○	○
globalization	○	○	○	○	○
understands hospitality sales and marketing	○	○	○	○	○
purchasing and inventory management	○	○	○	○	○
telecommunications	○	○	○	○	○
cost controls	○	○	○	○	○
culture and diversity	○	○	○	○	○
accounting principles	○	○	○	○	○
public relations	○	○	○	○	○
health and recreation operations	○	○	○	○	○
food and beverage product knowledge	○	○	○	○	○
shift management and employee scheduling	○	○	○	○	○
ratio and profit analysis	○	○	○	○	○
housekeeping operations	○	○	○	○	○

This information will help us draw useful conclusions

Please indicate your gender.

☐ male

☐ female

Would you consider sharing what years you were born between? (optional)

☐ 1980-1989

☐ 1970-1979

☐ 1960-1969

☐ 1950-1959

☐ 1940-1949

☐ 1930-1939

Are you a United States citizen?

☐ Yes

☐ No

Tell us about your cultural heritage.

☐ North American

☐ Central South American

☐ Asian

☐ European

☐ Middle Eastern

☐ Australian

☐ African American

Other (please specify)

Your just about finished rating the level of importance!

138

www.manaraa.com

The scale is 1 being "Not Important" and 5 being "Extremely Important".

	Not Important		Important		Extremely Important
contractual services	○	○	○	○	○
energy management and conservation and stain ability	○	○	○	○	○
public, guest and employee liability	○	○	○	○	○
food safety and sanitation	○	○	○	○	○
safety programs	○	○	○	○	○
sexual harassment and managing diversity	○	○	○	○	○
responsible alcohol service	○	○	○	○	○
facility planning, design and decor	○	○	○	○	○
facility maintenance and repair	○	○	○	○	○
food safety and the law	○	○	○	○	○
food and beverage quality	○	○	○	○	○
hazard communication	○	○	○	○	○
utilities and mechanical systems	○	○	○	○	○
data management	○	○	○	○	○
renovations and capital improvement	○	○	○	○	○
service style and standards	○	○	○	○	○
waste management	○	○	○	○	○
economics	○	○	○	○	○
software and hardware management	○	○	○	○	○
security operations	○	○	○	○	○
contamination and spoilage	○	○	○	○	○

We'd like to know a bit about your industry experience

Skills necessary for success - Recruiters

Do you have industry operations experience?

☐ Yes

☐ No

Overall, how many years of industry experience have you had?

☐ less than 3 years

☐ 3-5 years

☐ 6-10 years

☐ 11-15 years

☐ 15+ years

Other (please specify)

[_____]

Indicate all areas within the industry you have operations experience.

☐ None

☐ as an hourly employee

☐ as an entry level manager

☐ as a middle manager

☐ as an executive

☐ corporate

☐ entrepreneur

other (please specify)

[_____]

Would you be willing to share your annual salary range?

☐ Under $24,999

☐ $25,000-$49,999

☐ $50,000-$74,999

☐ $75,000-$99,999

☐ $100,000-$124,999

☐ above $125,999

Skills necessary for success - Recruiters

If you would like to receive a copy of the results of this survey, please check yes and include an e-mail address.

☐ yes

☐ no

Please provide your e-mail address

[ ]

Next let's rate your opinion of recent graduates competence in these skills

**On a scale of 1 - 5 rate the level of importance, in your opinion, of the following skills for first year Hospitality Managers.**

	Not Important		Important		Extremely Important
understands importance of orienting, training and developing employees	○	○	○	○	○
works independently with little or no direction	○	○	○	○	○
leadership skills	○	○	○	○	○
flexible; can adapt to change	○	○	○	○	○
familiar with labor laws	○	○	○	○	○
enthusiastic; maintains a positive attitude	○	○	○	○	○
has a college/graduate degree	○	○	○	○	○
takes initiative	○	○	○	○	○
assertive; exhibits self-confidence	○	○	○	○	○
organizational skills	○	○	○	○	○
integrity	○	○	○	○	○
open to new ideas; innovative/creative	○	○	○	○	○
speaks a foreign language	○	○	○	○	○
can empathize with others	○	○	○	○	○
clear and effective communicator	○	○	○	○	○
acts as a change catalyst	○	○	○	○	○
manages stress/anger/anxiety	○	○	○	○	○
able to identify and solve problems	○	○	○	○	○
motivates others	○	○	○	○	○
maximizes employee productivity	○	○	○	○	○
maintains professional work standards and appearance	○	○	○	○	○
delegates tasks and responsibilities	○	○	○	○	○
committed, hardworking, conscientious worker	○	○	○	○	○
is willing and able to learn	○	○	○	○	○

Let's take a break so you can tell us a little bit about yourself

What is the highest level of education you have completed?

- [ ] High School/GED
- [ ] Technical Degree
- [ ] Associate Degree
- [ ] Bachelor's Degree
- [ ] Master's Degree
- [ ] Doctoral

How many years has it been since you graduated with your latest degree?

- [ ] 1-3 years
- [ ] 4-5 years
- [ ] 6-10 years
- [ ] 11-15 years
- [ ] 16-20 years
- [ ] 20+ years

How long have you worked for your current employer?

- [ ] less than one year
- [ ] 1-3 years
- [ ] 4-5 years
- [ ] 6-10 years
- [ ] 11-15 years
- [ ] 16-20 years
- [ ] 20+ years

How many years have you been in your current position?

- [ ] less than one year
- [ ] 1-3 years
- [ ] 4-5 years
- [ ] 6-10 years
- [ ] 11-15 years
- [ ] 15+ years

Let's rank a few more skills
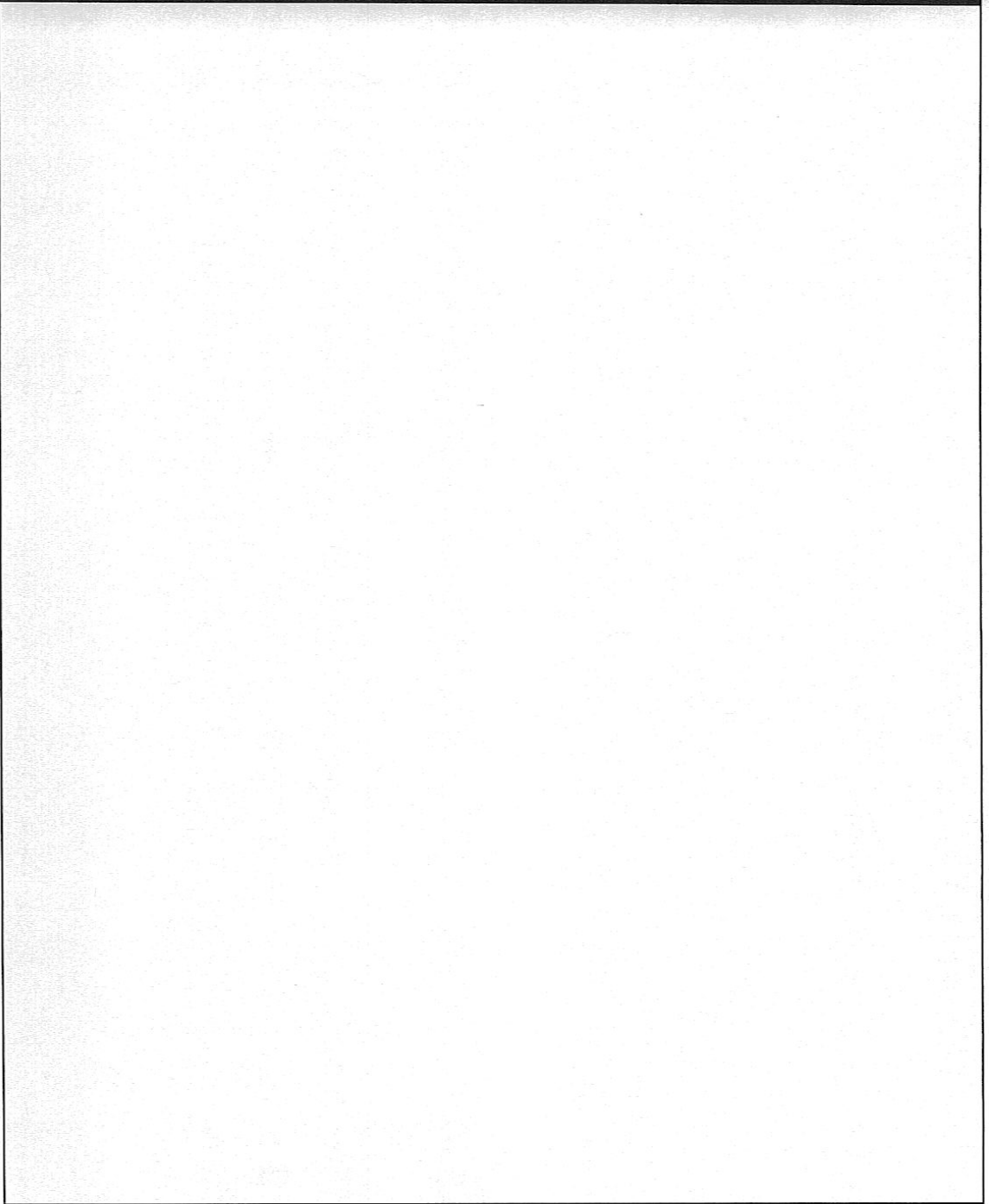
144

Skills necessary for success - Faculty

On a scale of 1 - 5 rate the level of importance, in your opinion, of the following skills for first year Hospitality Managers.

	Not Important		Important		Extremely Important
contributes to the organization's energy management programs/going green policies	○	○	○	○	○
front desk operation	○	○	○	○	○
attention to detail	○	○	○	○	○
reservations operations	○	○	○	○	○
focus on service quality	○	○	○	○	○
crisis management skills	○	○	○	○	○
listening skills	○	○	○	○	○
utilizes accounting procedures/controls	○	○	○	○	○
understands a profit and loss statement	○	○	○	○	○
makes decisions	○	○	○	○	○
participates in continuing education	○	○	○	○	○
basic work experience	○	○	○	○	○
utilizes resources effectively	○	○	○	○	○
understands a business environment	○	○	○	○	○
manages conflict	○	○	○	○	○
develops operational systems and controls	○	○	○	○	○
diplomatic leader	○	○	○	○	○
ability to analyze data	○	○	○	○	○
strategic manager	○	○	○	○	○
empowers others	○	○	○	○	○
guest services	○	○	○	○	○
charismatic personality	○	○	○	○	○
accurately forecasts revenues and expenses	○	○	○	○	○
logical/analytical thinker	○	○	○	○	○
sets and meets personal goals	○	○	○	○	○

We'd like to know about your experience

145

Skills necessary for success - Faculty

What is/are your primary area(s) of academic emphasis?

- [ ] food/beverage
- [ ] lodging
- [ ] gaming
- [ ] human resources
- [ ] information technology
- [ ] accounting/finance
- [ ] sales and marketing
- [ ] management and organization
- [ ] business law and ethics

other (please specify)

[   ]

Please indicate all curriculum area(s) you have taught, on a regular basis, in the past five years.

- [ ] food
- [ ] beverage
- [ ] front office
- [ ] housekeeping
- [ ] accounting
- [ ] engineering/mechanical
- [ ] marketing
- [ ] information technology
- [ ] purchasing
- [ ] management and organization
- [ ] cost control
- [ ] Revenue Management
- [ ] human resources
- [ ] sales and promotions
- [ ] law and ethics
- [ ] business analysis
- [ ] internship

☐ food courses with lab

☐ lodging courses with lab

Please indicate where the curriculum areas are taught at your university. Check all that apply.

	Your Program	Other Program	Not Taught
food	☐	☐	☐
beverage	☐	☐	☐
front office	☐	☐	☐
housekeeping	☐	☐	☐
accounting	☐	☐	☐
engineering/mechanical	☐	☐	☐
marketing	☐	☐	☐
information technology	☐	☐	☐
purchasing	☐	☐	☐
management and organization	☐	☐	☐
cost control	☐	☐	☐
revenue management	☐	☐	☐
human resources	☐	☐	☐
sales and promotions	☐	☐	☐
law and ethics	☐	☐	☐
business analysis	☐	☐	☐
food course with lab	☐	☐	☐
lodging course with lab	☐	☐	☐

Ok, let's get back to the skills now.

On a scale of 1 - 5 rate the level of importance, in your opinion, of the following skills for first year Hospitality Managers.

	Not Important		Important		Extremely Important
accounting principles	○	○	○	○	○
convention and conference management	○	○	○	○	○
cost controls	○	○	○	○	○
wages, salary and benefits administration	○	○	○	○	○
purchasing and inventory management	○	○	○	○	○
food and beverage product knowledge	○	○	○	○	○
culture and diversity	○	○	○	○	○
international issues	○	○	○	○	○
health and recreation operations	○	○	○	○	○
globalization	○	○	○	○	○
shift management and employee scheduling	○	○	○	○	○
convention and meeting planning services	○	○	○	○	○
menu planning and management	○	○	○	○	○
budgeting	○	○	○	○	○
ratio and profit analysis	○	○	○	○	○
housekeeping operations	○	○	○	○	○
public relations	○	○	○	○	○
understands hospitality sales and marketing	○	○	○	○	○
telecommunications	○	○	○	○	○

This information will help us draw useful conclusions.

148

Skills necessary for success - Faculty

Please indicate your gender.

☐ male

☐ female

Would you consider sharing what years you were born between? (optional)

☐ 1980-1989

☐ 1970-1979

☐ 1960-1969

☐ 1950-1959

☐ 1940-1949

☐ 1930-1939

Are you a United States citizen?

☐ Yes

☐ No

Tell us about your cultural heritage.

☐ North American

☐ Central South American

☐ Asian

☐ European

☐ Middle Eastern

☐ Australian

☐ African American

Other (please specify)

You'll be done shortly

149

Skills necessary for success - Faculty

On a scale of 1 - 5 rate the level of importance, in your opinion, of the following skills for first year Hospitality Managers.

	Not Important		Important		Extremely Important
public, guest and employee liability	○	○	○	○	○
security operations	○	○	○	○	○
renovations and capital improvement	○	○	○	○	○
utilities and mechanical systems	○	○	○	○	○
software and hardware management	○	○	○	○	○
food safety and the law	○	○	○	○	○
facility planning, design and decor	○	○	○	○	○
food and beverage quality	○	○	○	○	○
contamination and spoilage	○	○	○	○	○
responsible alcohol service	○	○	○	○	○
sexual harassment and managing diversity	○	○	○	○	○
food safety and sanitation	○	○	○	○	○
facility maintenance and repair	○	○	○	○	○
service style and standards	○	○	○	○	○
waste management	○	○	○	○	○
safety programs	○	○	○	○	○
data management	○	○	○	○	○
contractual services	○	○	○	○	○
hazard communication	○	○	○	○	○
energy management and conservation and sustainability	○	○	○	○	○
economics	○	○	○	○	○

Last but not least, a bit about your industry experience.

Skills necessary for success - Faculty

What is your academic rank?

- [ ] Instructor
- [ ] Assistant Professor
- [ ] Associate Professor
- [ ] Professor
- [ ] Clinical Faculty

Other (please specify)

[_____]

What is your college affiliation?

- [ ] A college of hotel and restaurant administration
- [ ] A department within a Business College
- [ ] A department within a Human Science College
- [ ] A department within the Agriculture College
- [ ] A department within another college

Other (please specify)

[_____]

Do you have industry experience?

- [ ] Yes
- [ ] No

Overall, how many years of industry experience do you have?

- [ ] Less than three
- [ ] 3-5 years
- [ ] 6-10 years
- [ ] 11-15 years
- [ ] 15+ years

151

Skills necessary for success - Faculty

Indicate all areas within the industry you have operation experience?

- [ ] None
- [ ] As an hourly employee
- [ ] As an entry level manager
- [ ] As a mid-level manager
- [ ] As an executive
- [ ] Corporate
- [ ] Entrepreneur

Would you be willing to share your annual salary range?

- [ ] Under $24,999
- [ ] $25,000-$49,999
- [ ] $50,000-$74,999
- [ ] $75,000-$99,999
- [ ] $100,000-$124,999
- [ ] Above $125,999

Please send me copy of the results of this research.

- [ ] Yes
- [ ] No

E-Mail Address

Thank You for your participation!

152

VITA

Jennifer Staton-Reynolds

Candidate for the Degree of

Master of Science

Thesis: A COMPARISON OF SKILLS CONSIDERED IMPORTANT AS AN ENTRY
LEVEL MANAGER IN THE HOSPITALITY INDUSTRY ACCORDING TO
INDUSTRY RECRUITERS AND UNIVERSITY EDUCATORS

Major Field: Hospitality Administration

Completed the requirements for the Master of Science in Hospitality Administration at
Oklahoma State University, Stillwater, Oklahoma in May 2009.

Completed the requirements for the Bachelor of Science in Administrative Dietetics at
Purdue University, West Lafayette, Indiana in May 1984

Graduate Teaching Assistant   2006 – 2008
 Oklahoma State University; Stillwater, OK
Course: HRAD 1114 – Basic Food and Sanitation Lab

Wyndham Hotels   Vinings, GA
Regional Property Accountant; **Human Resource Manager;**   1989 – 1994
- Initial Position - Property Accountant
- Monitored and assisted with Accounting/Human Resource responsibilities in three hotels
- Developed and participated in planning; oversight; budgeting and financial analysis in
  three hotels
- Audited financial records to check for accuracy and assure integrity
- Assisted with a five month renovation to repair damage caused when the heating/cooling
  pipes burst

Professional Organization
- Council of Hotel and Restaurant Education; Current Member

Certification
- National Servsafe Certification; 2006-present
- National Human Resource Certification; September 2008

Leadership
- President, Hotel and Restaurant Graduate Student Association; 2007 – 2008
- Treasurer, CHES Graduate Student Association; 2008-2009
- President, Eta Sigma Delta, CHRIE Hospitality Honor Society, 2008-2009

Honors and Awards
- Member of Eta Sigma Delta International Honor Society; 2007 -2008
- Outstanding Master's Student – Department of Hotel and Restaurant Administration 2008
- Member of Kappa Omicron Nu National Honor Society 2008

Name: Jennifer Staton-Reynolds   Date of Degree: May, 2009

Institution: Oklahoma State University   Location: Stillwater, Oklahoma

Title of Study: A COMPARISON OF SKILLS CONSIDERED IMPORTANT AS AN
                 ENTRY LEVEL MANAGER IN THE HOSPITALITY INDUSTRY
                 ACCORDING TO INDUSTRY RECRUITERS AND UNIVERSITY
                 EDUCATORS

Pages in Study: 152   Candidate for the Degree of Master of Science

Major Field: Hospitality Administration

        Scope and Method of Study: This study determined if the gap, previously
identified in the review of literature, between the skills considered important for success
as entry level managers by hospitality recruiters and the skills hospitality educators
consider important still exists. The skills identified in the review of literature, as
important for success as an entry level manager in the hospitality industry, were used to
develop a survey which was distributed to both recruiters in the hospitality industry and
hospitality educators. Standard statistical analysis was performed to answer the research
questions. Three separate analytical methods indicated that the previously identified gap
continuous to exist today.

        Findings and Conclusions: The response rate for recruiters was 19.8% and for
educators 27.1%. The top ten skills were the same between the two groups; the only
difference was a slight variation in ordering. The bottom twelve skills were similar, with
a moderate variation in ordering. The results indicated that both the recruiters and
educators recognize the importance of emotional intelligence (EI) skills. After the top ten
skill rankings by recruiters and educators, there is a significant misalignment in the
priority level between the two groups of respondents. This is further exacerbated when
the historical classification for Knowledge, Skills and Abilities (KSA), Technical (T) and
Emotional Intelligence (EI) skills is compared within the rankings. A disparity in age
between the two groups points out that the respondents come from different generations,
couple this with a divergence in gender indicates that the responses were based upon two
completely different perspectives. The results suggest that industry and academia may
have become comfortable with their relationship. While these two groups may have
settled for the relationship, the inability of educators to adapt to the current needs of
industry may lead students to seek degrees from institutions which can provide the skills
considered important for success by industry.

ADVISER'S APPROVAL: Dr. Bill Ryan _____