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CURRICULUM REFORM OF HOTEL MANAGEMENT EDUCATION IN KOREA

**(A Study of Required Competencies in the Hotel Industry and
the Hotel Management Curriculum Influencing Career Success)**

BY

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A Doctoral Dissertation

Submitted to

The Faculty of
The Graduate School of Education and Human Development
The George Washington University

In Partial Satisfaction of the Requirements for
The Degree of Doctor of Education

May 16, 1999

Dissertation directed by

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UMI Number: 9932073

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TABLE OF CONTENT

LIST OF FIGURES	i
LIST OF TABLES	ii
ACKNOWLEDGMENTS	vi
ABSTRACT OF DISSERTATION	vii
CHAPTER 1	1
I . BACKGROUND OF THE STUDY	1
II . THEORETICAL FRAMEWORK	5
III . PROBLEM STATEMENT	13
IV . PURPOSE OF THE STUDY	19
V . RESEARCH QUESTIONS AND HYPOTHESES	20
VI . NEED FOR THE STUDY	22
VII . ASSUMPTIONS	23
VIII . LIMITATIONS OF THE STUDY	24
IX . METHODOLOGY	25
X . DEFINITIONS	26
CHAPTER 2	29
I . INTRODUCTION	29

II . GENERAL CONCEPTS OF PRACTICAL EDUCATION AND EFFECTIVE ORIENTATION OF HOTEL MANAGEMENT CURRICULUM REFORM	30
A. <u>General Concepts of Practical Education</u>	30
B. <u>Effective Orientation of Curriculum Reform</u>	32
a. Toward a Framework of Curriculum Reform	32
b. Toward a Direction of Hotel Management Curriculum Reform	34
c. Toward New Components of Hotel Management Curriculum Reform	39
III . IDENTIFICATION OF THE HOTEL EMPLOYEES NEEDS AND THE REQUIRED COMPETENCIES IN THE HOTEL INDUSTRY	43
A. <u>The Needs of Hotel Employees</u>	43
a. Internal Marketing Concept	43
b. Motivation of Hotel Employees	44
c. Career Stress of Hotel Employees	47
B. <u>Required Competencies in the Hotel Industry</u>	49
a. Toward a Definition and the Importance of Competencie	49
b. Required Competencies in the Hotel Industry - from the Late 1980's to 1990	52
c. Required Competencies in the Hotel Industry - 1991 and after	54
IV . THE HOTEL MANAGEMENT CURRICULUM OF UNIVERSITY	59
A. <u>The Paradigm of the Hotel Management Curriculum of University</u>	59
B. <u>Review of Hospitality/Hotel Management Programs and University Curricula</u>	65
a. Names of Hospitality/Hotel/Tourism Programs of Universities	65
b. Review of the Hospitality/Hotel Management Curricula in the United States	66
c. Review of the Hospitality/Hotel Management Curricula in Korea	73
C. <u>Toward New Directions and Components of Core Curriculum Contents</u>	77
a. The Emerging Importance of Service Learning	77
b. Giving an Impetus of Case Study	78
c. The Importance of Internship	81
V . SUMMARY	83
CHAPTER 3	85
I . DEFINITION OF THE POPULATION AND SAMPLE	85

II. DEVELOPMENT OF THE RESEARCH INSTRUMENT	86
III. THE VARIABLES	89
IV. DATA COLLECTION	90
V. DATA ANALYSIS PROCEDURES	91
VI. SUMMARY	94
CHAPTER 4	96
I. RESEARCH DESIGN AND CONCEPTUAL MODEL	96
II. PROFILE OF THE SAMPLE	99
III. PRESENTATION AND ANALYSIS OF THE DATA FOR TESTING THE HYPOTHESES	101
<u>A. Testing the Hypothesis 1</u>	101
a. Factor Analysis for the Competency and Curriculum Variables	101
b. Canonical Correlation Analysis for the Competency and Curriculum Variables.	108
<u>B. Testing the Hypothesis 2</u>	113
<u>C. Testing the Hypothesis 3</u>	115
<u>D. Testing the Hypothesis 4</u>	117
<u>E. Testing the Hypothesis 5</u>	119
a. T-Test Analysis for the Competency Variables and Demographic Variables	119
b. One-Way ANOVA for the Competency Variables and Demographic Variables	122
<u>F. Testing the Hypothesis 6</u>	125
a. T-Test Analysis for the Curriculum Variables and Demographic Variables	125
b. One-Way ANOVA for Contribution of the Curriculum to the Career Development Variables and Demographic Variables	129
IV. SUMMARY	132
CHAPTER 5	135
I. SUMMARY OF THE STUDY	135

II. CONCLUSIONS, IMPLICATIONS, AND DISCUSSION	138
III. RECOMMENDATIONS	150
<u>A. Recommendation for Hotel Management Curriculum Reform for Korean Universities</u>	150
<u>B. Recommendations for the Further Study</u>	161
REFERENCES	164
APPENDIX	180

LIST OF FIGURE

FIGURE	PAGE
4.1.CONCEPTUAL MODEL	98

LIST OF TABLES

TABLE	PAGE
1.1 The Tourist Hotel Industry Life Cycle of Korea	2
2.1 Comparison of Specialized and Generic Tactics	37
2.2 Mean Score of the Top 27 Components of Program Quality	41
2.3 Essential Competencies.....	53
2.4 Competencies of Considerable Importance.....	53
2.5 Competencies of Moderate Importance.....	54
2.6 Important Competency Skills Reported by Industry and Alumni Combined.....	55
2.7 Important Competency Skills Reported by Incoming MPS Students	55
2.8 Important Competency Skills Reported by Faculty.....	56
2.9 Common Curriculum Requirements.....	61
2.10 Categories of the Hospitality Management Curriculum.	61
2.11 Comparative Importance of the Curriculum in the Views of Administrators and Industry Professionals.....	62
2.12 Business Education 2000 (BE 2000) - Paradigms by Ashley, et al. -.....	64
2.13 Names of Programs or Departments of Universities in Korea.....	65
2.14 Names of Programs or Departments of Universities in the United States.....	65
2.15 Introduction to Hospitality Management.....	67
2.16 General Marketing Management.....	67
2.17 Hospitality Marketing	67
2.18 General Accounting/Finance.....	67
2.19 Hospitality Accounting/Finance.....	68

2.20	General Personnel and Human Resources Management	68
2.21	Hospitality Personnel and Human Resources Management	68
2.22	Room Division/Front Office	68
2.23	Information	68
2.24	Hotel Facility and Design	69
2.25	Food and Beverage/Purchasing	69
2.26	Convention and Meeting Management	69
2.27	Hospitality Institutional Management	70
2.28	Travel and Tourism	70
2.29	Internship/ Field Tour	70
2.30	Seminar and Research	70
2.31	Hotel Law/Contract	71
2.32	Other Courses	71
2.33	Other Hotel Management Courses of Cornell University	72,73
2.34	Introduction to Hospitality	73
2.35	Hospitality Accounting/Finance	73
2.36	Hospitality Marketing	73
2.37	Hotel Personnel/Human Resources Management	74
2.38	Food and Beverage/Purchasing	74
2.39	Room Division/Front Office	74
2.40	Hotel Facility and Design/Security	74
2.41	Convention and Meeting Management	74
2.42	Information	74
2.43	Travel and Tourism	75
2.44	Seminar and Research	75

2.45	Field Tour.....	75
2.46	Tourism Law.....	75
2.47	Foreign Language.....	75
2.48	Other Courses.....	75
2.49	A Suggested Curriculum for Hotel Management Programs in Korean Universities.....	76
2.50	Five Steps of Problem-Posing Dialogue.....	80
3.1	Summary of the Population and Sample.....	86
3.2	First Round Panel Discussion for Curriculum Variables (June, 1998).....	87
3.3	Second Round Panel Discussion for Required Competencies of the Hotel Industry (July, 1998).....	88
3.4	Number and Percentage of Returned Questionnaires....	91
4.1	Summary of the Demographic Variables.....	99
4.2	Factor Analysis for the Competency Variables... 103,104	
4.3	Factor Analysis for the Curriculum Variables.....	106
4.4	Canonical Analysis for the Competency and Curriculum Variables.....	109
4.5	Multiple Regression Analysis for the Competency Variables and Career Success Variable.....	113
4.6	Discriminant Analysis for the Curriculum Variables That Discriminate Between the Less Successful Group and the More Successful Group.....	116
4.7	Discriminant Analysis for the Curriculum Variables That Discriminate Between the Less Influenced Group and the More Influenced Group.....	118
4.8	T-Test for the Competency Variables and Gender.....	119
4.9	T-Test for the Competency Variables and Years of Employment.....	120
4.10	T-Test for the Competency Variables and Education Level.....	121

4.11	ANOVA for the Competency Variables and Age.....	122
4.12	ANOVA for the Competency Variables and Department .	123
4.13	ANOVA for the Competency Variables and Position ...	124
4.14	T-Test for the Curriculum Variables and Gender....	126
4.15	T-Test for the Curriculum Variables and Years of Employment.....	127
4.16	T-Test for the Curriculum Variables and Education Level.....	128
4.17	ANOVA for the Curriculum Variables and Age.....	129
4.18	ANOVA for the Curriculum Variables and Department .	130
4.19	ANOVA for the Curriculum Variables and Position...	131
5.1	Mean of Degree of Contribution of Hotel Management Courses to Career Success.....	151,152
5.2	Mean of Degree of Contribution of Competencies to Career Success.....	153,154

Acknowledgments

I dedicate this dissertation to my mother and father who sacrificed themselves for my life.

I would like to express my deepest appreciation to Dr. Greenberg, advisor, for his continuous guidance and encouragement. I would also like to express gratitude to Dr. Moore, advisor and the chairwoman, Dr. Paratore, Dr. Patrick, Dr. Busky, and Dr. Wolfire.

I benefited from the helpful efforts of my students: Chang Ho Lee for statistical analysis, Hyun Seok Yum for word process works, Seok Yoon Oh for the summarization of bibliography, Woong Yong Chung, Dr. Joon Hyuk Lee, Bong Heon Kwon, Seung Heon Lee, Hae Won Park, and Hong Bin Kim for many other works.

I would also like to express my appreciation to Dr. Young Tae Kim, professor of Paichai University, for the statistical analysis; Dong Il Chung and Jae Yoon Ko for the questionnaire survey; and Dr. Jun Yup Lee for general help and information.

Lastly, I would like to share the honor with my wife and Children; and my best friend, Yoon Seok Yang and Chul Keun Kim.

Abstract of Dissertation

Curriculum Reform of Hotel Management Education in Korea

This study was conducted to develop an effective plan for reforming the hotel management curriculum of Korean universities. The theoretical framework was formed through a review of the literature of practical education, orientation of hotel management curriculum reform, identification of the needs and required competencies in the hotel industry, the hotel management curricula of universities, and new directions and components of the curriculum.

On the basis of the purpose of the study and the review of the literature, the six Research Questions and Hypotheses were addressed and tested. After two panel discussions, the 800 questionnaires were distributed to randomly selected alumni working for super-deluxe and deluxe hotels in Seoul and super-deluxe hotels in Pusan, Kyungju, and Cheju. This procedure resulted sample size of 422. The questionnaire was composed of the 35 competency variables, 50 curriculum variables, 8 demographic variables, and 2 dependent variables. The hypotheses were tested by such statistical analyses as the factor analysis, canonical correlation analysis, multiple regression analysis, and discriminant analysis for identifying significant relationships between the independent and dependent

variables; and the T-Test and ANOVA for identifying significant differences between the independent and demographic variables.

All of the six proposed Hypotheses were supported. Major findings were: 1) The Management Analysis Techniques and Adaptation of Environment Changes and Procurement of Knowledge factor dimensions of competency had significant relationships with the Finance/Accounting and the Fundamentals of Management, and Marketing and Human Resources Management factor dimensions of the curriculum. 2) All of the six factor dimensions of competency and two factor dimensions listed above of the curriculum had significant relationships with the dependent variable, Career Success in the Hotel Industry. 3) Marketing and Human Resources Management, and Engineering and Room Division Management accounted for a significant contribution to the dependent variable, and contribution of the curriculum to career development in the hotel industry. 4) There were significant differences in all of the demographic variables by the factor dimensions of the curriculum and competencies.

In the last chapter, important implications and discussions for each finding are made. Recommendations of hotel management curriculum reform for Korean universities are made for seven hotel management curricular groups. Finally, recommendations for future research are offered.

Chapter 1

Introduction

I . BACKGROUND OF THE STUDY

The Tourism and Hotel Industry in Korea

According to the World Tourism Organization (WTO, 1997), there were approximately 600 million tourists world-wide, and tourist receipts totaled 423 billion U.S. dollars. This was equivalent to 8% of total world-wide exportation receipts and about 30% of total world-wide service industry export receipts. In Korea, the number of foreign visitors has been increasing continuously. Over the past several years, the number has been rising 4 to 8% annually, and total tourism receipts have risen even more quickly (Korea National Tourism Corporation, 1997). The tourism industry has become the major source of foreign exchange earnings in Korea.

In the Korean tourism industry, there are 5,405 travel agencies: 535 tourist hotels; 188 tourist entertainment companies including recreation service companies; cruise ships; Korean and theatre restaurants; souvenir shops; 513 tourist service companies including photo service companies; special and general restaurants; 28 professional convention organizers; and 11 casino companies (Korea Tourism

Association, 1998). Among all of these, the hotel industry is the most important one in Korea.

The hotel industry in Korea had been growing by leaps and bounds right up to the 1988 Seoul Olympic Games, recording impressive growth in terms of both revenue and the number of foreign tourists. Since that event, the growth rate has been decelerating and the hotel market has been stabilizing. The figures in Table 1.1 illustrate this situation (Korea National Tourism Corporation, 1997):

Table 1.1
The Tourist Hotel Industry Life Cycle of Korea

Year	Revenue (million Won)	Growth Rate (%)
1987	588,799	34.7
1988	773,984	31.5
1989	906,722	17.1
1990	1,054,541	16.3
1991	1,223,725	16.0
1992	1,330,782	8.7
1993	1,418,955	6.6
1994	1,679,699	18.4
1995	1,865,091	11.0
1996	1,903,986	2.1

This phenomenon indicates that the hotel industry in Korea has entered into the maturity stage of the product or industry life cycle. In anticipation of the 2002 World Cup Soccer Games, however, it is predicted that the Korean hotel

market will boom again. The Korean hotel industry is, therefore, in need of better educated and more capable labor.

Hospitality and Hotel Management Education

In the 1920s, E.M. Statler and the American Hotel Association helped establish the first hotel program at Cornell University. The program had its earliest roots in Cornell's Department of Home Economics, and from hotel and restaurant management programs offered at business colleges at the times (Powers and Riegel, 1984). From its very beginning, hospitality education has grown with the industry, changing as necessary to provide the kind of skilled labor most needed (Goodman and Sprague, 1991). Several schools of business have placed greater emphasis on service industry management, making it an integral part of their programs.

Hospitality management education has changed dramatically. The number of Baccalaureate degree programs in the United States grew from 40 in the mid-1970's to approximately 170 by 1991 (Riegel, 1991). There have also been drastic changes in the subject matter of these programs. Research in the 1960's revealed a general trend away from specialized business courses and towards more basic liberal arts courses (Bond and Leabo, 1964; Kilcourse, 1967).

The question of how to design effective programs remained unsolved into the 1970's and 1980's. Since the 1970's, some industry experts have criticized hotel and

restaurant education as being out of touch with the industry's needs (Casado, 1992). This is very critical issue. Some four-year hospitality programs began to respond to the demand for increased professional skills by focusing on the particular needs of the hospitality industry (Goodman and Sprague, 1991). Hospitality education programs should retain a focus not found in general business programs, which are chiefly oriented towards manufacturing and commodities. Hospitality programs have an advantage over business schools in that they offer a more tangible product. Even the nation's top business schools have been offering increasingly custom-tailored management training courses for the various industries (Fuchsberg, 1991).

Regardless of academic discipline, however, hospitality management program administrators may be responsible for planning the curricula in order to adapt to such changes. According to a study by Partlow and Gregoire (1993), the three most important activities of hospitality management program administrators are: teaching; conducting public relations; and planning the curricula. With regard to curricular affairs, they delineated four responsibilities which they considered indispensable parts of the hospitality management program administrator's job description: evaluation of the effectiveness of the curricula and revision as needed; coordination of applied experiences with

the industry; providing a mix of theory and actual job experience in the curricula; and correlation of applied experiences with didactic components. This implies that the major objective of curriculum planning is to include actual job experience into the curriculum.

In Korean hospitality management programs, the above issues, of meeting the industry needs and including actual work experience in the curricula are also the most critical factors which must be reexamined. There are 24 universities and colleges including 6 graduate schools offering hospitality management programs in Korea (Korea National Tourism Corporation, 1997). The programs are called by such names as: the Department of Hotel Management; Tourism; Tourism Management; Tourism Development; Tourism Public Administration; Tourism English; Tourism Japanese; and Culinary Science. None of these programs, however, has an effective curriculum, and there are many reasons for this.

The curricula of Korean hospitality management programs is outdated. It must be refocused and reoriented. The key will be to make certain there is a convergence of expectations of the programs, its market, and its host institutions (Moreo, 1988).

II . THEORETICAL FRAMEWORK

The theoretical framework of this study was composed of three parts:

Identification of the Needs of the Hotel Industry

This section is divided into two sub-sections. The first examined competencies required in the hotel industry, and the other identified the needs of hotel employees. Addressing both of these issues is essential in developing an effective curriculum.

The hotel industry has long been regarded as relatively slow to recognize the value of training and investing in it accordingly. According to Conrade, et al. (1994), approximately 77% of American lodging companies allocated less than 1% of their expenditures for training. Considering the fact that the hotel industry is typically labor-intensive and employees of various skill levels are required to produce heterogeneous products and services, human resources management is an important element and, training is a valuable tool for success.

There have been numerous viewpoints on competencies required of training programs for hotel employees. Tas, et al. (1996) asserted that human relations and managerial skills were considered most important while technical skills were considered less important. According to Conrade, et al. (1994), however, lodging companies prefer on-the-job training for employees; and only a small percentage of expenditures is allocated for formal training methods such as lectures, seminars, videos, role playing, and simulation.

Many authors including Mariampolski, et al. (1980), Rutherford (1987), Tas (1988), and Okeiyi, et al. (1994), also set forth different viewpoints about this issue. In terms of the theoretical model of training programs, Sandwith (1993) expanded Katz's three-prong model and developed the competency-domain model, which comprises conceptual-creative, leadership, interpersonal, administrative, and technical skills. Berger and Farber (1992) also suggested a training proposal in order to design more successful hotel management training programs. This study dealt with such issues more deeply by surveying the literature through reviewing core competencies required of hotel employees.

The second sub-section sought to ascertain the hotel employee's needs. According to the study by Enz, et al. (1993), the challenge in hotel management curriculum design is to blend the vision of faculty with that of students and of the industry, and to do so by focusing on the industry's needs.

To ensure the effectiveness of training programs, hotel managers should duly consider external factors such as the work environment and the unique personal characteristics of trainees themselves (Tracey and Tews, 1995). Similar concerns such as "person-job fit" (Gatewood and Field, 1990); "trainee's motivation" (Mathieu, et al., 1992);

"extrinsic and intrinsic motivation" (Weaver, 1988); "work environment beyond content, design, and implementation" (Trancey, et al., 1995; Forrest, 1990); and "organization culture and climate and a formal training program" (Tannenbaum and Kavanagh, 1995) have arisen.

Another possible area of study for identifying the employee's needs would be career stress. Ross (1996) examined the stress responses of hospitality employees and the effects on fundamental career motivation. The study of job dissatisfaction within the hotel industry is now well-advanced. Ross (1993) asserted that work stress responses were associated with more fundamental problem-solving dispositions used by hospitality employees.

Related to this issue, there have been studies by Reynolds and Tabacchi (1993); Krone, et al. (1998); Vallen (1993); Williams and Hunter (1992); Schein (1992); Woods (1992); and Chappell and Henry (1991). They all shared the consensus that the hospitality or hotel industry is a highly salient industry, with many people evincing positive attitudes and vocational intentions and, thus, career stress and job dissatisfaction were the two most negative factors of work, skills, and communication.

Curriculum Planning and Development

Effective and responsive adult education programming requires a clear understanding of the characteristics, needs, and aspirations of program participants. In addition, one of

the emerging problems in the field of instructional development is the widening gap between theory and practice (Liang and Schwen, 1997).

When planning and developing a curriculum, "internal" and "external" curricular considerations should be evaluated (Stengel, 1997). From an internal perspective, Foshay (1995) stated that "a curriculum study or proposal must declare the purpose to be served, the substance of experiences to be undertaken, and the practices to be employed to bring this about." From an external perspective, Popkewitz (1987) expressed that "the curriculum is neither objective nor free of interest."

Goodson (1987) cited that schooling has become psychologized, and philosophical, political, and ethical matters should be included at the heart of curriculum construction. According to Stengel (1997), an examination of a range of possibilities regarding the relationship between academic discipline and related school subjects, interpretation of the meaning of each, and use of the various possible relationships as a context for meaning are to be analyzed in the construction of the curriculum.

There has been a great deal of debate about the methodologies or directions for curriculum development. A project-based curriculum concept is worthy of note. Its

emphasis is on creativity, problem-solving, critical thinking, and interdisciplinary study (Hertzog, 1997).

Through numerous theoretical debates about learner-directed projects in the curriculum, Waks (1997) concluded that project-based curriculum development is one of the best vehicles for educational reform in the postindustrial context. His idea originated from Bode's (1927) argument, in which learners can only make assessments if they put faith in some 'magic formula' allowing a shift of responsibility for curriculum construction from educators to learners. Waks (1997) introduced a similar concept: the teacher and learning group must sequence the project tasks with clearly delineated time periods for planning; making and evaluating proposals; productive behavior; interim assessment; completion; final assessment; and delivery to clients.

Numerous researchers have supported the rationale above. According to Lave and Wenger (1991), what a student actually learns is determined by the situation in which learning takes place, rather than what the student brings to learning. This "radical constructivist" view (Sternberg, 1994) carries with it the assumption that if the instructional designer never knows what the learning situation will be, it is impossible to predict what the outcome will be.

The final issue of this section is the direction and formation or change in the subject matter of curricula

contents. Winn (1997) asserted that a significant theoretical component in the instructional technology curricula has numerous advantages because theory is present in all cases of curricular activities. Winn (1997) states that:

If other agencies are better than universities at preparing instructional designers in certain applications, the university has two important and unique contributions to make. The first is making students aware of relevant theory and the second is the integration of theory with practice. The role of the university lies primarily in bringing the research and theory of the basic disciplines to practitioners-in-training and this theory is properly integrated into practice.

Tierney (1990) noted that most observers on the formation or change in the curricula generally take the positions that curriculum is historical; participants such as teachers and students do not create the curricula; and the models are ideologically neutral. Slaughter (1997) also suggested a standard conception of curricula formation by introducing important contents such as responses to changes in student populations, logic and the disciplines, broad technological and economic changes, social movements, and class structure. He pointed out how these theories provided a more complete understanding of curricular formation in post-secondary education.

Curriculum Reform for Hotel Management Education

Meeth (1978) described the possible hierarchical definitions in structuring educational programs by dividing

them into cross-disciplinary, multi-disciplinary, interdisciplinary, and trans-disciplinary. According to Jafari and Ritchie (1981), hospitality education would best be taught using a trans-disciplinary model, which is the highest level of integrated study beyond the disciplines. From a pedagogical standpoint, however, trans-disciplinary programs are the most difficult to teach because teachers and leaders must be knowledgeable not only in the techniques of problem solving, but also in where to search among the disciplines for contributions (Jafari and Ritchie, 1981). Teachers, therefore, need to be broadly knowledgeable in theory and practice in many fields (Meeth, 1978).

It is evident that hotel management education program must first and foremost address the actual needs of the industry before the curriculum is reformed. There have been quite a few studies on hotel management curricula. Purcell and Quinn (1996) explored the education-employment equation in hotel management by comparing the experience and perceptions of Bachelor's degree students and alumni in terms of their higher education and subsequent employment. They examined main motivations for students' attraction to this field of the study, course coverage, development of transferable skills, the effect of placement, students' preferred and actual first jobs, and the adequacy of courses for employment.

Enz, et al. (1993) also conducted a similar study for redesigning professional Master's degree programs of Hotel Administration at Cornell University. A major objective of their study was to find out what skills and competencies senior hospitality industry professionals and alumni considered important for success in their organizations, and to explore both the agreements and differences among the views of the different parties interested in the industry such as alumni, industry representatives, faculty, and students. This comparative study assessed and classified the most-important and least-important skills among 54 skills solicited from the study of Case Western Reserve University (Boyatzis, et al., 1991), and graduate-faculty committee members of Cornell University.

Other important studies were conducted by Penner (1982); Powers, et al. (1983); Evans (1988); LeBruto and Murray (1994); Brownell and Jameson (1995); and Ashley, et al. (1995) for hotel management curriculum reform; and Harrison (1995) and Merriam (1993) for adult learning curriculum reform.

III. PROBLEM STATEMENT

The issue of education-industry liaison (Brotherton, 1993) centered around the complaints expressed by educators, industrialists, and graduates concerning the relationship between the hotel industry and hotel management educational

institutions. The industry has accused educators of producing poorly prepared graduates while educators have asserted that the hotel industry has stubbornly adhered to conventional attitudes and approaches towards recruitment and management (Brotherton, 1993; Buchicchio, 1991; Mitchell, 1991; Purcell, 1993).

Robinson (1992); Cotton (1991); and Leslie (1991) cited that a mismatch between actual skills of students and expectations of the industry and training opportunities is the major cause of poor retention rates of graduates in the industry.

Despite the fact that a decentralization of institutional and curricular control by the Korean Ministry of Education could allow individual universities to better serve the needs of the domestic labor market, ties between hotel management programs of universities and the demands of the industry have been considered very weak. From the numerous reasons for this lack of coordination, the author believes that three are worthy of note:

- 1) Universities and the industry naturally have different priorities and seek different outcomes from the relationship, legal status, and management processes. Accordingly, both have separate motivations, expectations, priorities, and criteria for what they believe to be personal or institutional success (Ashworth, 1985).

- 2) There is a serious shortage in Korea of trained faculty who are aware of the specific needs and problems of the specific industries, and the research they do barely parallels the industry needs.
- 3) The curricula of hotel management programs in Korea are outdated. Although students need to learn new strategies and develop new ways of thinking to understand the environment and the complex changes that are occurring (Haywood, 1992), Korean students are unable to do so in established programs. The learning style and attitudes of Korean students are passive and memorization-oriented. As a result, Korean students have weak research skills and are unable to apply theory to real world situations (Chung, 1993).

Complaints from industry leaders that educational programs have lost touch with the general managerial needs of the workplace are a large part of the reason for many curriculum changes (Rowe, 1993). Many authors have stated that, unless hotel management programs make a better effort to keep abreast of and respond to the changes occurring throughout the hotel industry, they may not even survive for another generation (Powers and Riegel, 1993; Lewis, 1993; Umbreit, 1992). In anticipation of the 2002 World Cup Soccer Games, the Korean hotel industry is expected to experience a major boom and, therefore, require ever more capable,

university-trained workers. The changes facing the industry demand response from what educational programs define as specific training necessary and appropriate preparation for students' success in the hotel business (Ashley, et al., 1995).

For the purpose of reforming curriculum, it is incumbent upon universities to ascertain the needs of industry workers instead of those of students. Many curriculum studies have focused on researching the opinions of faculty, industry leaders, and students. The best information for curriculum reform, however, can surely be obtained from alumni of hotel management programs with industry experience. They are in the best position to judge whether or not certain courses are useful for career success in the hotel industry.

One of the key ways to solve the problem would be to offer more intensive internship programs. Some educators want the industry to become actively involved in determining guidelines for education. Faced with the expansion of the current curriculum subject matter in addition to the maintenance of a typical four-year program for baccalaureate programs, educators will be compelled to use internships for intensive supervised practice of theoretical knowledge and technical skills (Nelson, 1994).

Active participation in and identification of such industrial training programs are very important. All studies

related to industrial training programs have shed light on macro-level capabilities or general competencies.

Representative studies include Tas (1988); Boyatzis, et al. (1991); and Enz, et al. (1993). These studies listed and classified important competencies for successful careers in the hotel industry.

Other important attributes related to competencies can be placed under the rubrics of: communication, leadership, decision making, team-building, and facilitation skills (Haywood, 1992); quality control in service delivery, management and employee knowledge and skills, and suggestive selling techniques (Conrade, et al., 1994); conceptual-creative, leadership, interpersonal, administrative, and technical skills (Tas, et al., 1996); basic management principles, human resource management skills, customer complaint/problem solving skills, and communication skills (LeBruto and Murray, 1994).

Concerning the issue of curriculum reform, many studies have focused on university programs. Unlike studies of industrial training programs, those of university programs have focused more heavily on theory-based and broader subjects, both macro- and micro-level approaches. Important attributes can be listed as follows:

- 1) In case of macro-level approaches, communication, interpersonal competency, and teamwork (Doyle, 1992; Rock,

1989); communication and leadership skills (Enz, et al., 1993); application of assessment, personal development plans, strategies for developing required competencies; group projects and team experience (Brownell and Jameson, 1995); humanities, broader social-science orientation, and interpersonal problem solving ability (Evans, 1988); financial-services operations, retail operations, long-term care and retirement-community management, and broader service-industry management (Goodman and Sprague, 1991); cross-cultural and multicultural understanding (Tanke, 1988); interpersonal skills, creative-thinking ability, financial skills, communication skills, and the development of a service orientation (Ashley, et al., 1995) were investigated.

- 2) In the micro-level analysis, identification of detailed courses offered by university programs; each and every possible hotel management courses being offered by both United States and Korean universities were listed and classified for enhancing face or content validity. The curricula of all four-year universities in Korea and 6 leading universities in the united states offering hotel management programs were analyzed.

In addition, more recent courses such as service learning (Stevens, 1997/1998); case study (Kreck, 1992; Lewis, 1993; Harris, 1997); seminar role-playing (Harris,

1997); and internship (Petrillose and Mountgomery, 1997/1998) were reviewed.

There have been, however, relatively few studies of micro-level approaches. Furthermore, the studies of both-side approaches, concerning correlation between the competencies required of hotel employees and the university curricula, have rarely been conducted until this time. The problems of this study therefore raise three questions:

- 1) "What is the gap between the needs of hotel employees and the products of hotel management programs of universities?"
- 2) "What are the relationships between required competencies of hotel employees and the hotel management curricula of universities?" and
- 3) "Do competencies required of hotel employees and the hotel management curricula influence career success in the hotel industry?"

IV. PURPOSE OF THE STUDY

The first and foremost purpose of this study was to develop an effective plan for reforming the hotel management curriculum of Korean universities.

The detailed purposes of this study were:

- 1) To identify the needs and important competencies of the hotel industry.

- 2) To examine and evaluate the hotel management curricula of both American and Korean universities.
- 3) To determine an effective orientation for curriculum planning and development.
- 4) To identify the relationships between competencies required in the hotel industry and the curricula of hotel management programs of Korean universities and their influences on career success in the hotel industry.
- 5) To develop recommendations for hotel management curriculum reform in Korean universities.

V. RESEARCH QUESTIONS AND HYPOTHESES

In accordance with the Purposes of the Study, and, based on the Statement of the Problem, the following Research Questions were addressed:

- 1) Are there significant relationships between competencies required of hotel employees and hotel management courses of universities?
- 2) Are there significant relationships between competencies required of hotel employees and career success in the hotel industry?
- 3) Are there significant relationships between hotel management courses of universities and career success in the hotel industry?

- 4) Are there significant relationships between hotel management courses of universities and their contribution to career development in the hotel industry?
- 5) Are there significant differences in the demographic variables by competencies required of hotel employees?
- 6) Are there significant differences in the demographic variables by hotel management courses of universities?

Accordingly, the following Hypotheses were addressed and tested:

- 1) There are significant relationships between competencies required of hotel employees and hotel management courses of universities.
- 2) There are significant relationships between competencies required of hotel employees and career success in the hotel industry.
- 3) There are significant relationships between hotel management courses of universities and career success in the hotel industry.
- 4) There are significant relationships between hotel management courses of universities and their contribution to career development in the hotel industry.
- 5) There are significant differences in the demographic variables by competencies required of hotel employees.
- 6) There are significant differences in the demographic variables by hotel management courses of universities.

These Research Questions and Hypotheses will be the basis of the statistical analyses and are tested in Chapter 4.

VI. NEED FOR THE STUDY

The Korean Ministry of Education established the Korean Council for University Education (KCUE) in 1982. The KCUE has conducted a national "Department Assessment Policy" since 1992 and a "University Assessment Policy" since 1996 (KCUE, 1997). These policies are primarily intended to strengthen the international competitiveness of Korean universities. A variety of educational reforms have been pursued during the past few years. Practically, every aspect and field of education has witnessed change.

The Korean Ministry of Education set forth two important educational policies for the 1990's (Ministry of Education, 1991). In preparing for the 21st century, the Korean Ministry of Education announced an educational policy to expand educational opportunities in higher education to ensure a sufficient labor force for industry (Korean Education Development Institute, 1992). In general, Korean universities must diversify their programs to address the complex educational demands of 21st century society (Ministry of Education, 1997).

The curricula of hotel management programs of Korean universities are outdated, but the Korean hotel industry now more-than-ever requires capable labor in order to confront

drastic environmental change, including the International Monetary Funds (IMF) crisis, and the 2002 World Cup Soccer Games. As previously mentioned, Partlow and Gregoire (1993) stated that the most important responsibilities of curricular affairs for hotel management program administrators are the coordination of applied experiences with the industry; a mix of theory and actual experience in the curriculum; and a correlation of actual experience with didactic components.

This study sought to identify the problems by ascertaining the needs of the industry and by assessing programs of the industry as well as the curricula of universities. Curriculum reform, the ultimate purpose of this study, is of the utmost necessity. Once again, the curricula of hotel management programs of Korean universities are obsolete. Even the best curriculum can be challenged or substituted by a superior curriculum because the business environment and the industry's needs are constantly changing.

VII. ASSUMPTIONS

One of the most difficult tasks of this study was to define the dependent variable. Without the dependent variable, it was impossible to verify which attributes contribute more or less to career success in the hotel industry. There could be alternative dependent variables but

"Self-Appraisal of Career Success" was regarded to be the most appropriate variable for measuring the independent variables. This study therefore designated "Self-Appraisal of Career Success in the Hotel Industry" as the dependent variable.

VIII. LIMITATIONS OF THE STUDY

The limitations of this study were:

- 1) The sample was limited to alumni who had graduated from universities having hotel or hospitality management programs and who have or had work experience in Korean tourist hotels. In a certain sense, however, this is not a limitation of the study because such alumni are only people who can correctly evaluate both competencies of the hotel industry and university courses of hotel management programs.
- 2) The scope of hotels was limited to approximately twenty super-deluxe and deluxe hotels in Seoul, and approximately fifteen super-deluxe hotels located in Pusan, Cheju, and Kyungju. Although the results of the empirical research might not be completely generalized to the Korean hotel industry, the samples of this study might be the best representatives in that alumni of universities having hotel management programs are regarded as the best-qualified labors available, and the

business performance and roles of the sample hotels are among the best in Korea.

- 3) This study inevitably could not have perfect validity because no previous study ever had the same purpose and research design; the research design of this study was completely unprecedented.

IX. METHODOLOGY

This study applied the following procedures, research design, and methodology:

- 1) Review the literature related to reform, direction, and core components of the hotel management curriculum and the needs of the labor force;
- 2) List competencies required of hotel employees through a chronological review of the literature.
- 3) Examine and evaluate the hotel management curricula of all universities in Korea and six representative universities in the United States.
- 4) Develop a questionnaire to be administered to a panel of experts in the field of hotel and hospitality management in Korea.
- 5) Conduct the empirical research to describe the logical relationships among courses and competencies (the independent variable); career development and career success (the dependent variable); and the demographic variables. This analytical research will draw causal

explanations of the relationships among the variables through the systematic collection and the analysis of the data.

The collected data were compiled, analyzed, and interpreted through the most appropriate statistical analyses for testing the Hypotheses. The frequency analysis was conducted to provide demographic profiles of the survey participants. The factor analysis, multiple regression analysis, canonical correlation analysis, discriminant analysis, T-Test, and ANOVA were conducted to test the Hypotheses. All Hypotheses were tested at the .05, .01, and .001 level of significance.

X. DEFINITIONS

Case Study: The use of cases as educational vehicles to give students an opportunity to identify themselves in the decision-maker's or problem-solver's position (Leenders and Erskine, 1993).

Competency: The state or quality of being capable of adequate performance (Caroline, 1992).

Hospitality Industry: An enterprise which receives guests in a generous and cordial manner, creates a pleasant or sustaining environment which anticipates a guest's desire, and generates a friendly and safe atmosphere (Chon and Sparrowe, 1995).

Hotel Industry: A lodging industry engaged in the commercial production and sale of products and services such as guest rooms, food, and beverage.

Internship: A working experience in an operational and/or management position in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic community (Nelson, 1994).

Interpersonal: Skill in effective interaction with others (Tas, et al., 1996).

Job Competency: Activities, skills, or performances deemed essential to assume the duties of a specific employment position (Morris, 1973).

Leadership: The ability to turn ideas into productive action.

Program Evaluation: An arrangement of activities concerned broadly with the assessment of new or existing programs (Conrad and Wilson, 1985).

Project-Based Curriculum: Experiential education which emphasizes creativity, problem-solving critical thinking, and interdisciplinary units (Hertzog, 1997).

Training: Activities designed to enable the industry labor force to acquire new skills and knowledge.

Training Proposal: A formal outline of the training objectives and strategies devised to achieve the objectives (Berger and Farber, 1992).

University: Four-year institution of higher education in Korea. These are divided into: national universities and private universities.

University of Hotel Management Program: An administrative academic unit that offers a four-year university degree program which provides professionally oriented training and education to prepare students for managerial positions in the hotel, restaurant, and tourism Industry (Tas, 1988).

Chapter 2

Review of the Literature

I . INTRODUCTION

This chapter reviewed the literature related to practical education; reform, direction, and new components of the hotel management curriculum; the needs of the labor force and required competencies for the hotel industry; and examination of the hotel management curricula of universities. The review of the literature framed the basis of the logos that hotel management education in Korean universities shall be reformed by developing the curriculum based on the needs of the hotel industry and required competencies perceived by its labor forces.

The issue of the hotel management education/industry liaison in Korea as an academic field of the study has been losing focuses or modest at best. In this chapter, therefore, the author reviewed the latent or incipient problems in the field, and found that priorities and desirable outcome stem from the relationship of hotel management education and the hotel industry in Korea. In addition, this chapter reflected methods of developing the ideal curriculum by investigating scientific and realistic approaches, and by reviewing the curricula of both American and Korean universities.

In order to fulfill the major purpose of this study this literature review incorporated the knowledge and information of: 1) an effective orientation of the curriculum; 2) the needs and required competencies of the hotel industry; 3) and the hotel management curricula.

II . GENERAL CONCEPTS OF PRACTICAL EDUCATION AND EFFECTIVE ORIENTATION OF HOTEL MANAGEMENT CURRICULUM REFORM

A. General Concepts of Practical Education

The notion that knowledge is derived from both theory and practice, (intelligence and execution) has a long history. Practice falls of necessity within experience. Experience has to do with mundane, profane, and secular affairs, practically necessary indeed (Dewey, 1916). Dewey (1916) emphasized the following three aspects related to this issue.

- 1) Experience itself primarily consists of the active relations subsisting between a human being and his natural and social surroundings.
- 2) The changes which are taking place in the content of social life tremendously facilitate selection of the sort of activities which will intellectualize the play and works of the school.
- 3) The most direct blow at the traditional separation of doing and knowing and at the traditional prestige of purely intellectual studies has been given by the progress of experimental science.

The advance of industrial methods and of experimental method in science makes another conception of experience explicitly desirable and possible. In Democracy and Education, furthermore, Dewey tried to make clear his

argument that vocational aspects of occupations could become a major instrument for general school reform (Wirth, 1993).

Dewey (1916) listed five causes for the conscious emphasis upon vocational education.

- 1) There is an increased esteem, in democratic communities, of whatever has to do with manual labor, commercial occupations, and the rendering of tangible services to society. In theory, men and women are now expected to do something in return for their support - intellectual and economic - by society.
- 2) Those vocations which are specifically industrial have gained tremendously in importance.... The great increase in the social importance of conspicuous industrial processes has inevitably brought to the front questions having to do with the relationship of schooling to industrial life.
- 3) Industry has ceased to be essentially an empirical, rule-of-thumb procedure, handed down by custom. While the intellectual possibilities of industry have multiplied, industrial conditions tend to make industry, for great masses, less of an educative resource than it was.
- 4) The pursuit of knowledge has become, in science, more experimental, less dependent upon literary tradition, and less associated with dialectical methods of reasoning, and with symbols. As a result, the subject matter of industrial occupation presents not only more of the content of science but greater opportunity for familiarity with the method by which knowledge is made.
- 5) The advances which have been made in the psychology of learning in general fall into line with the increased importance of industry in life. For modern psychology emphasizes the radical importance of primitive unlearned instincts of exploring, experimentation, and "trying on". It reveals that learning is not the work of something ready-made called mind, but that mind itself is an organization of original capacities into activities having significance (Dewey, 1916).

The role of university lies primarily in bringing the research and theory of the basic disciplines to

practitioners-in-training and to making sure that this theory is properly integrated into practice (Winn, 1997). It is wise and practical to leave preparation in specific tools, techniques, and applications to the work place. Increasingly, the latter seems both acceptable and feasible.

B. Effective Orientation of Curriculum Reform

a. Toward a Framework of Curriculum Reform

There have been a number of theories for planning programs and abundant research in such areas as program review, program evaluation, instructional design, administration, and management. One of the major aims of this study as related to curriculum reform in hotel management program is to contribute to the emerging reconstitution of the theoretical depiction of hotel management education as practical rather than scientific. Such an integrated view of knowledgeable, purposeful planners acting within relationships of power seriously challenges the conventional scientific basis for improving practice of reforming the curriculum.

A central ideological structure on which modern practice of adult education has been predicated (Knowles, 1980) is a belief in the ability of science to solve educational problems (Cervero and Wilson, 1994). In this model, practice is improved by using the method of science as a model for rational human action (Schön, 1983). The

author believed this assumption has dominated the "theory-to-practice" relationship in hotel management education.

Anyone tracing the various trends in curriculum development will note a zigzag movement in which one trend overtakes and annihilates the preceding one with a severe discontinuity in theoretical thought. When education is overly sensitive to public opinion, changes are bound to be made thoughtlessly. Continuity in capitalizing on past achievements is jeopardized in the heat of hastily formulated reforms and changes. It is no wonder, then, that in periods of crisis the question of the central function of schools in society becomes a subject of heated controversy, with the nature of the relationships of education to society at the very core of that controversy (Schultz, 1998).

Another central theme related to curriculum reform is program planning. Program planning is a comprehensive rational process of decision-making involving a similar series of steps for assessing the needs, and evaluating outcomes (Forest and Baker, 1994). Program planning is defined as a social activity in which adult educators negotiate interests in organizational contexts structured by power relations (Mills, et al., 1995). Cervero and Wilson (1994) showed evidence that the purpose, audience, content, and format of any program are causally related to interests of the people who constructed it. Thus this study tried to

offer an exemplary framework of the mechanisms by which competing organizational interests are translated into hotel management programs or the curricula of universities.

Slaughter (1997) stated that it is necessary to modify or alter the curricula when student populations change, or perhaps when the structure of the labor market changes. Considering the fact that both the hotel management education field and the hotel industry in Korea have been experiencing drastic market changes during the recent years, more innovative tools for reforming curriculum need to be identified. Gatt (1991) has identified a number of trends that point to the directions of change in college curriculum. As a group, these trends give an overview of curriculum reform movement.

Many institutions have been untouched by the debate and reform movement, some have only tinkered with the curriculum or made limited or piecemeal changes. Some of the new programs are fragile and not yet fully rooted in the life of the institutions. Nonetheless, I believe that these several trends, collectively, are transforming the nature of the undergraduate curriculum. Many institutions are deciding on the most important knowledge, skills, and personal qualities their students should acquire, and they are developing the curricula to provide instruction to those ends. The development of a more purposeful curriculum designed by colleges to serve valued educational ends is perhaps the most fundamental trend of all (Gatt, 1991).

b. Toward a Direction of Hotel Management Curriculum Reform

According to Ritchie (1995), hospitality education for the 90's and beyond must address:

- Responding to the diverse needs of a multidimensional tourism industry.
- Determining the relative emphasis to be placed on scholarly versus industry concerns.
- Developing frameworks for the range of multidisciplinary programs required by tourism as a whole.
- Determining the relative emphasis to be placed on generic versus specialized programming.
- Marshaling the financial and human resources necessary to deliver quality programs.
- Ensuring the acceptance and effective use of tourism/hospitality graduates as the industry undergoes a major transformation.
- Developing a system which appropriately balances tourism/hospitality education and training needs and integrates their delivery.

Ritchie also suggested "the hotel school model" for hospitality education along with other three models such as "the general management with a tourism focus model"; "liberal arts programs with a tourism focus model"; and "a hybrid model of tourism/hospitality education". The most distinguishing characteristic of "the hotel school model" is its single-minded focus on preparing individuals to become managers of hotel and resort properties (Ritchie, 1995).

Ritchie's other important viewpoints of "the hotel school model" are distilled as follows:

In terms of structure and content, hotel school programs generally consist of two main components. They are: 1) Courses related to various operational aspects of the hotel property such as food and beverage management, front desk operations, hotel facility operation and maintenance, and legal aspects of hotel operations. 2) Courses related to various aspects of management related to the successful running of a hotel. Examples include sales and marketing management, financial management, human resource management, hospitality accounting, and information systems for hotel management.

While changes have occurred in recent years, the course content of hotel school programs very typically makes little reference to, or linkage with, the rest of the tourism industry.... It is the author's view that the "the hotel school model" is a traditional hotel school designed to prepare managers to effectively operate hotel and resort properties. However, in line with trends of leading programs, efforts should be made to ensure that graduates from such programs recognize their role within the broader tourism industry (Ritchie, 1995).

According to Walle (1997), there are two basic orientations of hospitality management programs: strategic orientation of the business disciplines (Lin,1994); and multiple missions of transcending the market place and the desires of customers (Ladki, 1993). As hospitality education strives toward maturity, however, it can move in either of two directions - establishing a strong reputation within academe or serving practitioners (Walle, 1997). Walle (1997) suggested the pros and cons of the two contradictions in Table 2.1.

Both generic and specialized tactics are important. Studies conducted in the 1950's and 1960's found that there was a trend to reduce specialized courses in favor of basic liberal arts courses (Bond and Leabo, 1964) and this dilemma continued unsolved into the 1970's and 1980's (Casado, 1992).

Table 2.1

Comparison of Specialized and Generic Tactics

	Specialized	Generic
Strategy	Reputation based on practitioner acceptance.	Reputation based on academic.
Strengths	Programs address current practitioner needs and teach specific valued skills.	The credibility of programs is enhanced by acceptance by the intellectual community.
Weaknesses	By focusing upon ad hoc skills and tools perceived to be of current value by practitioners other issues are ignored.	General theories and a fine reputation within the academic community might take precedence over practitioner issues.
Conditions	Current relevance at the practitioner level is accepted at the possible cost of lowered academic respect. A consideration of important issues which the practitioner world might not currently perceive as valuable is potentially sacrificed.	Practitioner acceptance and relevance is sacrificed in order to enhance academic rigor and respect. In order to remain at "the cutting edge," the current and perceived needs of practitioners are not exclusively catered to.

During the 1990's, however, many studies that appeared in academic hotel management periodicals and articles suggested that education was losing pragmatic application and real-world relevance. The industry preferred to draw its future executives from schools that provide students with a well rounded managerial education - individuals who can think, lead, and solve problems (Laesecke, 1991).

The following comments are worthy of note as related to this issue.

Hospitality education as we know it today may soon disappear. The traditional four-year trade-and-management program will be squeezed by general management two-year programs on one side and by general management oriented business programs on the other.... Hospitality management programs will not only compete for students, but it will compete for recruiters' affection. This competition for recruiters will be the chief challenge for hospitality programs.... In creating the broader curriculum, we would not lose sight of our original mission of serving the hospitality industry, but we would broaden our graduates' career horizons and we would expand the educational niche our programs now occupy (Goodman and Sprague, 1991).

In addition, quite a few studies of the hospitality management curricula suggested directions for a new focus designed for the decades ahead. These include the future needs of graduate hospitality education from faculty, students, and program administration perspectives (Meyer, et al., 1990); projection of hospitality classroom in the year 2005 (Mann, 1993); and the strength, weakness, opportunities, and threats (SWOT) analysis for expanding hospitality management programs (Redlin, et al., 1990). They reach consensus that the curriculum is an important issue of concern, coupled with the quality of faculty and institutional resources. Hospitality management departments must monitor feedback in order to revisit a curriculum review in the future.

This process requires the input of students, faculty, and the industry, so that any necessary revisions reflect the needs and expectations of the marketplace of hospitality management. Bach and Milman (1996) recommended four areas for developing skills that would address the future direction of hospitality management curriculum reform: 1) skills pertaining to business functional areas, such as marketing, accounting, and finance; 2) skills pertaining to hospitality functions such as accommodation, food service, conventions and conferences; 3) personality skills pertaining to the individual characteristics or traits of an effective manager; and 4) analytical skills, or the ability to master various types of information through computer literacy, reports, or research.

c. Toward New Components of Hotel Management Curriculum Reform

Responding to industry trends, educational institutions of hospitality management have emphasized key principles of quality management used to address organizational challenges in unique and innovative ways (King, 1995). These principles include continuously improving operations, involving employees in decision making, focusing on customer needs, and empowering individuals (Sinoway and Hinkin, 1997). According to the mission and role of the Student Committee for Continuous Improvement (SCCI), the core components such as all internal customers, questioning accepted practices,

and empowering people to work together for change can aid continuous curriculum reform.

For the effective orientation of curriculum reform, the identification of the determining factors of curriculum quality might be the single most important factor. According to Conrad and Blackburn (1985), "There seem to be four major alternative views of the quality: a faculty view; a student view; a resource view; and an outcome view. Each of these perspectives attaches a general meaning to the concept and suggests a cluster of related attributes that are seen as central components of the program quality." With regard to this issue, Pavesic (1996) displayed Top 27 Components of Program Quality in Table 2.2.

Table 2.2 clearly indicated that "industry" related matters are key issues to determine program quality. Umbreit (1992) stated that hospitality programs should become more representative of changes in the industry. In addition, many authors, including Ladki (1993); LeBruto and Murray (1994); Koh (1995); Ashley, et al. (1995); and Heller (1997) reach widespread agreement that hospitality management programs of the future should include and maintain a practicum component.

Table 2.2

Mean Score of the Top 27 Components of Program Quality

Quality Component	Mean
Program leadership	4.55
Success of graduates	4.52
College administration support	4.50
Student internships	4.50
Program management	4.49
Faculty with industry experience	4.45
Program reputation with industry	4.36
University administration support	4.31
Faculty credibility with industry	4.31
Student career placement services	4.27
Annual operating budget	4.27
Access to computer labs	4.21
Faculty professional development	4.18
Faculty cohesiveness	4.17
Faculty teaching loads	4.13
Access to food service labs	4.12
Student faculty ratios	4.06
Industry recruiters visiting campus	4.06
Innovativeness of the curriculum	4.05
Local industry support of program	4.03
Student cohesiveness	4.01
Class size	3.97
Diversity of hospitality courses	3.97
Senior faculty teaching undergraduates	3.96
Career counseling services	3.95
Faculty salaries	3.95
Proportion of total degree credits in major	3.95

Core components of the hotel management curriculum also can be accessed by understanding students' learning styles. With an understanding of students' learning preferences, curriculum design can be modeled effectively.

According to the Experiential Learning Model (Kolb, 1984), learning styles can be divided into four categories: the "diverger" (combines the learning stages of concrete experience and reflective observation); the "assimilator" (combines the learning stages of abstract conceptualization and reflective observation); the "converger" (combines the

learning stages of abstract conceptualization and active experimentation); and the "accommodator" (combines the learning stages of concrete experience and active experimentation).

Hsu (1997, 1998) stated that the "convergers" perform better in hospitality programs and tend to have higher grade point average (GPA). This means students who are best at finding practical uses for ideas and theories have a greater possibility of success. This also means that practical education is effective in hospitality management institutions.

One of the best ways to enhance the quality of practical education is cooperative education in the industry. Many benefits of cooperative education like students' self-confidence, self-concept, and improved social skills (Gillin, et al., 1984); gains in practical knowledge and skills (Williams, et al., 1993); and enhanced employment opportunities (Clark, 1994; Sharma, et al., 1995) can be achieved by cooperative education. Therefore, an effective orientation for hotel management curriculum reform should reflect such courses as case study, internship, industry field tour, and other audio-visual assisted courses which can be sponsored by the industry and closely related to the industry's real-world situation.

III. IDENTIFICATION OF THE HOTEL EMPLOYEES NEEDS AND REQUIRED COMPETENCIES IN THE HOTEL INDUSTRY

Hospitality education programs must refocus and reorient their curricula - soon - or face the fate of such specialized programs as those in insurance, banking, and transportation, which have been absorbed into the general business curricula (Goodman and Sprague, 1991).

A. The Needs of Hotel Employees

As previously mentioned in Chapter 1, the challenge in hotel management curriculum design is to blend the vision of faculty with that of students and the industry, and to do so by focusing on the industry's needs based on hotel employees (Enz, et al., 1993). The two most important issues are the work environment and unique personal characteristics of employees (Tracey and Tews, 1995).

a. Internal Marketing Concept

Moos (1994) conceptualized the work environment as a dynamic system composed of four domains: physical features; organizational structures and policies; superpersonal and task factors; and the social climate of organizations. He also divided the latter into relationship dimensions, personal growth and goal orientation dimensions, and system maintenance and change dimensions (Moos, 1994). The employees' morale, motivation, performance, and well-being can be influenced by the social climate within these work environment domains (Waryszak, 1997).

Internal marketing means "applying the philosophies and practices of marketing to people who serve the external customers so that 1) the best possible people can be employed and retained and 2) they will do the best possible work" (Berry, 1980). The emphasis of internal marketing is on the employee as customer and the job as the product. The internal product consists of the job and work environment. John Sharpe of the Four Seasons Hotels stated (Lewis and Chambers, 1989):

In the hospitality industry, quality depends largely on the efforts of people. And service of exceptional quality can be delivered only by highly motivated people.... There is no single formula.... Motivation is not something present in everyone with its potential to drive behavior.... You cannot make people motivated. All you can do is to create the best possible climate.

The above statement noted that climate, the work environment, and motivation are closely related and are major components of internal marketing.

b. Motivation of Hotel Employees

The effective and responsive adult education curriculum requires a clear understanding of the characteristics, needs, and aspirations of program participants. According to Zacarelli (1985), an understanding of employee motivation among hospitality industry employees is of major importance for the stability of the industry. He argued that employees ranked highly the factors of appreciation for work well done and shared decision making, whereas employers ranked higher

wages and promotional opportunities factors more highly. His argument coincides with the internal marketing concept in that authority and shared decision making is the most crucial element of the work environment.

A number of studies, including Forrest (1990); Baldwin and Magjuka (1991); and Tracey, et al. (1995), supported this viewpoint. They share a consensus that the work environment has a significant impact on the training quality and, eventually, on the motivation of employees. According to Tracey and Tews (1995), the job characteristics, social networks, and organizational systems are the three essential components of the work environment. It is very important for the hotel industry to create a climate in which employees are valued.

With regard to personal characteristics, many factors are closely associated with the motivation of hotel employees. First is the issue of the person-job fit (Gatewood and Field, 1990). The labor-intensive nature of the hotel industry gains more impetus to this issue. Super (1974) suggested 15 work-values (achievement, surroundings, supervisory relations, associates, economic return, and others) regarding employee motivation, and Antil (1984) cited that the more hotel employees know about their own work values, the better their chances of selecting the right career. Alto (1974) also suggested career-interest variables

such as "realistic", "investigative", "artistic", "social", "enterprising", and "conventional". Antil (1984) argued that self-evaluation of the above variables can contribute to selecting the right career. Because the hotel industry is volatile and tremendously diverse in its opportunities and demands, it is important to recognize this kind of career planning for enhancing the employee's motivation.

The second issue of the personal characteristics of motivation is the personality variables. Spector (1982) cited that the personality variables play an important role in the understanding of job motivation and locus of control is perhaps one of the most prominent personality variables. Ross (1994) agreed with Spector in that the personality variable locus of control has been found to be significantly associated with the industry employment interest. Locus of control is regarded as a generalized expectancy of rewards, which include promotions, circumstances, salary, and career progress.

There also have been quite a few studies associated with the personal characteristics of motivation. O'Brien (1983) reviewed this personality dimension related to the work context and concluded that internals (one's own efforts), tend to be more satisfied with the employee's jobs than do externals (outside forces).

The last, but by no means least important, issue is the relatedness of motivation and training because training is widely recognized as the most important activity in the hotel industry. Employees' motivation can be enhanced by training, but to do so their values and needs must be understood. Mathieu, et al. (1992) proved a close link between trainees' pretraining motivation and the learning they acquired during training. When employees participate in training, it is vital to identify which extrinsic factors and intrinsic factors motivate each employee (Weaver, 1988; Mill, 1985). To ensure the effectiveness of training programs, hospitality managers should look beyond the usual factors as well as external matters, especially the characteristics of trainees themselves.

c. Career Stress of Hotel Employees

The other side of the coin of the employee's needs is career stress. Career stress is one of the most powerful indicator of identifying the hotel employee's needs. Career stress can be referred to as a person/environment fit, which is a mismatch between an inappropriate or unsatisfactory work environment and particular types of individuals (Ross, 1996).

Cooper and Marshall (1978) suggested five clusters of work stressors such as those intrinsic to the job; those resulting from one's role in the organization; career

development; the relationships with others; and organizational structure and climate. Quick and Quick (1984) and Schuler (1982) also proposed similar categories of stressors.

Studies of job dissatisfaction in the hospitality industry have been conducted by Krone, et al. (1988), Tabacchi, et al. (1990), and Reynolds and Tabacchi (1993). Stress is regarded as the major barrier to work quality for employees in highly competitive industries like the hotel industry. As indicated in Vallen's study (1993), hotel companies that engender employee mistrust, exhibit a close control over employees, and do not encourage teamwork were proved to produce significantly more burnout among employees.

Ross (1993) found that work stress responses are associated with more fundamental problem-solving dispositions employed by hospitality employees. Schein (1992) stated that fundamental internal motivators might determine employees' response to job dissatisfaction. He made the point that career anchors are a useful way to further understand motivation in the workplace. According to Schein (1992), the eight career anchors are: security; autonomy; technical/functional competency; management competency; entrepreneurial creativity; sense of service; pure challenge; and lifestyle. Career anchors are closely associated with work stress responses.

Perhaps the more recent and exemplary study related to stress responses would be that of Ross (1996). He concluded his study as follows:

In particular, job autonomy was found to be important in that it was found to be associated with work stress engendered by ill-defined or inappropriate work roles, and with work stress engendered by poor communication practices exhibited by management. The empowerment of individual employees by way of the provision of such changes in the hospitality workplace would now seem to be a compelling argument. Many in management may need to consider ways that employees might be assisted to perceive that their position is an important and autonomous one. While there is clearly no one way that this can be achieved, management may need to examine methods by which a wide variety of employees in various hospitality positions can come to believe that they have some input into decision-making concerning their jobs, that they will be evaluated on clearly defined outcomes over which they have some control, and that management believes and acts in such a manner and is seen to embrace the view that all of the functions and departments of a hospitality institution are integral for the success of the organization (Ross, 1996).

B. Required Competencies in the Hotel Industry

a. Toward a Definition and the Importance of Competencies

According to Trivett (1975), professional competency can be characterized as the minimum combination of achievement-based behavioral objectives, mastery learning, and life experiences that result in student learning necessary to succeed in one's profession. Competency is evidenced by individual achievement of required skills and knowledge (Caroline, 1992).

Trivett (1975) stated that the curricula based on competency should address how to select what is to be taught,

and how theory and practice should be related. He further cited that a competency curriculum would consist of: 1) evaluation based on a scale of competencies; 2) specified criteria and achievement areas developed in a complementary fashion; 3) the shared association of cognitive and affective behaviors; 4) the acknowledgement of previous learning; 5) competencies or skills needed by a professional to contribute to society; and 6) interdisciplinary knowledge (Trivett, 1975). Using Trivett's framework it follows that competencies are those "measurable objectives, directed toward more immediate outcomes" (Glazer, 1986). Competency is a foundation of curriculum in the hospitality industry.

Required competencies in the hotel industry are, however, quite different from those in educational institutions. In terms of the latter, six major fields were identified in the literature: research skills (Pizam, 1987); data collection techniques (Crandall, 1987; Peterson, 1987; Pizam, 1987); forecasting methods (Archer, 1987; Keating and Wilson, 1987, 1988; Smith, 1989); financial and economic analysis techniques (Cook, 1987; Frechtling, 1987); computer skills, and professional skills.

Merriam (1993) identified ten theories such as andragogy; self-directed learning; Cross's theory (and Chain of Response Model); learning proficiency theory; McClusky's theory of margin; transformational learning theory;

consciousness theory; situated cognition; critical learning theory; and feminist pedagogy. Harrison (1994) conducted empirical research by selecting the ten theories above and on other eleven topics related to adult development. These are: adult development stage theory; cognitive theory; humanistic theory; behavioral theory; moral development theory; psychosocial theory; group dynamics theory; cognitive stage theory; faith stage theory; psychodynamic theory; and counseling technique.

The question of what competencies employees need to be effective has been asked by various management groups, and the answer seems to have changed over time. In the late 1970's and early 1980's, researchers' answers to the above seemed to center more on technical matters than the answers provided in the studies of the late 1980's and after (Tas, et al., 1996). For example, Sapienza (1978) asserted that courses related to hotel operations along with hotel law and security techniques are valuable.

According to Tas (1983), the most representative author on this issue, important competencies are: 1) managing guest problems with understanding and sensitivity; 2) maintaining professional and ethical standards in the work environment; 3) demonstrating poise and a professional appearance;

4) communicating effectively both in writing and speaking;
5) developing positive customer relations; and 6) striving
to achieve positive working relationships with employees.

The statements above clearly denote that the constantly
changing core components of competencies must be identified.
The literature review examined and summarized these
components.

**b. Required Competencies in the Hotel Industry
- from the Late 1980's to 1990**

According to Tas (1988), important competencies for
hotel-manager trainees are: 1) human relations skills; 2)
professional ethical standards; 3) diplomacy; and
4) effective oral and written communication skills. He also
suggested full lists of competencies as indicated in Tables
2.3, 2.4, and 2.5 (Tas, 1988).

Table 2.3

Essential Competencies

- Manage guest problems with understanding and sensitivity
- Maintain professional and ethical standards in the work environment
- Demonstrate professional appearance and poise
- Communicate effectively both in writing and speaking
- Develop positive customer relations
- Strive to achieve positive working relationship with employees based on perceptions of work interactions

Table 2.4

Competencies of Considerable Importance

- Possess needed leadership qualities to achieve organizational objectives
- Motivate employees to achieve desired performance
- Follow established personnel management procedures in supervision of employees
- Know personnel policies and procedures that govern supervisory activities
- Effectively manage life-threatening situations (fire, bomb threat, serious illness)
- Identify operational problems
- Follow federal, state, and local sanitation and safety regulations to ensure compliance by the organization
- Meet legal responsibilities associated with hotel operations
- Manage employee grievances effectively
- Delegate responsibility and authority to personnel according to departmental objectives
- Inspect cleaned hotel rooms according to standard operating housekeeping procedures
- Use past and current information to predict future departmental revenues and expenses
- Assist in the development and control of departmental employee productivity of profits
- Analyze factors that influence the controllability of profits
- Assist in establishing organizational objectives and their priorities
- Apprise employees of performance
- Use past and current information to predict future hotel reservations
- Develop work-flow patterns to meet specific operational requirements

Table 2.5

Competencies of Moderate Importance

- Analyze weekly, monthly, and annual financial and statistical reports
- Conduct an informative and valid interview with prospective employees
- Promote a cooperative union-management relationship
- Analyze past and present business information to predict effective future marketing strategies
- Use front-office equipment effectively (electronic cash registers, point-of-sale devices, and reservation systems)
- Assist in planning operational strategies
- Assist in developing and maintaining budgets for each important element of the organization
- Assist in developing a balanced program of preventive security
- Develop reliable revenue and expense tracking systems
- Process hotel arrivals and departures
- Assist in developing an effective energy management program
- Prepare weekly, monthly, and annual financial statistical reports.

Other major research until 1990 includes: technical, human, and conceptual (Hersey and Blanchard, 1988); and demonstration of organization skills, people skills, and leadership (Van Dyke and Strick, 1990).

**c. Required Competencies in the Hotel Industry
- 1991 and after**

The research of competencies in the hospitality industry, especially in the hotel industry, has been active during the 1990's.

Enz, et al. (1993) conducted a study for the benefit of the Cornell School of Hotel Administration. The card-sort portion of the study was adopted from a study from Case Western Reserve University (Boyatzis, et al., 1991), with the addition of hospitality industry-specific skill items.

Other items were solicited from members of the graduate-faculty committee. All together, 110 skills were assembled. The 110 skills were categorized to eliminate redundant skills, bringing the set down to fifty four. The results are indicated in Tables 2.6, 2.7, and 2.8.

Table 2.6
Important Competency Skills Reported
by Industry and Alumni Combined

Important Competencies	Mean Score
• Acting in an ethical manner	4.44
• Taking a leadership position	3.55
• Communicating with clients and customers	4.28
• Working as a member of a team	4.25
• Identifying and defining problems	4.23
• Organizing and writing skills	4.21
• Inspiring and motivating others	4.17
• Seeing how things fit in the big picture	4.16
• Making decisions under time pressure and with limited time	4.15
• Adapting to changing circumstances	4.10
• Being objective, viewing issues from many perspectives	4.07
• Persuading others	4.00

Table 2.7
Important Competency Skills Reported
by Incoming MPS Students

Important Competencies	Mean Score
• Forecasting future trends	4.62
• Managing and leading group processes	4.51
• Identifying and defining problems	4.46
• Negotiating	4.41
• Using financial analysis techniques	4.32
• Operating budgetary control systems	4.32
• Directing and supervising the work of others	4.30
• Developing systems to monitor and manage customer satisfaction	4.30
• Selecting and assigning personnel and allocating resources	4.27
• Communicating with clients and customers	4.27
• Organizing and writing skills	4.24
• Taking a leadership position	4.22

Table 2.8
Important Competency Skills Reported by Faculty

Important Competencies	Mean score
• Identifying and defining problems	4.67
• Building conceptual models, conceptual thinking	4.62
• Being aware of the current knowledge in the academic and professional literature	4.48
• Acting in an ethical manner	4.33
• Dealing with unpredictable and uncertain situations	4.24
• Being objective, viewing issues from many perspectives	4.24
• Reading and understanding business information	4.19
• Organizing and writing skills	4.19
• Making decisions under conditions of risk and uncertainty	4.19
• Inspiring and motivating others	4.19
• Taking a leadership position	4.05
• Organizing large amounts of information into meaningful patterns	4.05
• Forecasting future trends	4.05
• Establishing criteria for work quality and work standards	4.05
• Seeing how things fit in the big picture	4.00
• Evaluating results against goals	4.00

There also have been many other studies during the 1990's and different viewpoints about required and important competencies for hotel employees. Sandwith (1993) expanded Katz's three-prong model and developed the competency-domain model. The five elements are: conceptual-creative (the cognitive); leadership (the ability to turn ideas into productive action); interpersonal (skills for effective interaction with others); administrative (personnel and financial management of the business); and technical (knowledge and skills essential to providing the product or service).

Lewis (1993) placed increased emphasis on conceptual skills. Although several authors tend to think of leadership as a human skill, it is considered a conceptual skill in

that leadership, in its broadest sense, refers to a person's ability to create a vision for the future. O'Halloran (1992), Umbreit (1992), and Williams and Hunter (1991) have identified leadership as an element of managerial success.

Human relations skills is another important core competency which is advocated by many authors. According to Doyle (1992), interpersonal competency and teamwork ranked most highly along with effective communication when recruiters make selection decisions. Many other studies have addressed the need for greater emphasis on human relations skills in both the curriculum and the workplace. Supervisory personnel reported that they needed professional development training in many human resources skills (Williams and Hunter, 1991). The respondents of that study cited coaching, training, negotiating, disciplining, and handling difficult people as skills they needed to improve. Knutson and Patton (1992) also found that students believed they were not proficient in human relations skills such as managing employees and interacting with guests.

In his study of tourism managers, O'Halloran (1992) found that employee relations was one of the most important skills needed. Bach and Milman (1994) surveyed faculty, students, and industry professionals regarding curriculum issues and also predicted greater emphasis on employee relations. Okeiyi, et al. (1994) conducted a study to

determine the importance of food and beverage competencies expected of hospitality management graduates as perceived by hospitality practitioners, educators, and students. In this study, human relations and managerial skills were once again rated most important for students graduating from hospitality-management programs.

The introduction of a service component has also gained favor in the 1990's (Hobson and Barrows, 1993; Samenfink, 1993). Although quite a few authors have promoted the inclusion of technical skill training in the hospitality curricula, - integration of computers (Mihalik, 1992) and writing skills (Pederson, 1993) - in hotel and restaurant courses, general management knowledge has more gained focus rather than specific technical skills recently. For example, Ashley, et al. (1995) suggested the top ten competency categories such as: 1) people skills; 2) creative-thinking ability; 3) financial skill; 4) communication skills (for both written and oral presentations); 5) developing a service orientation; 6) total quality management; 7) problem identification and problem solving skills; 8) listening skills; and 9), 10) individual and system-wide computer skills.

The importance of general management knowledge and skills was identified in studies conducted by Ashley, et al. (1995) and Breiter and Clements (1995). They stated that

people skills, leadership, service orientation, oral communication, listening skills, teamwork, employee relations, problem identification and problem solving, adapting to change, creative thinking ability, employee training and development, written communication, quality management, individual and systemwide computer skills, and financial skills are important competencies that should be cultivated by the hospitality management curricula for the 21st century.

IV. THE HOTEL MANAGEMENT CURRICULUM OF UNIVERSITY

A. The Paradigm of the Hotel Management Curriculum of University

Hospitality education programs retain a focus not found in general business programs. They focus on service, as demonstrated by Washington State University, Virginia Polytechnic, and the University of Nevada - Las Vegas (Goodman and Sprague, 1991). Another recent trend in hospitality management literature on the subject of curriculum revealed that the majority of the studies deal with establishing competencies needed by graduates who are perceived to be well qualified in the area of hospitality management (Sakiey, 1995).

Although most European hotel schools follow a craft-oriented curriculum while the majority of American hospitality schools are management oriented, the balance

should be maintained. In the same vein, hospitality degree programs must be balanced between liberal arts and hospitality administration (Evans, 1988; Heller, 1997).

According to Fujita-Starck (1996), there are three curricular groups: arts and leisure programs; personal development programs; and professional development programs. The hotel management curriculum belongs to the latter group. In this category, courses enable students in the various professions to maintain and enhance the requisite skills and competencies, and to keep abreast of developments in their fields. This component also includes career development courses which enable students to advance in or change their career (Fujita-Starck, 1996).

There have been a number of studies of the paradigms of the hospitality management curriculum. Table 2.9 shows the curriculum requirements in three types of programs (Heller, 1997); Table 2.10 shows the general categories of hospitality management curricula (Purcell and Quinn, 1996); and Table 2.11 shows the comparative importance of the curriculum in the views of administrators and industry professionals (Su, et al., 1997, 1998).

Table 2.9

Common Curriculum Requirements

Common Curriculum Courses	Hotel/ Restaurant Institution Programs		College of Business Programs		Related Professional College Programs	
	%	N	%	N	%	N
General	12.5	53	19.7	58	14.6	44
Administration						
Operations Management	30.6	130	21.1	62	25.2	77
Food and Beverage Management	21.0	89	24.8	73	26.5	80
Accounting/Finance/ Law	12.7	54	11.9	35	11.6	35
Information Systems						
Computer Systems	2.1	9	1.8	5	2.3	7
Human Resources Management	5.4	23	6.8	20	6.0	18
Marketing/Sales	9.4	40	9.2	27	8.3	25
Tourism/Travel	4.7	20	3.7	11	4.0	12
Destination Management	1.6	7	1.0	3	1.2	4
Percent/N	100	425	100	294	100	302

Table 2.10

Categories of the Hospitality Management Curriculum

- Operational Management
- Marketing
- Food and Beverage Management
- Hospitality/Hotel Law
- Accommodation Management
- Food Science
- Practical Industrial Experience
- Human Resources Management
- Accounting
- Food Production
- Computers
- Tourism
- Customer Service Skills
- Languages

Table 2.11

Comparative Importance of the Curriculum in the Views of Administrators and Industry Professionals

Subject Area	Mean	
	Administrators ^a	Professionals ^b
Interpersonal Communication	6.58	6.57
Marketing	6.40	6.00
Personnel Management	6.36	6.14
Management Information Systems	6.24	6.23
Financial Management	6.22	6.17
Ethical Considerations	6.09	6.17
Accounting	5.97	5.69
Food Service Operations	5.82	5.67
Lodging Operation	5.82	5.43
Legal Environment	5.63	4.96
Administration Processes	5.50	5.11
Organization Theory and Behavior	5.42	5.26
Sociopolitical Influences	5.28	4.84
Areas of Specialization	5.20	4.97
Economic Environment	5.17	4.93
Quantitative Methods	5.09	4.91
Historical Overview	4.50	4.22
Means were calculated from ratings on a 7-point Scale (1=extremely unimportant to 7=extremely important) Sample size: a=90, b=70		

As can be seen in table 2.11, firstly, such fields as interpersonal communication, marketing, personnel management, management information systems, financial management, and ethical consideration are important areas of the hospitality curriculum evaluated by both university administrators and industry professionals. Also table 2.9 indicated that such fields as operations management, food and beverage management, accounting/finance/law, general administration,

marketing/sales, and human resources management are commonly required areas of the hospitality curriculum.

Many authors set forth various viewpoints about the paradigm of the hospitality management curriculum. Umbreit (1992) identified six content areas that need to be incorporated into the hospitality administration curricula such as leadership, human resources management, service marketing, financial analysis, total quality management, and communication skills. More recently Ashley, et al. (1995) suggested the paradigm of the hospitality management curriculum by introducing six core areas of the curriculum with three elective course areas as indicated in table 2.12.

Finally, the Cornell's School of Hotel Administration developed the somewhat different paradigm consisting of management operations, human-resources management, financial management, food and beverage management, marketing and tourism, property-asset management, communication, operations management and information technology, and self-directed concentration on hospitality management.

In the next section, the author made a use of the above paradigms for classifying courses of selected universities.

Table 2.12

Business Education 2000 (BE 2000)

- Paradigms by Ashley, et al. -

Core Courses	Content
Guest Services Management I (Guestology I)	The study of organizational decision making from the guest's point of view.
Guest Services Management II (Guestology II)	The functional area of marketing focusing on the convention and the meeting-planning industry. It requires written and oral communication including case studies that stress interpersonal cooperation, and offers opportunities for creative problem solving.
Hospitality Operation I	Operational issues and procedures of food preparation, rooms-division management and front-office operations.
Hospitality Operation II	Operational issues related to conference and convention operations as well as those in the travel and tourism industry.
Hospitality Enterprises I	Financial and accounting issues specific to the hospitality industry. It includes designing and using management information and decision systems.
Hospitality Enterprises II	Human resources management building on a strategic analysis of the travel and tourism environment. Through the use of case studies, of interpersonal experiences, and other forms of classroom simulations, students are exposed both to human resources management and to the processes of managing people in a hospitality work setting.
Elective Courses	Courses related to particular segments of the hospitality industry such as conventions, food service, lodging, and tourism, etc.
	Extended courses covering four essential competencies such as creative thinking and problem solving, communication, adapting to change, and teamwork.
	Courses in total quality management and statistics.

B. Review of Hospitality/Hotel Management Programs and the University Curricula

a. Names of Hospitality/Hotel/Tourism Programs of Universities

There are various types of hospitality, hotel, and, tourism programs of universities in Korea and in the United States. The author listed the types of programs in Tables 2.13 and 2.14 (Heiman and Sneed, 1996).

Table 2.13

Names of Programs or Departments of Universities in Korea

- | | |
|-----------------------------------|---------------------------|
| • Hotel and Tourism Management | • Tourism Landscape |
| • Hotel Management | • Tourism Culture Assets |
| • Tourism Management | • Tourism English |
| • Tourism | • Tourism Japanese |
| • Tourism Development | • Food Service Management |
| • Culinary Arts (Food Production) | |

Table 2.14

Names of Programs or Departments of Universities in the United States

- | |
|--|
| • Academy of Culinary Arts |
| • Business and Hospitality Management |
| • Food, Hotel, and Travel Management |
| • Food Science and Human Nutrition |
| • Hospitality and Restaurant Administration |
| • Hospitality Administration, Hospitality Management |
| • Hotel Administration, Hotel and Restaurant Management |
| • Hotel, Restaurant, and Institutional Management |
| • Hotel, Restaurant, and Institutional Management, and Dietetics |
| • Hotel, Restaurant, and Tourism Management |
| • Meetings and Destination Management |
| • Merchandising and Hospitality Management |
| • Restaurant, Hotel, Institutional, and Tourism |
| • Travel, Hotel, and Restaurant Administration |
| • Travel Industry Management |
| • Travel and Tourism |

As can be seen in Tables 2.13 and 2.14, more universities in the United States have names such as Hospitality, Hotel, or Food Services instead of Tourism. It is the opposite in Korean universities. As a matter of fact, a number of Korean universities have concentrated more on tourism related studies rather than on hotel management studies. Because the hotel industry is the most important sector in Korea's tourism industry in terms of the market substantiality and employment status, more emphasis on hotel management studies is necessary.

b. Review of the Hospitality/Hotel Management Curricula in the United States

In this section the author reviewed the hospitality/hotel management curricula in the United States. Selected universities included Cornell University, Michigan State University (MSU), the University of Massachusetts at Amherst (UMASS), Purdue University, the University of Hawaii at Manoa, and the University of Nevada at Las Vegas (UNLV). The author classified courses according to clusters of characteristics.

Courses in five of the universities except Cornell University were listed because Cornell offers almost all of the courses. Footnotes represent similar but differently-named courses. The results are as follows:

Table 2.15

Introduction to Hospitality Management

Unit major \ Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Introduction to Travel And Tourism ^a	-	1	2	2	1
Introduction to Hotel Management ^b	-	-	-	1	3
Introduction to Hospitality Management ^c	1	-	1	-	-

a: Institutional and Tourism Management; Introduction to Travel Industry; Introduction to Travel Industry Management

b: Introduction to the Lodging Industry; Hotel-Motel Operations and Management

c: Introduction to the Hospitality Industry; Introduction to Food Service, Lodging, and the Tourism Industry

Table 2.16

General Marketing Management

Unit major \ Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Marketing Strategy ^a	-	-	-	-	2
Feasibility Study ^b	-	-	-	-	1
Marketing Management ^c	-	2	-	-	-
Promotion Strategy ^d	-	2	-	-	2
Customer Behavior	-	1	-	-	-

a: Strategy Marketing; Destination Marketing

b: Market and Feasibility Study

c: Merchandising; International Marketing

d: Media Programming; Social Impact of Mass Media; Sales Blitz; Advertising and Sales Promotions

Table 2.17

Hospitality Marketing

Unit major \ Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Hospitality Marketing Management ^a	1	2	1	-	-
Hotel Marketing ^a	-	-	-	1	1
Travel Marketing ^b	-	-	-	2	-

a: Innovation in Hospitality Marketing; Marketing in Food Service and Lodging Operations

b: Travel Industry Marketing; Strategic Travel Marketing

Table 2.18

General Accounting/Finance

Unit major \ Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Accounting ^a	-	2	-	-	-
Finance ^b	-	7	-	-	-

a: Introduction to Accounting; Cost Accounting

b: Financial Planning; Financial Reporting; Federal Taxes; Problems in Business Finance; Models in Financial Analysis; Investments; International Finance

Table 2.19**Hospitality Accounting/Finance**

Unit major \ Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Hospitality Accounting ^a	1	1	2	1	1
Hospitality Finance ^b	1	-	-	1	-

a: Hospitality Managerial Accounting; Financial Accounting for the Service Industry; Managerial Accounting and Financial Management in Hospitality Operations; Managerial Accounting for Travel Industry

b: Hospitality Managerial Finance; Financial Management in Travel Industry

Table 2.20**General Personnel and Human Resources Management**

Unit major \ Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Personnel and Human Resources Management ^a	-	1	-	-	3
Communication ^b	-	2	-	-	-

a: Employee Management Relations; Employee Development

B: Interpersonal Communication; Culture Codes in Communication

Table 2.21**Hospitality Personnel and Human Resources Management**

Unit major \ Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Hospitality Personnel and Human Resources Management ^a	-	1	2	1	-
Hospitality Organization Management ^b	1	-	1	1	1

a: Personnel Management in Hotel, Restaurant, and Travel Administration; Human Resource Management for the Service and Travel Industry; Hospitality Career Planning

b: Organizational Behavior in the Hospitality Industry; Restaurant, Hotel, Institutional, and Tourism Organization Management; Management of Travel Industry Organizations; Organizational Theory Applied to the Service Industries

Table 2.22**Room Division/Front Office**

Unit major \ Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Front Office ^a	-	-	2	1	1
Room Division ^b	-	1	1	-	1

a: Lodging Management; Lodging Industry Administration; Cost Control in Lodging; Lodging Operations

b: Room Division Management; Executive Housekeeping Management; Executive Planning for Housekeeping Operations

Table 2.23**Information**

Unit major \ Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Information ^a	1	-	2	2	1

a: Computers in the Hospitality Industry; Hospitality Information Systems; Information Systems Technology; Travel Information Systems

Table 2.24

Hotel Facility and Design

Unit major Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Hotel Facility ^a	1	2	2	1	3
Hotel Design ^b	-	3	1	1	1

- a: Management of Lodging Facilities; Hospitality Facilities Management; Facilities Planning and Equipment; Hospitality Systems Engineering; Equipment for Restaurants, Hotels, and Institutions; Convention Facility Management; Property and Equipment Management
- b: Interior Design; Architectural Drawing; Introduction to Environmental Design; Food Service Layout and Design; Architecture in Hotel Management

Table 2.25

Food and Beverage/Purchasing

Unit major Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Food and Beverage Management ^a	2	5	4	2	8
Food and Beverage Operation ^b	-	1	1	-	2
Food Production ^c	1	1	3	1	1
Food Sanitation ^d	-	2	1	-	-
Purchasing ^e	-	1	1	1	1

- a: Food and Beverage Cost Control; Quality Food Management; Food Service Management; Food Service Systems Management; Catering Systems; Beverage Management; Contract Food Service; Nutritional Issues in Food Service; Food Quality Assurance; Principles of Quantity Foods; In-Flight Food Service Management; The Alcoholic in Food Service Management; Noncommercial Food Service
- b: Food and Beverage Systems and Operations; Food Service Operations Fundamentals; Specialty Food Service; Catering and Sales Operations
- c: Quality Food Production Systems; Food Production Management; Quantity Food Production; Quantity Food Production Laboratory; Classical Cuisine; Principles of Food Preparation; Food Production Techniques
- d: Food Service Sanitation; Food and Beverage Systems; Sanitation
- e: Quantity Food Purchasing; Purchasing for Restaurants, Hotels, and Institutions; Hospitality Purchasing

Table 2.26

Convention and Meeting Management

Unit major Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Convention and Meeting Management ^a	-	-	1	1	6

- a: Meetings and Convention Sales and Service; International Trade and Travel Industry; Convention Management; Meeting Planning; Trade Show Operations; Exposition Service Contracting; International Exhibiting and Exposition Management; Exhibit Marketing and Management

Table 2.27

Hospitality Institutional Management

Unit major \ Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Hospitality Institutional Management ^a	-	6	2	2	4

a: Association Management; Institutional Administration; Small Business Management; Sports Club Management; Island and Resort Management; Aviation Management; Restaurant and Club Management; Management for Service Enterprises; Cruise Ship Administration and Marketing; The Recreation Industry; Fairs and Amusement Park Administration; Club Management and Operations

Table 2.28

Travel and Tourism

Unit major \ Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Travel and Tourism ^a	-	1	1	7	3

a: International Tourism; International Travel Geography; Socio-cultural Issues in Tourism; Tourism Development; Legal Environment of Travel Industry; Economics in Travel Industry; Tourism Policy and Planning; Transportation and Travel Distribution Systems; Incentive Travel; Travel Agency Management

Table 2.29

Internship/ Field Tour

Unit major \ Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Internship ^a	1	-	-	1	4
Field Tour ^b	-	-	-	1	1

a: Professional Work Experience; Internship/Advanced Internship; Hospitality Practicum; Sales Blitz Practicum; Hotel Internship; Practicum in Hotel Education
 b: Hotel and Culinary Tour; Tourism Field Studies

Table 2.30

Seminar and Research

Unit major \ Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Seminar in General Topics ^a	-	4	1	-	2
Seminar in Hospitality ^b	2	-	-	-	-
Seminar in Hotel ^c	-	-	-	-	4
Seminar in Travel Industry ^d	-	-	-	2	-
Research ^e	-	-	-	4	-
Independent Study ^f	-	-	1	-	-

a: Seminar in Labor Relations; Seminar in Alternative Labor Resources; Senior Seminar; Restaurant, Hotel, Institution, and Tourism Student Seminar; Undergraduate Special Problems; Visiting Professors' Seminar; Guest Lectures
 b: Hospitality Industry Research; Independent Study in Hospitality Management
 c: Hotel Administration Seminar; Special Topics in Hotel Administration; Seminar in Casino Management
 d: Current Topics in Travel Industry Management; Travel Industry Management Policy
 e: Directed Research; Research Seminar
 f: Honors Independent Study

Table 2.31

Hotel Law/Contract

Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Unit major					
Hotel Law ^a	2	1	1	-	1
Contract ^b	-	2	1	1	2

a: Policy Issues in Hospitality Management; Hotel Law; Hospitality Law

b: Franchising; Hotel Management Controls; Concession Operations Management

Table 2.32

Other Courses

Univ.	MSU	UMASS	Purdue	Hawaii	UNLV
Unit major					
Other Courses ^a	-	4	1	1	16

a: Casino; Hotel Realty; Real Estate; Industrial Psychology; Operational Analysis; Sociology of Inn Keeping; Special Event Management; Hotel Entertainment; Modern Service System; Staff Planning and Operational Analysis for the Hospitality Industry; Security for the Hospitality Industry; Ethics for the Hospitality Industry

Cornell University has the broadest and the most comprehensive undergraduate hospitality curriculum; it offers 150 courses in nine major areas of study. As stated previously, Cornell University offers almost all of the courses offered by the five universities listed above. Therefore, the author selected courses which did not overlap with the courses listed above and provided them in Table 2.33.

Table 2.33

Other Hotel Management Courses of Cornell University

Management Operations

- Distinguished Management Lectures
- Strategic Management
- Resort and Condominium Management
- Negotiations in the Hospitality Industry
- Creative Management for Organizational Change
- Managing Across Cultural Boundaries
- Competitive Strategies for the Hospitality Industry

Human-Resources Management

- Leadership and Small Group Processes
- Managerial Leadership in The 1990's
- Special Studies in the Management of Human Resources: Service Culture

Financial Management

- Internal Control in Hospitality Operations
- Security Analysis and Portfolio Management
- Analysis and Interpretation of Financial Statements
- Financial Economics

Food and Beverage Management

- Reviewing the Restaurant: The Consumer's View of the Dining Experience
- Wine and Food: Pairing Principles and Promotion
- Specialty Foods
- Health and Fitness in the Resort Hotel and Spa Industry
- Airline Food Service Management
- Introduction to Wines
- Contemporary Healthy Foods
- Desserts Merchandising
- Selection, Procurement and Supply Management
- Wine: A Cultural and Historical Perspective

Marketing and Tourism

- The Basics of Hotel Sales
- Marketing Research
- Consumer Behavior
- Marketing Communications
- Services Marketing
- Channels of Distribution in Tourism

Property-Asset Management

- Hotel Development and Planning
- Hospitality Development and Construction
- International Hospitality Development
- Hospitality Risk Management
- Insurance and Risk Management
- Advanced Computer Aided Design
- Industry Challenges and Trends

Communication

- Managerial Communication
- Intermediate French: Le Francais de l'Hotellerie et du Tourisme
- Advanced Business Writing
- Communication and the Multicultural Organization
- Persuasive Communication in Organizations
- Organizational Communication for Managers
- Communication Modules

Table 2.33 (Continued)

Other Hotel Management Courses of Cornell University

Operations Management and Information Technology

- Keyboarding on the Macintosh
- Microcomputing
- Quantitative Methods
- End-User Business Computing Tools
- Hotel Computing Applications
- Corporate Information Systems Management
- Service Operations Management
- Yield Management
- Information Technology for Hospitality Managers

c. Review of the Hospitality/Hotel Management Curricula in Korea

In Korea, four universities offer hotel management programs. The author listed courses as in previous section. The results are as follows.

Table 2.34

Introduction to Hospitality

Unit Major \ Univ.	Sejong	Kyungju	Kyungki	Chungju
Introduction to Tourism Management ^a	1	1	1	-
Introduction to Hotel Management ^b	1	-	1	3

a: Tourism Industry Management; Tourism Business Management

b: Hotel Management; Hotel Management Administration

Table 2.35

Hospitality Accounting/Finance

Unit Major \ Univ.	Sejong	Kyungju	Kyungki	Chungju
Hospitality Accounting ^a	2	1	1	2
Hospitality Finance ^b	1	-	-	-

a: Hotel and Tourism Financial Accounting; Hotel and Tourism Managerial Accounting; Hotel Accounting; Hotel/Restaurant Accounting; Hotel/Restaurant Financial Accounting

b: Hotel and Tourism Financial Management

Table 2.36

Hospitality Marketing

Unit Major \ Univ.	Sejong	Kyungju	Kyungki	Chungju
Hotel Marketing ^a	2	3	-	3

a: Hotel Restaurant Promotion; Hotel Sales and Promotion Management; Hotel Sales and Public Relations Management; Tourist Behavior

Table 2.37

Hotel Personnel/Human Resources Management

Univ.	Sejong	Kyungju	Kyungki	Chungju
Unit Major				
Hotel Human Resources Management ^a	-	1	1	1

a: Hotel/Restaurant Personnel Management

Table 2.38

Food and Beverage/Purchasing

Univ.	Sejong	Kyungju	Kyungki	Chungju
Unit Major				
Food and Beverage Management ^a	2	2	3	1
Food and Beverage Operation ^b	1	1	3	2
Food Production ^c	1	1	3	-
Food Sanitation ^d	-	-	1	1
Purchasing ^e	-	-	-	1

- a: Food and Beverage Industry Management; Catering Management;
Food and Beverage Cost Control; Kitchen Management; Menu Planning
- b: Restaurant Operation; The Alcoholic in Food Service Operation;
Hotel and Restaurant Practices
- c: Food Production Management; Food Production Practices
- d: Food Service Sanitation
- e: Menu Planning and Purchasing

Table 2.39

Room Division/Front Office

Univ.	Sejong	Kyungju	Kyungki	Chungju
Unit Major				
Room Division ^a	1	-	1	1
Front Office ^b	-	1	-	1

- a: Room Division Management
- b: Front Office Operations

Table 2.40

Hotel Facility and Design/Security

Univ.	Sejong	Kyungju	Kyungki	Chungju
Unit Major				
Hotel Facility and Design	-	1	1	-

Table 2.41

Convention and Meeting Management

Univ.	Sejong	Kyungju	Kyungki	Chungju
Unit Major				
Convention and Banquet Management	1	-	-	1

Table 2.42

Information

Univ.	Sejong	Kyungju	Kyungki	Chungju
Unit Major				
Hotel Information Systems ^a	1	-	1	-

a: Computer Data Processing

Table 2.43

Travel and Tourism

Unit Major \ Univ.	Sejong	Kyungju	Kyungki	Chungju
Travel ^a	1	-	1	-
Tourism ^b	5	2	-	-

a: Travel Agency Management; Travel Distribution System

b: Tourism Resources Management; Tourism Service; Tourism Policy; Tourism Economics; Tourism Geography; Tourism History and Philosophy

Table 2.44

Seminar and Research

Unit Major \ Univ.	Sejong	Kyungju	Kyungki	Chungju
Seminar ^a	1	1	2	-
Research ^b	1	1	-	-

a: Seminar in Hotel and Tourism Management; Hotel Management Seminar; Seminar in Hotel Business Planning

b: Hotel and Tourism Research; Research Seminar

Table 2.45

Field Tour

Unit Major \ Univ.	Sejong	Kyungju	Kyungki	Chungju
Field Tour ^a	1	1	1	1

a: Hotel Field Tour; Travel Agency Field Tour

Table 2.46

Tourism Law

Unit Major \ Univ.	Sejong	Kyungju	Kyungki	Chungju
Tourism Law ^a	1	-	1	1

a: Hotel Law; Tourism Law

Table 2.47

Foreign Language

Unit Major \ Univ.	Sejong	Kyungju	Kyungki	Chungju
Foreign Language ^a	2	2	4	4

a: Hotel and Tourism English Conversation Practice; Hotel and Tourism Japanese Conversation Practice; Hotel/Restaurant English Conversation; Hotel/Restaurant Japanese Conversation

Table 2.48

Other Courses

Unit Major \ Univ.	Sejong	Kyungju	Kyungki	Chungju
Other Courses ^a	3	6	1	2

a: Statistics; Hotel Case Study; Hotel Business Planning; Hotel Management Strategy; Casino; Hotel Practical Training; Principles of Service; International Hotel Management; Hotel Management Analysis

As can be seen above, course types and major areas of study in Korean universities are relatively few compared to those of universities in the United States. The hospitality and hotel management curricula of Korean universities must, therefore, be reexamined and reformed. Chung (1993) suggested the ideal hotel management curriculum for Korean universities in Table 2.49.

Table 2.49
A Suggested Curriculum for Hotel Management Programs
in Korean Universities

Level	Courses
1	Principle of Management, Principle of Economics, Statistics, Introduction to Tourism and Hospitality Management, Micro/Macro Economics
2	Introduction to Hotel Management, Introduction to Food and Beverage Management, Accounting, Marketing, Finance, Personnel and Human Resource Management, Computer/Basic Business Mathematics, Production Operation and Management
3	Lodging Operation and Management, Restaurant Operation and Management, Hotel English Conversation, Hotel Japanese Conversation, Economics of Tourism, Cooking and Culinary Arts, Hotel Marketing, Hotel Accounting/Finance, Hotel Personnel and Human Resources Management, Korean Tourism Law, Guest Lecture for Hotel Management
4	Hotel Information System, Food and Beverage Cost Control, Convention and Banquet Management, Purchasing and Inventory Management, Hotel Sales and Public Relations, Hotel Engineering Management, Airline Management, Travel Agency Management, Tourism Planning and Development
5	Hotel Feasibility Study, Strategic Planning for the Hospitality Industry, Seminar in Special Issues of the Hospitality Industry, Case Study in Hotel Marketing, Case Study in Hotel Accounting/Finance, Field Practice, Thesis (optional)

Note: Level=hierarchical sequence of courses

C. Toward New Directions and Components of Core Curriculum Contents

A number of studies were conducted to determine new directions and components of core courses offered by hospitality management programs. The author distilled them into following areas:

a. The Emerging Importance of Service Learning

The hospitality industry has a strong tradition of helping people. From the National Restaurant Association's 1922 code of ethics that stressed bettering the community by involvement in programs (DeFranco and Kripner, 1997), hospitality education institutions agreed on the need to educate hospitality students in the value of volunteerism so that they would embrace the obligations and continue community involvement.

The term "service learning" has been used to describe a number of voluntary action and experiential academic programs (Sigman, 1994). Service learning programs combine a curriculum of learning with performing needed services in the community (Stevens, 1997/1998). Greenleaf (1997) argued that the goal of higher education is to prepare students for leadership through service. The best program of service learning is the Organizational Communication for Managers course at the Cornell School of Hotel Administration. This course was designed to enhance students' personal communication skills and increase their understanding of how

organizations function within the community (Stevens, 1997/1998). In addition, the course of study emphasized understanding intra-organizational challenges and the problems organizations face in communicating with all of their stakeholders (Stevens, 1997/1998).

Considering the fact that most courses designed for teaching service in hospitality management programs are focused on theoretical aspects, the introduction of Cornell's idea will contribute to enhancing the quality of service related courses.

b. Giving an Impetus of Case Study

One of the most popular approaches to teaching in business schools today involves the use of teaching case studies, or short, stylized company cases. Austin (1991) stated that the delivery method is far more important than the structure or content of course. Recently, the emerging importance of case studies for hospitality management have been advocated by a number of authors (Lewis, 1989; Palmer, 1990; Austin, 1991; Kreck, 1992; Reich and DeFranco, 1994; Harris, 1994; Ashley, et al., 1995; Josiam and Jax, 1995; Williams, et al., 1995; Pascarella, et al., 1996; Harris, 1997; and Cushman, et al., 1997).

Along with a concern about delivery, a primary objective of post-secondary educational institutions is to improve students' critical thinking and analytical abilities

- skills which need further development among hospitality students (Ashley, et al., 1995). Critical thinking involves the intellectual skills necessary to identify central issues and assumptions, to conclude and rebut information based on the data, and to evaluate the validity of an argument or claim (Pascarella, et al., 1996). Josiam and Jax (1995) suggested using structured controversy to hone students' ability to constructively examine and justify a position.

The case study method is a simulation that closely approximates real world employment. Case studies require students collecting relevant information through journal articles, written communication, or actual interviews (Stolovitch, 1990), which is presented in written form or orally for discussion. Kreck (1992) stated that the way the case method is taught often does not provide an appropriate technique for instructing students in how to solve operational problems, and that this weakness should be overcome. He suggested the "pullman method" for problem-solving which suggests a number of steps: violated principles; symptoms; problem analysis; and final solutions, to be used as aids during field investigations. Cushman, et al. (1997) also suggested five steps of problem-posing dialogue as indicated in Table 2.57 (Nixon-Ponder, 1995).

Table 2.50
Five Steps of Problem-Posing Dialogue

1. Describe the content

Stories, written dialogue, role playing, pictures, text, and drawings

Instructor poses a series of inductive questions

2. Define the problem

Students uncover problems and issues

Instructor repeats appropriate questions and facilitates discussion

3. Personalize the problem

Students relate topic to their own experiences

Instructor facilitates discussion

4. Discuss the problem

Economic and social issues are interjected into the discussion

Instructor facilitates students in a discussion of relevant social and economic issues

5. Discuss alternatives to the problem

Students present possible solutions

Students assess consequences of solutions

Instructor facilitates the discussion

Case studies can be used as the basis around which a course is developed. Along with areas such as operations, human resources management, and information technology, marketing and accounting/financial management are in the forefront of hospitality management case studies.

Harris (1995) developed a technique known as "seminar role-play" which retains the intellectual integrity of the theoretical study and facilitates the application of knowledge in live scenarios for hospitality accounting and finance courses.

For hospitality marketing courses Lewis (1989) made the point that the primary emphasis is how students get to the solution; do they utilize all of the available information;

how they analyze the information; and how they interpret it. However, the most important point of case studies is to identify "whys". Lewis (1989) emphasized that a student cannot become proficient at case handling and problem solving without really understanding why they do what they do.

c. The Importance of Internship

Experiential learning is a very important component of the hospitality management curriculum. One of the most rapidly expanding conceptions in the field of higher education is an increasing emphasis on learning through experience, or experiential learning (Herrick, 1987).

The types of internships available to hospitality students cover a wide range and a review of the literature attests to the notion that perspectives about what constitutes a working relationship vary between educators and the industry (Wildes and Mount, 1997/1998). Faced with expanding curriculum content in addition to maintaining typical four-year programs for baccalaureate degrees, however, educators will be compelled to use internships for intensive supervised practice of theoretical knowledge and technical skills (Nelson, 1994).

There have been many studies on the importance of internship in the hospitality management curriculum. LeBruto and Murray (1994) discussed the importance of practical experience for hospitality administration majors in captive

hotels versus practicum experience within the industry. Ford and LeBruto (1995), Hemmington (1995), Ashley, et al. (1995), and Heller (1997) also shared a consensus that the hospitality management curriculum should be designed to be more relevant to industry practitioners.

In 1996, The Department of Hotel, Restaurant, and Institutional Management (HRIM) at Pennsylvania State University established a well structured line-level hospitality internship program. The goal was to increase the quality of courses by providing more structure to learning experiences in internships. Ratings of the overall quality indicated a definitive upswing (Wildes and Mount, 1997/1998).

The most important factor of successful internship program is, however, minimizing the gap of conventional wisdom between educators and industry leaders. The debate centers on the question, "Are managers better prepared as specialists or as generalists?" The philosophical debate continues. Williams commented that the adoption of national accreditation standards is the vehicle that will answer the philosophical question, education versus training (Nelson, 1994).

Pettillose and Montgomery (1997/1998) conducted a study of internship practices in hospitality education and the industry's perception of the importance of internships in the hospitality curriculum. According to their survey, the

weaknesses most often identified in internship programs were: lack of control over students; difficulty in monitoring and evaluating student participation and performance; lack of funding to visit student interns on site; limited support from the industry; lack of flexibility and variety of internship offerings; and academia's inconsistent definition of an internship experience.

The results indicated that hospitality management internship programs could be enhanced by incorporating the following components: 1) provide additional student services and increase faculty involvement; 2) secure additional funds for on site visits with student interns; 3) develop a database to provide an increased variety of internship choices both nationally and internationally; and 4) secure a full-time internship coordinator to develop and maintain industry contacts and improve administration of internship programs (Petrillose and Montgomery, 1997/1998).

V. SUMMARY

The purpose of this chapter was to review the literature relevant to hotel management curriculum reform. This was performed to provide an understanding of general concepts of practical education and the effective orientation of curriculum reform; identification of the hotel employees' needs and required competencies of the hotel industry; and a thorough review of the literature of

the hotel management curricula of universities. Many problems were identified and new directions were suggested for hotel management curriculum reform.

Chapter 3

Research Design and Methodology

This chapter provided the research design and methodology for the empirical study. The chapter consists of the following subtopics: definition of the population and sample; development of the research instrument; variables; data collection; data analysis procedures; and the summary.

I . DEFINITION OF THE POPULATION AND SAMPLE

The population of this study was composed of alumni graduated from universities offering hotel management programs and who have or had working experience at hotel companies in Korea. Some of them were graduates of tourism management programs because tourism management departments in universities, which do not have hotel management programs, offer hotel management courses as well.

The survey was administered to a sample of approximately 800 alumni working for super-deluxe and deluxe hotels in Seoul and super-deluxe hotels in Pusan, Cheju, and Kyungju from July to October 1998. The four regions listed above have the only super-deluxe hotels in Korea.

The use of the sample, although not perfectly representative, was deemed appropriate because it provided a means for collecting the data in realistic settings. In addition, the author tried to survey all alumni who could

participate in the opinion poll during the survey period in order to make a probability sample. Table 3.1 summarizes the population and sample used in this study.

Table 3.1
Summary of the Population and Sample

Population	Alumni who graduated from universities offering hotel management programs and hospitality management programs and who have work experience at super-deluxe and deluxe hotels in Korea.
Sample	Randomly selected alumni working for super-deluxe and deluxe hotels in Seoul; and super-deluxe hotels in Pusan, Kungju, and Cheju. All alumni who could participate in the opinion poll were surveyed.

II. DEVELOPMENT OF THE RESEARCH INSTRUMENT

To achieve the objectives of this research, a structured questionnaire was developed. The review of the literature served as the primary basis for the selection of the variables of the questionnaire.

In order to enhance the validity of research, panel discussions were conducted. The profiles of panel discussion participants and the dates are listed in Tables 3.2 and 3.3. All participants of first round of panel discussions are university professors of hospitality management department in Korean universities and those involved in the second round of panel discussions are university professors having field experience in the hotel industry; and hotel executives or experts. This instrument was validated and obtained reliability after two-round panel discussions.

Table 3.2
 First Round Panel Discussion
 for Curriculum Variables (June, 1998)

Participants	University	Department (Major)
Dr. Kyoo yup Chung	Sejong	Hotel and Tourism Management (Hotel Marketing)
Dr. Hong Bum Kim	Sejong	Hotel and Tourism Management (Research and Management Analysis)
Dr. Sung Hyuk Kim	Sejong	Hotel and Tourism management (Service Marketing)
Dr. Woo Kon Kim	Sejong	Hotel and Tourism Management (Hotel Accounting and Finance)
Dr. Young Tae Kim	Paichai	Hotel and Tourism management (Hospitality Marketing)
Dr. Dae Kwon Kim	Chungju	Tourism Management (Hotel Human Resources and Personnel Management)
Dr. Ho Pyo Park	Chungju	Tourism Management (Travel and Tourism Management and Tourism Development)
Dr. Seung Youb Han	Sangji	Tourism Management (Hotel and Tourism management and Operation)
Dr. Shi Bum Park	Jangan	Tourism Management (Tourism Management)
Dr. Kyong Neo Yeon	Kyungju	Hotel Management (Hotel Human Resources and Personnel Management)
Dr. Jung Ki Na	Kyonggi	Culinary Arts (Food Production Management)
Dr. Seung Eon Chung	Kyungwon	Business Administration (Research and Organizational Behavior)
Dr. Jae Young Shin	Kyungwon	Tourism Management (Hotel Management and Operation)

Table 3.3

Second Round Panel Discussion for Required Competencies of the Hotel Industry (July, 1998)

Participants	Institution	Department (Major/Position)
Dr. Kyoo Yup Chung	Sejong University	Hotel and Tourism Management (Hotel Marketing)
Dr. Young Tae Kim	Paichai University	Hotel and Tourism management (Hospitality Marketing)
Dr. Dae Kwon Kim	Chungju University	Tourism Management (Hotel Human Resources and Personnel Management)
Mr. Hyung Jae Chi	New Star Hotel	General Manager
Mr. Chong Kwon Kim	Swiss Grand Hotel	Banquet Manager
Mr. Dong Il Chung	Sofitel Ambassador Hotel	Public Relations Manager
Mr. Jae Yoon Ko	Sheraton Walker Hill Hotel	Food & Beverage Manager
Mr. Young Chan Oh	Sheraton Walker Hill Hotel	Event Planning Manager
Dr. Joon Hyuk Lee	Ramada Olympia	Front Office Manager
Mr. Myung Gil Seo	Crown Travel Agency	Senior Executive Manager
Mr. Moo Soo Suh	King Sejong Hotel	General Manager
Mr. Ho Sil Lee	LG Food Service and Catering	Senior Director

The questionnaire took approximately 15 minutes to complete, and the respondents were given assisted when necessary. The questionnaire contains 95 items and is composed of 3 sections.

The first section asked the respondents to rate the degree of contribution of competencies to career success in the hotel industry (35 questions). The second section included a list of selected courses under various rubrics of universities in Korea and in the United States. The respondents were asked to rate the degree of contribution of each course to career success in the hotel industry (50

questions). A five-point Likert scale was used for rating both the competency and curriculum variables; 1) being "contributed least" and 5) being "contributed most".

The third section of the questionnaire requested demographic information of alumni (8 questions), contribution of courses to career development (1 question), and self-appraisal of their career success at the present time (1 question). Self-appraisal of career success also entailed the use of a five-point Likert scale with 1) being "least successful" and 5) being "most successful".

III. THE VARIABLES

In this research, there are three categories of the variables:

- 1) The independent variables consisted of two sub-parts such as required competencies in the hotel industry; and hospitality/hotel management courses offered by universities. The latter is composed of four major areas: essentials (11); hotel operation (14); hotel administration (13); and research and specialized subjects (12);
- 2) The dependent variables also consisted of two sub-parts such as "How would you evaluate your self-appraisal of career success in the hotel industry at the present time?"; and "How did university hotel management courses

contribute to your career development in the hotel industry?"; and

- 3) The demographic variables of age, gender, marital status, department of hotel, position, years of employment, annual income, and level of education.

IV. DATA COLLECTION

The questionnaires were distributed to alumni who had or who presently worked for super-deluxe and deluxe hotels in Seoul and super-deluxe hotels in Pusan, Cheju, and Kyungju from July to October in 1998. A total of the 800 questionnaires was sent initially, followed by a reminder card and a second mailing. This procedure resulted in the 422 usable questionnaires.

In Seoul, more than ten hotel managers and executives including Dong Il Chung (Public Relations Manager of Sofitel Ambassador Hotel) conducted personal interviews. The same technique was performed in other regions as well. In Bae Kang (Marketing and Reservation Manager of Cheju Grand Hotel) in the Cheju area; Yong Joo Lee (Food & Beverage Field Assistant Manager of the Pusan Lotte Hotel) in the Pusan area; and Dae Kyun Yoon (Duty Manager of the Kyungju Hyundae Hotel) in the Kyungju area assisted in collecting the data.

The information received through the questionnaires provided the primary data for this study. Table 3.4 shows

the numbers and the percentages of the questionnaires completed and returned.

Table 3.4
Number and Percentage of Returned Questionnaires

Region	Distributed	Returned (Gross Conversion Rate; %)	Used (Net Conversion Rate; %)
Seoul	400	261 (65.3)	255 (56.3)
Pusan	150	53 (35.3)	48 (32.0)
Cheju	150	78 (52.0)	67 (44.7)
Kyungju	100	61 (61.0)	52 (52.0)
Total	800	453 (56.5)	422 (52.8)

V. DATA ANALYSIS PROCEDURES

Based on the Purpose of the Study, the Statement of the Problem, and the Research Questions, the following Research Hypotheses were addressed and tested:

- 1) There are significant relationships between competencies required of hotel employees in the industry and hotel management courses in universities.
- 2) There are significant relationships between competencies required of hotel employees and career success in the hotel industry.
- 3) There are significant relationships between hotel management courses of universities and career success in the hotel industry.
- 4) There are significant relationships between hotel management courses of universities and their contribution to career development in the hotel industry.
- 5) There are significant differences in the demographic variables by competencies required of hotel employees.

6) There are significant differences in the demographic variables by hotel management courses of universities.

The data obtained from the returned questionnaires was transcribed to coding sheets. The Statistical Package for the Social Sciences was utilized to generate a computer analysis of the data.

Prior to testing the proposed Hypotheses, it was necessary to select an appropriate level of significance for interpretation of the statistical data. The level of significance is defined as the risk of rejecting a null hypothesis when it should be not rejected (McMillan and Schumacher, 1993). The author evaluated the outcome of tests at the .05, .01, and .001 levels of significance, depending upon the nature of the analysis. In accordance with the level of significance selected for the majority of the studies focusing on the hotel management curriculum in universities, the 0.05 level of significance was adopted for testing the Hypotheses.

The respondents' ratings of the degree of the contributions of required competencies and courses to career success in the hotel industry were derived on the basis of the factor scores. The factor analysis is a statistical technique used to identify a relatively small number of factors that can be used to represent the relationships among sets of many interrelated variables (Norusis, 1993).

Respondents' ratings of the degree of contribution of 35 competency items and 50 hotel management courses to career success in the hotel industry were subjected to a principal components factor analysis with varimax rotation. A factor scale score was computed from the responses to each scale item, and the reliability of each scale was estimated using Cronbach's alpha. In addition, the factor domain, Eigenvalue, percent of variance, and cumulative percentages were suggested.

To test the relationships between required competencies of hotel employees and hotel management courses of universities, the canonical correlation analysis was conducted on the basis of the p-value $<.001$.

The multiple regression analysis was conducted on the basis of the p-value $<.05$ and $<.01$ to test the significant relationships between competencies required of hotel employees and career success in the hotel industry.

The discriminant analysis was performed based on the p-value $<.05$ to test the significant relationships between hotel management courses of universities, career success in the hotel industry, and the contribution of hotel management courses to career development respectively.

In case of the multiple regression analysis, the R square, F, sig.F, beta coefficient, and t and p-value of each beta coefficient were indicated.

The T-Test and ANOVA were conducted to test the differences between the independent variables: required competencies and courses; and the demographic variables at the .05 and .01 level of significance.

Finally, in order to enhance internal and external validity, content or face validity and construct validity including convergent validity and discriminant validity were examined through the most appropriate manner.

VI. SUMMARY

The purpose of this chapter was to describe the methods and procedures used to collect and prepare the data for the analysis. The number of the questionnaires distributed in the sample was 400 in Seoul; 150 in Pusan; 150 in Cheju; and 100 in Kyungju.

The number and percentage of the used questionnaires from the each sample group were Seoul, 255 (56.3%); Pusan, 48 (32.0%); Cheju, 67 (44.7%); and Kyungju, 52 (52.0%). The data from the returned questionnaires were transferred to computer for the tabulation and analysis. Such statistical analyses were conducted as: frequency analysis; factor analysis; multiple regression analysis; canonical correlation analysis; discriminant analysis; T-Test; and analysis of variance (ANOVA). The .05, .01, and .001 levels of significance were selected to test the Hypotheses

throughout the study. The results and major findings are presented in the Chapter 4.

Chapter 4

Analysis Of The Data

I . RESEARCH DESIGN AND CONCEPTUAL MODEL

The major objective of this chapter was to analyze the data and provide results based on adequate analytical procedures. The chapter consists of the quantitative analysis of the data using certain descriptive and inferential statistics in order to: (a) present a selected personal and professional profile of survey participants; and (b) examine the Research Questions and test the Hypotheses.

For the analysis of the Research Question 1, the factor analysis and canonical correlation analysis were employed to test the Hypothesis to determine whether there are significant relationships between competencies required of hotel employees and hotel management courses of universities.

For the analysis of the Research Question 2, the multiple regression analysis was employed to test the Hypothesis to determine whether there are significant relationships between the independent variable, competencies required of hotel employees; and the dependent variable, career success in the hotel industry.

For the analysis of the Research Questions 3 and 4, the discriminant analysis was employed to test the Hypotheses to

determine whether there are significant relationships between the independent variable, hotel management courses of universities; and the two dependent variables, career success in the hotel industry; and the contribution of courses to career development in the hotel industry.

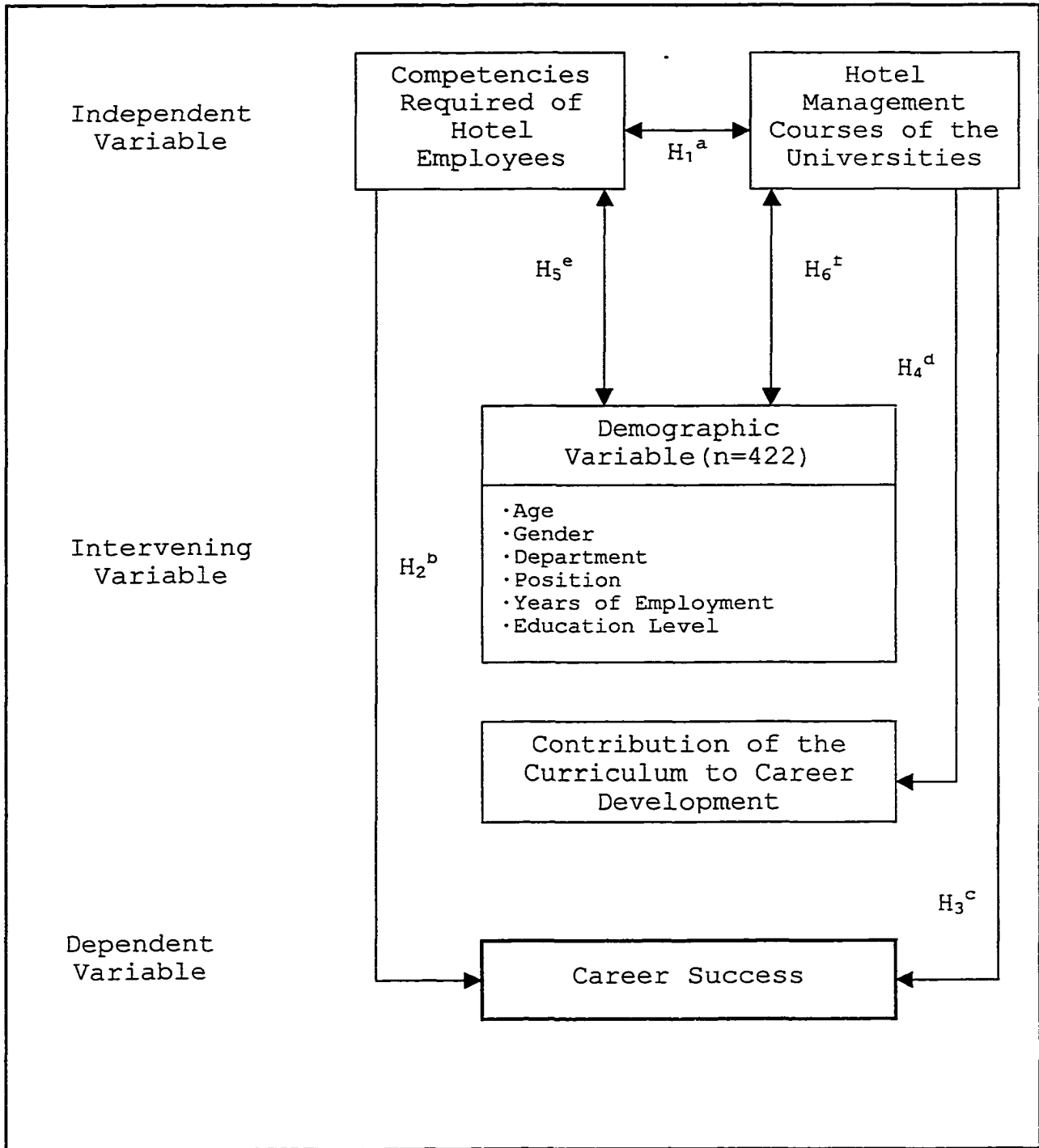
For the analysis of the Research Questions 5 and 6, the T-Test and analysis of variance (ANOVA) were employed to test the Hypotheses to determine whether significant differences exist between the two independent variables, competencies required of hotel employees and hotel management courses of universities; and the demographic variables such as age, gender, department, position, years of employment, and education level.

The following format was utilized for answering the Research Questions:

- 1) State the Research Questions.
- 2) Conduct the appropriate statistical analyses to test the Hypotheses derived from the Research Questions.
- 3) Provide the major research findings.
- 4) Test the Hypotheses.

Figure 4.1 illustrated the conceptual model of this study, indicating the relationships of the variables, Hypotheses, and designated statistical analyses.

Figure 4.1
Conceptual Model



- a: Factor Analysis, Canonical Correlation Analysis
- b: Multiple Regression Analysis
- c: Discriminant Analysis
- d: Discriminant Analysis
- e: T-Test, ANOVA
- f: T-Test, ANOVA

II. PROFILE OF THE SAMPLE

Table 4.1 provides a summary of the demographic variables of the 422 respondents.

Table 4.1
Summary of the Demographic Variables

Demographic Variables	Frequency	Percent (%)
Age		
20-29 Years	125	29.6
30-39 Years	235	55.7
40-49 Years	62	14.7
More than 50 Years	0	.0
Gender		
Male	351	83.2
Female	71	16.8
Department		
Front Office/Concierge	90	21.3
Housekeeping	32	7.6
Sales/Marketing	93	22.0
Food & Beverage/Convention·Banquet	104	24.6
Back of the House	103	24.4
Position		
Entry Level	186	44.1
Supervisory Level	112	26.5
Manager/Section Level Chief	102	24.2
Director	22	5.2
Years of Employment		
Equivalent to or less than 1 Year	38	9.0
1-3 Years	97	23.0
3-5 Years	86	20.4
5-7 Years	55	13.0
7-10 Years	61	14.5
More than 10 Years	85	20.2
Income (Yearly, 10 thousand Won)		
Equivalent to or less than 1,500	79	18.7
1,501-2,000	136	32.2
2,001-2,500	103	24.4
2,501-3,000	70	16.6
3,001-4,000	34	8.1
More than 4,001	0	.0
Highest level of Education		
Bachelor's Degree in Korea	269	63.7
Bachelor's Degree Abroad	12	2.8
In Master's Degree Program	28	6.6
Master's Degree in Korea	77	18.2
Master's Degree Graduate Abroad	6	1.4
In Doctoral Degree Program	26	6.2
Doctoral Degree	4	0.9

Age

Of the respondents, 235 (55.7%) were 30-39 years; 125 (29.6%) were 20-29 years; and 62 (14.7%) were 40-49 years. No one reported being over 50 years of age.

Gender

There were 351 (83.2%) males, and 71 (16.8%) females.

Department

Front Office/Concierge numbered 90 (21.3%); 32 (7.6%) in Housekeeping; 93 (22.0%) in Sales/Marketing; 104 (24.6%) in Food & Beverage/Convention-Banquet; and 103 (24.4%) in the Back of the House.

Position

There were 186 (44.1%) entry level employees, and 112 (26.5) in the supervisory levels. The manager/section chief level was divided into assistant section chief and section chief considering the Korean hierarchical system of position. Of the respondents, 102 (24.2%) were at the manager/section chief levels. Director was divided into assistant director and director considering the Korean hierarchical system of position, and 22 (4.2%) were at the director levels.

Years of Employment

Thirty eight (9.0%) workers had less than 1 year on the job; ninety seven (23.0%) had 1-3 years; eighty six (20.4%) had 3-5 years; fifty five (13.0%) had 5-7 years; sixty one

(14.5%) had 7-10 years; and eighty five (20.2%) had more than ten years.

Income

Seventy nine (18.7%) workers reported earning less than 15 million Won; 136 (32.2%) earned 15-20 million Won; 103 (24.4%) earned 20-30 million Won; and Thirty four (8.1%) earned 30-40 million Won. No one earned more than 40 million Won.

Level of Education

Among the Respondents, 269 (63.7%) were bachelor's degree graduates in Korea; 12 (0.8) earned bachelor's degree abroad; 28 (6.6%) were in master's degree programs; 77 (18.2%) were master's degree graduates in Korea; 6 (1.4%) were master's degree graduates abroad; 26 (6.2%) were in doctoral degree programs; and 4 (0.9%) were doctoral degree graduates.

III. PRESENTATION AND ANALYSIS OF THE DATA FOR TESTING THE HYPOTHESES

A. Testing the Hypothesis 1

Research Question 1: Are there significant relationships between competencies required of hotel employees and hotel management courses of universities?

a. Factor Analysis for the Competency and Curriculum Variables

The factor analysis was conducted for the thirty five competency variables and fifty curriculum variables

respectively. The principal component analysis and varimax factor rotation were used to extract factors. The result of the factor analysis of the thirty five competency variables is shown in Table 4.2.

Table 4.2
Factor Analysis for the Competency Variables

Factor Dimension ^a	Competency Variables	Factor Loading
<p style="text-align: center;">COM F1 Management Analysis Techniques ($\alpha=.8661$; 26.0)</p>	-Using marketing analysis techniques	.74911
	-Using financial analysis techniques	.69863
	-Taking operational management skills and techniques	.66593
	-Designing and conducting research projects	.65259
	-Analyzing what influences the controllability of profits	.63448
	-Using statistical/mathematical models to analyze data	.61876
	-Taking human resource management skills and techniques	.56475
	-Managing and leading group processes	.52254
	-Monitoring and managing customer satisfaction	.47963
	-Developing and implementing training programs	.41063
<p style="text-align: center;">COM F2 Adaptation to Environmental Changes and Procurement of Knowledge ($\alpha=.7896$; 7.4)</p>	-Adapting to changing circumstances	.76224
	-Being aware of the current knowledge in the academic and professional literature	.62445
	-Seeing how things fit in the big picture	.60732
	-Making decisions under pressure and uncertain conditions	.52697
	-Organizing large amounts of information into meaningful patterns	.49697
	-Being aware of social protocol and etiquette	.48322
	-Establishing personal criteria for work quality and work standards	.48004
	-Continuing education	.42804
<p style="text-align: center;">COM F3 Management of Employees and Job ($\alpha=.7555$; 6.4)</p>	-Enhancing socialization and interpersonal relationships with employees	.68796
	-Performing a preferred job	.59581
	-Maintaining professional appearance and poise	.58263
	-Selecting and assigning personnel	.56980
	-Directing and supervising the work of others	.56966
	-Taking a chance of job enlargement	.39052 ^b
<p style="text-align: center;">COM F4 Problem Identification and Communication ($\alpha=.6930$; 5.0)</p>	-Identifying and defining problems of operation	.71533
	-Communicating with clients and customers	.64289
	-Acting in an ethical manner	.56758
	-Communicating with other employees	.56180
	-Identifying and defining problems of guest relations	.53794

a: Cumulative percentage is 52.6%

b: Factor loading <.40

Table 4.2 (Continued)

Factor Analysis for the Competency Variables

Factor Dimension ^a	Competency Variables	Factor Loading
COM F5 Operational Techniques and Knowledge ($\alpha=.6177$; 4.1)	-Maintaining consistent service quality -Enhancing suggestive selling techniques -Taking facility and product knowledge	.65160 .59960 .53362
COM F6 Innovation ($\alpha=.6026$; 3.8)	-Developing innovative ways to work -Forecasting future trends -Building models and creative thinking	.67536 .42488 .34616 ^b

a: Cumulative percentage is 52.6%

b: Factor loading <.40

Findings

The rotated factor matrix revealed that there were six underlying dimensions of the variables. As Table 4.2 illustrated, all items loaded significantly on the intended scale and all of the attributes loaded significantly on each factor. Cumulative percentage is 52.6.

Cronbach's alphas of the six factor dimensions were .87 (management analysis techniques); .79 (adaptation to environmental changes and procurement of knowledge); .76 (management of employees and job); .69 (problem identification and communication); .62 (operational techniques and knowledge); and .60 (innovation), indicating acceptable internal consistencies, which are higher than .60 (Walsh and Betz, 1995; Anastasi, 1998).

Factor 1 consists of 10 competencies related to "management analysis techniques"; Factor 2 consists of 8 competencies related to "adaptation to environmental changes and procurement of knowledge"; Factor 3 consists of 6

competencies related to "management of employees and job"; Factor 4 consists of 5 competencies related to "problem identification and communication"; Factor 5 consists of 3 competencies related to "operational techniques and knowledge"; and Factor 6 consists of 3 competencies related to "innovation".

The factor analysis was performed for the 50 curriculum variables in the same manner. The result of the factor analysis of the 50 curriculum variables is shown in Table 4.3.

Table 4.3

Factor Analysis for the Curriculum Variables

Factor Dimension ^a	Curriculum Variables	Factor Loading
CUR F1 Specialized Subjects ($\alpha=.9096$; 24.9)	-Research in Hotel and Restaurant Management	.78907
	-Hotel and Restaurant Case Study	.77471
	-Seminar in Hotel and Restaurant Management	.75706
	-Hotel Feasibility Study	.68507
	-Hotel Project Management	.65349
	-Current Issues in Hotel Industry	.65121
	-Hotel and Restaurant Field Tour	.65100
	-Hotel Internship	.64173
	-Independent Study	.63457
	-Casino Management	.61561
	-Hotel Management Information Systems	.60829
	-Ethics in Hotel Industry	.59517
CUR F2 Food and Beverage Management ($\alpha=.8986$; 9.1)	-Beverage Management	.80766
	-Wine Management	.79795
	-Menu Planning and Preparation	.75671
	-Food Production Management	.74203
	-Restaurant Sanitation	.68631
	-Food and Beverage Management	.58335
	-Convention and Banquet Management	.57835
	-Restaurant Management	.50185
CUR F3 Finance/ Accounting and the Fundamentals of Management ($\alpha=.8300$; 6.2)	-Financial Management	.82168
	-Principle of Accounting	.74508
	-Hotel Financial Management	.72056
	-Hotel Managerial Accounting	.68121
	-Principles of Statistics	.50123
	-Principles of Management	.49954
	-Economics	.48988
	-Food and Beverage Cost Control	.48503
CUR F4 Communication and Hotel Administration ($\alpha=.8390$; 4.8)	-Interpersonal Communication	.82455
	-Business Communication	.81827
	-International Chain Hotel Management	.67570
	-Development of Hotel Training	.56858
	-Service Quality Management	.51399
	-Real Estate Management	.48373
	-Hotel Event Management	.48339
CUR F5 Engineering and Room Division Management ($\alpha=.8635$; 4.7)	-Hotel Security Management	.77279
	-Engineering Management	.75484
	-Hotel Facility and Design	.71204
	-Housekeeping Operation	.59868
	-Front Office Management	.39120 ^b
CUR F6 Marketing and Human Resources Management ($\alpha=.7194$; 4.1)	-Hotel Marketing	.72174
	-Marketing Management	.63815
	-Hotel Personnel Management	.57410
	-Principles of Hotel Management	.52053
	-Personnel and Human Resources Management	.50877
CUR F7 Foreign Language and Basics ($\alpha=.6730$; 3.2)	-Hotel Japanese Conversation	.83750
	-Hotel English Conversation	.79241
	-Hotel Law	.46314
	-Principles of Service	.44943
	-Introduction to Computers	.35758 ^b

a: Cumulative percentage is 57.0%

b: Factor loading <.40

Findings

The rotated factor matrix revealed that there were seven underlying dimensions of the variables. As Table 4.3 illustrated, all items loaded significantly on the intended scale and all of the attributes loaded significantly on each factor. Cumulative percentage is 57.0.

Cronbach's alphas of the seven factor dimensions were .91 (Specialized Subjects); .90 (Food and Beverage Management); .83 (Finance/Accounting and the Fundamentals of Management); .84 (Communication and Hotel Administration); .86 (Engineering and Room Division Management); .72 (Marketing and Human Resources Management); and .67 (Foreign Language and Basics).

Factor 1 consisted of twelve courses related to the Specialized Subjects; Factor 2 consisted of eight courses related to the Food and Beverage Management; Factor 3 consisted of eight courses related to the Finance/Accounting and the Fundamentals of Management; Factor 4 consisted of seven courses related to the Communication and Hotel Administration; Factor 5 consisted of five courses related to the Engineering and Room Division Management; Factor 6 consisted of five courses related to the Marketing and Human Resources Management; and Factor 7 consisted of five courses related to the Foreign Language and Basics.

b. Canonical Correlation Analysis for the Competency and Curriculum Variables.

The objective of this analysis was to examine the significant relationships between competencies required of hotel employees and hotel management courses of universities. Hotel management courses of universities were designated as the set of the multiple independent variables and competencies required of hotel employees were specified as the set of the dependent variable.

The canonical correlation analysis was performed on the set of the six competency variables and the seven curriculum variables by finding the linear combinations of the two sets of the variables and creating canonical variations so that the correlation between the variations is maximized. This study presented examinations of the level of statistical significance of the function and the magnitude of the canonical correlation. Finally, the canonical loadings were examined to determine how the original variables from the two data sets were related. The result is shown in Table 4.4.

Table 4.4
Canonical Analysis for the Competency
and Curriculum Variables

Variables (Factor Dimensions)	Standardized Canonical Coefficients ^a			Canonical Analysis					
	I	II	III	Canonical Loading			Cross Loading		
COM F1 Management Analysis Techniques	-.651 ^b	-.334 ^b	.545 ^b	-.651	-.334	.545	-.370 ^c	-.179	.213
COM F2 Adaptation to Environmental Changes and Procurement of Knowledge	-.590 ^b	-.230	-.494 ^b	-.590	-.230	-.494	-.335 ^c	-.123	-.193
COM F3 Management of Employees and Job	-.395 ^b	.582 ^b	-.369 ^b	-.395	.582	-.369	-.224	.312 ^c	-.144
COM F4 Problem Identification and Communication	-.160	.120	.404 ^b	-.160	.120	.404	-.091	.064	.158
COM F5 Operational Techniques and Knowledge	-.117	.682 ^b	.372 ^b	-.117	.682	.372	-.067	.366 ^c	.145
COM F6 Innovation	-.181	.132	-.145	-.181	.132	-.145	-.103	.071	-.057
CUR F1 Specialized Subjects	-.088	.182	.146	-.088	.182	.146	-.050	.097	.057
CUR F2 Food and Beverage Management	-.293	.240	.406 ^b	-.293	.240	.406	-.167	.129	.159
CUR F3 Finance/Accounting and the Fundamentals of Management	-.637 ^b	-.734 ^b	-.009	-.637	-.734	-.009	-.362 ^c	-.393 ^c	-.004
CUR F4 Communication and Hotel Administration	-.147	.111	-.127	-.147	.111	-.127	-.084	.060	-.050
CUR F5 Engineering and Room Division Management	-.206	-.088	-.287	-.206	-.088	-.287	-.117	-.047	-.112
CUR F6 Marketing and Human Resources Management	-.627 ^b	.514 ^b	.194	-.627	.514	.194	-.357 ^c	.276	.076
CUR F7 Foreign Language and Basics	-.206	.293	-.823 ^b	-.206	.293	-.823	-.117	.157	-.322 ^c
Canonical Correlations	.568	.536	.391						
Wilks' Lambda	.384	.567	.796						
Chi-square	396.306	234.805	94.444						
d.f	42.000	30.000	20.000						
p-value	.000	.000	.000						

a: Three significant canonical functions were selected (P<.001).

b: Standardized coefficients higher than .3.

c: Cross loading coefficients higher than .3.

Findings

The multivariate tests of significance revealed that there were significant relationships between the curriculum variable set and the competency variable set at the significance level of 0.05. However, this study adopted the significance level of 0.001 to interpret the results in more meaningful patterns.

The six canonical functions between the two variations were extracted. In order to select the functions to be interpreted, the eigen values and canonical correlations of each function were examined. The canonical correlations of the three functions were .568, .536, and .391 respectively.

The canonical loadings measured the simple linear correlation between the originally observed variables in the dependent or independent set and the set's canonical variation. Since the canonical loadings are considered relatively more valid than weights, the canonical loadings were also interpreted in this study.

In Function 1, the dependent variables of COM F1 (-.651); COM F2 (-.590); COM F3 (-.395); and the independent variables of CUR F3 (-.637) and CUR F6 (-.627) were correlated with their respective canonical variations at the .001 significance level. The Finance/Accounting and the Fundamentals of Management, and the Marketing and Human Resources Management factor dimensions contributed more to

"management analysis techniques", "adaptation to environmental changes and procurement of knowledge", and "management of employees and job" related competencies.

In Function 2, the dependent variables of COM F1 (-.334); COM F3 (.582); and COM F5 (.682); and the independent variables of CUR F3 (-.734) and CUR F6 (.514) were correlated with their respective canonical variations at the .001 significance level. The Financial/Accounting and the Fundamentals of Management factor dimension contributed more to the "management analysis techniques" related competencies; and the Marketing and Human Resources Management factor dimension contributed more to "management of employees and job" and "operational techniques and knowledge" related competencies.

In Function 3, the dependent variable of COM F1 (.545); COM F2 (-.494); COM F3 (-.369); COM F4 (.404); and COM F5 (.372); and the independent variables of CUR F2 (.406) and CUR F7(-.823), were correlated with their respective canonical variations at the .001 significance level.

The Food and Beverage Management factor dimension contributed more to "management analysis and techniques", "problem identification and communication", and "operational techniques and knowledge" related competencies, while the Foreign Language and Basics factor dimension contributed more to "adaptation to environmental changes and procurement

of knowledge" and "management of employees and job" related competencies.

When taking the cross loading coefficients into consideration, the dependent variables of COM F1 (-.370) and COM F2 (-.335); and the independent variables of CUR F3 (-.362) and CUR F6 (-.357) were correlated with their respective canonical variations at higher than .3 cross loading coefficient.

In summary, all results represented that the Finance/Accounting and the Fundamentals of Management, and Marketing and Human Resources Management factor dimensions contributed more to competencies related to "management analysis techniques" and "adaptation to environmental changes and procurement of knowledge".

In conclusion, the Hypothesis 1 was supported: competencies required of hotel employees and hotel management courses of universities were significantly related. More specifically, the Null Hypothesis 1 was rejected for two of the six competency factor dimensions such as "management analysis techniques" and "adaptation to environmental changes and procurement of knowledge"; and for two of the seven curriculum factor dimensions such as the Finance/Accounting and the Fundamentals of Management, and Marketing and Human Resources Management.

B. Testing the Hypothesis 2

Research Question 2: Are there significant relationships between competencies required of hotel employees and career success in the hotel industry?

Multiple Regression Analysis for the Competency Variables and Career Success Variable

The multiple regression analysis was conducted to test the Hypothesis 2. The result is shown in Table 4.5.

Table 4.5
Multiple Regression Analysis for the Competency Variables and Career Success Variable

Dependent Variable: Career Success

Independent Variable	Standardized Regression Coefficient	T	P-value
-Management Analysis Techniques (COM F1)	.153911	3.311	.0010 ^b
-Adaptation to Environmental Changes and Procurement of Knowledge (COM F2)	.126708	2.726	.0067 ^b
-Management of Employees and Job (COM F3)	.157384	3.386	.0008 ^b
-Problem Identification and Communication (COM F4)	.105435	2.268	.0238 ^a
-Operational Techniques and Knowledge (COM F5)	.098940	2.128	.0339 ^a
-Innovation (COM F6)	.133512	2.872	.0043 ^b
R Square	.10324		
D.F	6		
F	7.96321		
Signif F	.0000		

a: Significant differences at the .05 level

b: Significant differences at the .01 level

Findings

Career success in the hotel industry as the dependent variable and competencies required of hotel employees as the independent variables were put into the multiple regression

in the enter method, there were significant relationships between the dependent variable and all of the independent variables at the .05 level of significance. The regression equation was Career Success = 3.140 + .143 COM F3 + .140 COM F1 + .121 COM F6 + .115 COM F2 + .096 COM F4 + .090 COM F5. While the relationships between the dependent variable and the independent variables were statistically significant, the R square was 10.3%. With the standardized correlation coefficients, the equation was Career Success = 3.140 + .157 COM F3 + .154 COM F1 + .134 COM F6 + .127 COM F2 + .105 COM F4 + .099 COM F5.

As the results represented, all competency factor dimensions such as "management of employees and job"; "management analysis techniques"; "innovation"; "adaptation to environmental changes and procurement of knowledge"; "problem identification and communication"; and "operational techniques and knowledge" by order influenced career success in the hotel industry.

As a result, the Hypothesis 2 was supported; competencies required of hotel employees and career success in the hotel industry were significantly related. The Null Hypothesis 2 was rejected for all of the six competency factor dimensions at the .05 level of significance.

C. Testing the Hypothesis 3

Research Question 3: Are there significant relationships between hotel management courses of universities and career success in the hotel industry?

Discriminant Analysis of the Curriculum Variables and Career Success Variable

The discriminant analysis was conducted to test the Hypothesis 3. This study attempted to discriminate between the respondents who rated ①, ②, and ③ on the five-point Likert scale (from "least successful" to "average"); and those who rated ④ and ⑤ on the five-point Likert scale (from "very successful" to "most successful"), using the seven factor dimensions of hotel management courses as the independent, discriminating variables.

The sample size of the former group was 143 and of the latter group, 279. Although the numbers of the respondents were not evenly balanced, this classification was deemed to be appropriate because the mean score of the total 422 samples was 3.140. Table 4.6 illustrates the result.

Table 4.6
Discriminant Analysis for the Curriculum Variables That
Discriminate Between the Less Successful Group and
the More Successful Group

Variables	Wilks' Lamda	F	P-value
• Specialized Subjects (CUR F1)	.99722	1.1700	.2800
• Food and Beverage Management (CUR F2)	.99988	.0494	.8242
• Finance/Accounting and the Fundamentals of Management (CUR F3)	.96476	15.3408	.0001 ^b
• Communication and Hotel Administration (CUR F4)	.99615	1.6231	.2034
• Engineering and Room Division Management (CUR F5)	.99996	.0170	.8962
• Marketing and Human Resources Management (CUR F6)	.98465	6.5472	.0109 ^a
• Foreign Language and Basics (CUR F7)	.99988	.0500	.8231
Wilks' Lamda	.942507		
Chi-square	24.662		
d.f.	7		
Significance	.0009		

a: Significant differences at the .05 level

b: Significant differences at the .01 level

Findings

Table 4.6 represented that the Finance/Accounting and the Fundamentals of Management factor dimension was the greatest discriminant variable, followed by the Marketing and Human Resources Management factor dimension (Wilks' Lamda = .943, Chi-square = 24.662, and level of significant at .001).

As a result, the Hypothesis 3 was supported: hotel management courses and career success in the hotel industry were significantly related. The Null Hypothesis 3 was rejected for two of the seven curriculum factor dimensions

such as the Finance/Accounting and the Fundamentals of Management, and Marketing and Human Resources Management.

D. Testing the Hypothesis 4

Research Question 4: Are there significant relationships between hotel management courses of universities and their contribution to career development in the hotel industry?

Discriminant Analysis for the Curriculum Variables and the Contribution of the Hotel Management Courses to Career Development in the Hotel Industry

The discriminant analysis was conducted to test the Hypothesis 4. This study attempted to discriminate between the respondents who rated ①, ②, and ③ on the five-point Likert scale (from "contributed least to career development" to "average"); and those who rated ④ and ⑤ on the five-point Likert scale (from "contributed greatly to career development" to "contributed most to career development"), using the seven factor dimensions of the hotel management courses as the independent, discriminating variables.

The sample size of the former group was 206 and of the latter group, 186. Although the numbers of the respondents were not evenly distributed, this classification is appropriate because the mean score of the total 422 samples was 3.518. Table 4.7 shows the result.

Table 4.7
Discriminant Analysis for the Curriculum Variables
That Discriminate Between the Less
Influenced Group and the More Influenced Group

Variables	Wilks' Lamda	F	Significance
• Specialized Subjects (CUR F1)	.99999	.0038	.9509
• Food and Beverage Management (CUR F2)	.99950	.1965	.6578
• Finance/Accounting and the Fundamentals of Management (CUR F3)	1.00000	.0017	.9673
• Communication and Hotel Administration (CUR F4)	.99857	.5591	.4551
• Engineering and Room Division Management (CUR F5)	.98158	7.3203	.0071 ^a
• Marketing and Human Resources Management (CUR F6)	.95151	19.8730	.0000 ^a
• Foreign Language and Basics (CUR F7)	.99795	.8025	.3709
Wilks' Lamda	.930602		
Chi-square	27.798		
d.f	7		
Significance	.0002		

a: Significant differences at the .01 level

Findings

Table 4.7 represented that the Marketing and Human Resources Management factor dimension was the greatest discriminant variable followed by the Room Division Management factor dimension (Wilks' Lamda = .931, Chi-square = 27.798, and significant at .001).

As a result, the proposed Hypothesis 4 was supported, i.e., hotel management courses and their contribution to career development in the hotel industry were significantly related. The Null Hypothesis 4 was rejected for two of the seven curriculum factor dimensions such as the Marketing and

Human Resources Management, and Engineering and Room Division Management.

E. Testing the Hypothesis 5

Research Question 5: Are there significant differences in the demographic variables by competencies required of hotel employees?

a. T-Test Analysis for the Competency Variables and Demographic Variables

The T-Test analysis was conducted to test the Hypothesis 5. The result is indicated in Table 4.8.

Table 4.8
T-Test for the Competency Variables and Gender

Factor Dimension	Male (n=351)		Female (n=71)		t-value (p-value)
	Mean	S.D	Mean	S.D	
COM F1 Management Analysis Techniques	.0599	1.028	-.2961	.792	3.27 (.001) ^b
COM F5 Operational Techniques and Knowledge	-.0552	.958	.2727	1.157	-2.54 (.012) ^a

a: Significant differences at the .05 level
b: Significant differences at the .01 level

Findings

The findings reported in Table 4.8 revealed significant differences in gender by the competency factor dimensions of the "management analysis techniques" and "operational techniques and knowledge". The results indicated that the male respondents evaluated "management analysis techniques" related competencies higher than the female respondents,

while the female respondents evaluated "operational techniques and knowledge" related competencies higher than the male respondents.

Table 4.9
T-Test for the Competency Variables
and Years of Employment

Factor Dimension	Less than 5 years (n=221)		More than 5 years (n=201)		t-value (p-value)
	Mean	S.D	Mean	S.D	
COM F1 Management Analysis Techniques	-.2324	.975	.2556	.966	-5.16 (.000) ^b
COM F3 Management of Employees and Job	-.1561	.978	.1716	.999	-3.40 (.001) ^b
COM F4 Problem Identification and Communication	-.1054	1.019	.1159	.968	-2.28 (.023) ^a

a: Significant differences at the .05 level

b: Significant differences at the .01 level

Findings

The findings reported in Table 4.9 revealed significant differences in years of employment by the competency factor dimensions of "management analysis technique", "management of employees and job", and "problem identification and communication". The results indicated that the respondents who had more years of employment evaluated competencies related to the above three factor dimensions higher than those who had fewer years of employment.

Table 4.10

T-Test for the Competency Variables and Education Level

Factor Dimension	Bachelor's degree (n=281)		Higher than Bachelor's degree (n=141)		t-value (p-value) ^a
	Mean	S.D	Mean	S.D	
COM F1 Management Analysis Techniques	-.1234	.934	.2460	1.082	-3.63 (.000) ^a
COM F4 Adaptation to Environmental Changes and Procurement of Knowledge	-.1085	.996	.2163	.976	-3.18 (.002) ^a

a: Significant differences at the .01 level

Findings

The findings reported in Table 4.10 revealed significant differences in the education level by the competency factor dimensions of "management analysis techniques" and "adaptation to environmental changes and procurement of knowledge". The results indicated that the respondents at the higher levels of education evaluated competencies related to both factor dimensions higher.

b. One-Way ANOVA for the Competency Variables and Demographic Variables

Table 4.11
ANOVA for the Competency Variables and Age

Factor Dimension	Classification	20-29 Years	30-39 Years	40-49 Years	F Ratio	F Prob.
COM F1 Management Analysis Techniques	Count	125	235	62	19.9547	.0000 ^b
	Mean	-.3506	.0330	.5218		
	S.D	.9700	.9947	.7700		
	M.R.T	L	L	H		
COM F4 Problem Identification and Communication	Count	125	235	62	3.5914	.0284 ^a
	Mean	-.1896	.1050	-.0156		
	S.D	.8264	1.1096	.8211		
	M.R.T	L	H	-		
COM F5 Operational Techniques and Knowledge	Count	125	235	62	5.8716	.0031 ^b
	Mean	.2263	-.1412	.0791		
	S.D	1.0517	1.0127	.7287		
	M.R.T	H	L	-		
COM F6 Innovation	Count	125	235	62	4.8347	.0084 ^b
	Mean	-.1625	.0030	.3161		
	S.D	.9007	.9811	1.1850		
	M.R.T	L	L	H		

a: Significant differences at the .05 level

b: Significant differences at the .01 level

Findings

Table 4.11 indicated that the four competency factor dimensions were statistically significant. The results represented that the older respondents (equivalent to and more than 40 years of age) perceived "management analysis techniques", and "innovation" related competencies as significantly more important, while the younger respondents

(less than 30 years) perceived "operational techniques and knowledge" related competencies as significantly more important. The middle age group (30-39 years) perceived "problem identification and communication" related competencies as significantly more important.

Table 4.12
ANOVA for the Competency Variables and Department

Factor Dimension	Classification	Room Division	Sales/Marketing	F&B	Back of the House	F Ratio	F Prob.
COM F3 Management of Employees and Job	Count	122	93	104	103	12.0286	.0000 ^b
	Mean	3.551	-.3773	.1072	-.1881		
	S.D	1.0356	.8755	.8399.	1.0600		
	M.R.T	H	L	H	L		
COM F4 Problem Identification and Communication	Count	122	93	104	103	3.2666	.0213 ^a
	Mean	-.1525	.1446	.1754	-.1271		
	S.D	.9904	.8925	.9272	1.1326		
	M.R.T	L	H	H	L		
COM F5 Operational Techniques and Knowledge	Count	122	93	104	103	15.8050	.0000 ^b
	Mean	-.2120	.0226	.5219	-.2962		
	S.D	.9655	.9503	.9476	.9380		
	M.R.T	L	-	H	L		

a: Significant differences at the .05 level
b: Significant differences at the .01 level

Findings

Table 4.12 indicated that the three competency factor dimensions were statistically significant. The results showed that Room Division and Food and Beverage departments perceived "management of employees and job" related competencies; Sales/Marketing and Food and Beverage departments perceived "problem identification and

communication" related competencies; and Food and Beverage departments perceived "operational techniques and knowledge" related competencies as significantly more important than other departments.

Table 4.13
ANOVA for the Competency Variables and Position

Factor Dimension	Classification	Entry Level	Supervisory Level	Manager /Section Chief Level	Director Level	F Ratio	F Prob.
COM F1 Management Analysis Techniques	Count	186	112	102	22	12.9189	.0000 ^a
	Mean	-.2199	-.1133	.3703	.7173		
	S.D	1.0852	.7902	.9020	.8700		
	M.R.T	L	L	H	H		
COM F4 Problem Identi- fication and Communi- cation	Count	186	112	102	22	8.8396	.0000 ^a
	Mean	-.2422	.3071	.0169	.4054		
	S.D	.8959	1.0410	1.0599	.8053		
	M.R.T	L	H	-	H		
COM F5 Operational Techniques and Knowledge	Count	186	112	102	22	4.0418	.0075 ^a
	Mean	.0728	-.2750	.1434	.1196		
	S.D	1.0265	1.1259	.7311	.9635		
	M.R.T	-	L	H	H		
COM F6 Innova- tion	Count	186	112	102	22	4.3145	.0052 ^a
	Mean	-.0991	.1130	-.0948	.6000		
	S.D	.8722	1.1291	.9889	1.1408		
	M.R.T	L	L	L	H		

a: Significant differences at the .01 level

Findings

Table 4.13 indicated that the four competency factor dimensions were statistically significant. The results illustrated that the director and manager/section chief level perceived "management analysis techniques" and "operational techniques and knowledge" related competencies; the director and supervisory level perceived "problem

identification and communication" related competencies; and the director level perceived "innovation" related competencies as significantly more important than other levels positions.

As a result, the Hypothesis 5 was supported; competencies required of hotel employees were significantly different depending on the demographic variables. The Null Hypothesis 5 was rejected for the two (gender); three (years of employment); three (education level); four (age); three (department); and four (position) factor dimensions of competency.

F. Testing the Hypothesis 6

Research Question 6: Are there significant differences in the demographic variables by hotel management courses of universities?

a. T-Test Analysis for the Curriculum Variables and Demographic Variables

The T-Test analysis was conducted to test the Hypothesis 6. The result is shown in Table 4.14.

Table 4.14
T-Test for the Curriculum Variables and Gender

Factor Dimension	Male (n=351)		Female (n=71)		t-value (p-value) ^a
	Mean	S.D	Mean	S.D	
CUR F3 Finance/Accounting and the Fundamentals of Management	.0665	.951	-.3287	1.166	2.68 (.009) ^a
CUR F4 Communication and Hotel Administration	-.0669	1.025	.3310	.789	-3.67 (.000) ^a

a: Significant differences at the .01 level

Findings

The findings reported in Table 4.14 revealed significant differences by gender by the curriculum factor dimensions of the Finance/Accounting and the Fundamentals of Management, and Communication and Hotel Administration. The results indicated that the male respondents evaluated the Finance/Accounting and the Fundamentals of Management factor dimension more highly than the female respondents, while the female respondents evaluated the Communication and Hotel Administration factor dimension more highly than the male respondents.

Table 4.15

T-Test for the Curriculum Variables and Years of Employment

Factor Dimension	Equivalent to and Less than 5 years (n=221)		More than 5 years (n=201)		t-value (p-value)
	Mean	S.D	Mean	S.D	
CUR F3					
Finance/Accounting and the Fundamentals of Management	-.1725	1.027	.1896	.936	-3.77 (.000) ^b
CUR F6					
Marketing and Human Resources Management	-.1074	1.019	.1181	.968	-2.32 (.021) ^a

a: Significant differences at the .05 level

b: Significant differences at the .01 level

Findings

The findings reported in Table 4.15 revealed that significant differences in years of employment by the curriculum factor dimensions of the Finance/Accounting and the Fundamentals of Management, and Marketing and Human Resources Management. The results indicated that the respondents who had more years of employment evaluated the above two factor dimensions more highly than those who had fewer years of employment.

Table 4.16

T-Test for the Curriculum Variables and Education Level

Factor Dimension	Bachelor's degree (n=281)		Above Bachelor's degree (n=141)		t-value (p-value) ^a
	Mean	S.D	Mean	S.D	
CUR F1 Specialized Subjects	-.1274	1.004	.2538	.945	-3.75 (.000) ^a
CUR F2 Food and Beverage Management	-.1593	1.050	.3175	.805	-5.16 (.000) ^a
CUR F3 Finance/Accounting and the Fundamentals of Management	-.1181	1.024	.2353	.909	-3.47 (.001) ^a
CUR F7 Foreign Language and Basics	.1120	.947	.2231	1.067	3.28 (.001) ^a

a: Significant differences at the .01 level

Findings

The findings reported in Table 4.16 revealed that significant differences in the education level by the curriculum factor dimensions of the Specialized Subjects, Food and Beverage Management, Finance/Accounting and the Fundamentals of Management, and Foreign Language and Basics. The results indicated that the respondents with a higher level of education evaluated the Specialized Subjects, Food and Beverage Management, and Finance/Accounting and the Fundamentals of Management factor dimensions more highly, while the Bachelor's degree respondents evaluated the Foreign Language and Basics factor dimension more highly.

b. One-Way ANOVA for the Contribution of the Curriculum to the Career Development Variables and Demographic Variables

Table 4.17

ANOVA for the Curriculum Variables and Age

Factor Dimension	Classification	20-29 Years	30-39 Years	40-49 Years	F Ratio	F Prob.
CUR F1 Specialized Subjects	Count	125	235	62	4.9620	.0074 ^b
	Mean	-2342	.0973	.1032		
	S.D	.9972	1.0179	.8636		
	M.R.T	L	H	H		
CUR F3 Finance/Accounting and the Fundamentals of Management	Count	125	235	62	11.6658	.0000 ^b
	Mean	-.3171	.0713	.3689		
	S.D	.9946	.9798	.9188		
	M.R.T	L	-	H		
CUR F7 Foreign Language and Basics	Count	125	235	62	4.5729	.0108 ^a
	Mean	.1046	.0351	-.3440		
	S.D	1.0469	.9449	1.0494		
	M.R.T	H	H	L		

a: Significant differences at the .05 level

b: Significant differences at the .01 level

Findings

Table 4.17 indicated that the three curriculum factor dimensions were statistically significant. The results represented that the respondents of the older age group perceived the Specialized Subjects, and Finance/Accounting and the Fundamentals of Management factor dimension as significantly more important, while those of the younger age group perceived the Foreign Language and Basics factor dimension as significantly more important.

Table 4.18

ANOVA for the Curriculum Variables and Department

Factor Dimension	Classification	Room Division	Sales/Marketing	Food and Beverage	Back of the House	F Ratio	F Prob.
CUR F2 Food and Beverage Management	Count	122	93	104	103	27.1869	.0000 ^a
	Mean	-.2952	-.3209	.6814	-.0486		
	S.D	.9978	1.1060	.7809	.7440		
	M.R.T	L	L	H	L		
CUR F3 Finance/Accounting and the Fundamentals of Management	Count	122	93	104	103	4.9276	.0023 ^a
	Mean	-.0972	-.1617	-.0569	.3186		
	S.D	.9380	.9536	1.1250	.9190		
	M.R.T	L	L	L	H		
CUR F6 Marketing and Human Resources Management	Count	122	93	104	103	3.9526	.0085 ^a
	Mean	.0459	.2245	-.1942	-.1259		
	S.D	1.0953	1.0242	.8036	.9739		
	M.R.T	-	H	L	L		
CUR F7 Foreign Language and Basics	Count	122	93	104	103	4.6993	.0031 ^a
	Mean	.2814	-.8932	-.1425	-.1088		
	S.D	1.0327	.8624	1.0436	.9783		
	M.R.T	H	L	L	L		

a: Significant differences at the .01 level

Findings

Table 4.18 indicated that the four curriculum factor dimensions were statistically significant. The results revealed that Food and Beverage department perceived the Food and Beverage Management; Back of the House departments perceived the Finance/Accounting and the Fundamentals of Management; Sales/Marketing department perceived the Marketing and Human Resources Management; and Room Division department perceived the Foreign Language and Basics factor

dimensions as significantly more important than other departments.

Table 4.19
ANOVA for the Curriculum Variables and Position

Factor Dimension	Classification	Entry Level	Supervisory Level	Manager/Section Chief Level	Director Level	F Ratio	F Prob.
CUR F1 Specialized Subjects	Count	186	112	102	22	5.1183	.0017 ^b
	Mean	-.1903	.0361	.2668	.1877		
	S.D	.9725	1.0920	.9052	.8724		
	M.R.T	L	-	H	-		
CUR F3 Finance/ Accounting and the Fundamen- tals of Management	Count	186	112	102	22	10.2418	.0000 ^b
	Mean	-.2707	.1530	.1879	.6386		
	S.D	1.0183	.9239	.9223	.9680		
	M.R.T	L	-	-	H		
CUR F4 Communica- tion and Hotel Administ- ration	Count	186	112	102	22	2.7544	.0422 ^a
	Mean	.0032	-.0205	.1324	-.5362		
	S.D	.9854	1.0011	.8214	1.6010		
	M.R.T	H	H	H	L		
CUR F6 Marketing and Human Resources Management	Count	186	112	102	22	2.9397	.0330 ^a
	Mean	-.0969	.0916	-.0354	.5171		
	S.D	1.0462	1.0584	.7552	1.1520		
	M.R.T	L	-	L	H		
CUR F7 Foreign Language and Basics	Count	186	112	102	22	5.5920	.0009 ^b
	Mean	.1157	.1417	-.3214	-.2098		
	S.D	.9736	.9851	1.0175	.9027		
	M.R.T	H	H	L	-		

a: Significant differences at the .05 level

b: Significant differences at the .01 level

Findings

Table 4.19 indicated that the five curriculum factor dimensions were statistically significant. The results revealed that the Specialized Subjects factor dimension was perceived as significantly more important by the

manager/section chief level; the Finance/Accounting and the Fundamentals of Management factor dimension was perceived as significantly more important by the director level; the Communication and Hotel Administration factor dimension was perceived as significantly more important except by the director level; the Marketing and Human Resources Management factor dimension was perceived as significantly more important by the director level; and the Foreign Language and Basics factor dimension was perceived as significantly more important by the entry and supervisory level.

As a result, the Hypothesis 6 was supported: hotel management courses of universities were significantly different depending on the demographic variables. The Null Hypothesis 6 was rejected for the two (gender); two (years of employment); four (education level); three (age); four (department); and five (position) factor dimensions of the curriculum.

IV. SUMMARY

This chapter included the presentation and analysis of the data gathered from the questionnaire survey. The results of testing the six Hypotheses on the basis of the Research Questions can be summarized as follows:

- 1) The Hypothesis 1 was supported. The two factor dimensions of competencies such as the "management analysis techniques" and "adaptation to environmental

changes and procurement of knowledge"; and the two factor dimensions of the curriculum such as the Finance/Accounting and the Fundamentals of Management, and Marketing and Human Resources Management were significantly related.

- 2) The Hypothesis 2 was supported. The six factor dimensions of competencies were significantly related to the dependent variable, career success in the hotel industry.
- 3) The Hypothesis 3 was supported. The two factor dimensions of the curriculum such as the Finance/Accounting and the Fundamentals of Management, and Marketing and Human Resources Management accounted for a significant influence on the dependent variable, career success in the hotel industry.
- 4) The Hypothesis 4 was supported. The two factor dimensions of the curriculum such as the Marketing and Human Resources Management, and Engineering and Room Division Management accounted for a significant contribution to the dependent variable, the contribution of the curriculum to career development in the hotel industry.
- 5) The Hypothesis 5 and 6 were supported. There were significant differences in the all of the demographic

variables by the factor dimensions of the curriculum and competency as well.

In conclusion, all of the Hypotheses were supported on the basis of the appropriate statistical analyses. The following chapter presents the summary, conclusions, implications, discussion, and recommendations based on the findings and the results of testing the hypotheses of this chapter.

Chapter 5

Summary, Conclusions, Implications, and Recommendations

I . SUMMARY OF THE STUDY

The purpose of this study was to develop recommendations for hotel management curriculum reform in Korean universities. The identification of the relationships between required competencies in the hotel industry and the hotel management curriculum, and their influences on career success in the hotel industry were key components in this study. In order to achieve the study, the needs and important competencies in the hotel industry and the hotel management curricula of both American and Korean universities were examined and evaluated.

The review of the literature revealed that hotel management education should be focused on pragmatic application and real world relevance. This requires the input of the industry, students, and faculty so that any curriculum reform reflects the needs and expectations of the market place of the hotel management departments of universities and the hotel industry as well. Research into competencies required by the hotel industry culminated during the 1990s. The author selectively distilled 35 competencies required of hotel employees as the first independent variable of this study, based on the works of

Tas (1988); Boyatzis, et al. (1991); Umbreit (1992); Enz, et al. (1993); Okeiyi, et al. (1994); Ashley, et al. (1995); and panel discussions.

The review of the literature also revealed that hotel management programs belong to the professional development curricular group (Fujita-Starck, 1996), and must be balanced between liberal arts and hospitality administration (Heller, 1997). The author selected 50 hotel management courses in universities as the second independent variable of this study, based on Purcell and Quinn (1996); Su, et al. (1997/1998), Ashley, et al. (1995); the curricula of six universities in the United States and all universities in Korea; and panel discussions.

The statement of the problems of this study were: "What is the gap between the needs of the hotel industry and the products of the hotel management curricula of Korean universities?"; "What are the relationships between required competencies of hotel employees and the hotel management curricula of Korean universities?"; and "Are competencies and the hotel management curricula influencing career success in the hotel industry?"

Accordingly, the six Hypotheses were formulated as follows:

Hypothesis 1: There are significant relationships between competencies required of hotel employees and hotel management courses of universities.

Hypothesis 2: There are significant relationships between competencies required of hotel employees and career success in the hotel industry.

Hypothesis 3: There are significant relationships between hotel management courses of universities and career success in the hotel industry.

Hypothesis 4: There are significant relationships between hotel management courses of universities and their contributions to career development in the hotel industry.

Hypothesis 5: There are significant differences in the demographic variables by competencies required of hotel employees.

Hypothesis 6: There are significant differences in the demographic variables by hotel management courses of universities.

The questionnaire was developed in two round panel discussions, and distributed to alumni who were working or had worked for super-deluxe and deluxe hotels in Seoul, and super-deluxe hotels in Pusan, Cheju, and Kyung-ju. The final sample size was 422. To test the proposed Research Questions and Hypotheses, the factor analysis; canonical correlation analysis; multiple regression analysis; discriminant

analysis; T-Test; and analysis of variance (ANOVA) were conducted at the .05, .01, and .001 levels of significance.

II. CONCLUSIONS, IMPLICATIONS, AND DISCUSSION

As the findings of this study indicated, all of the hypotheses were supported. The following conclusions, implications, and discussion were set forth as a result of the analyses of the data and the findings.

Conclusion 1

The two factor dimensions of competencies such as the "management analysis techniques" and "adaptation to environmental changes and procurement of knowledge" were significantly related to the two factor dimensions of the curriculum such as the Finance/Accounting and the Fundamentals of Management, and Marketing and Human Resources Management. The Finance/Accounting and the Fundamentals of Management factor dimension especially contributed more to "management analysis techniques" related competencies, while the Marketing and Human Resources Management factor dimension also contributed to "management of employees and job" and "operational techniques and knowledge" related competencies.

Implications and Discussion

The conclusion above represented: 1) all general and hotel business administration courses including marketing, human resources, finance, and accounting; and 2) fundamental

or principle courses such as statistics, management, and economics were important areas of study to develop competencies in the hotel industry.

Related competencies were: 1) all types of management analysis techniques, research project and training program capabilities, and enhancement of profit and customer satisfaction; 2) decision making and adaptation of capabilities to future contingencies; and 3) efforts of academic and socio-cultural knowledge acquisition.

Finance, accounting, and principle courses, along with food and beverage cost control, were especially associated with management analysis techniques. General and hotel marketing management, human resources management, and hotel management courses were also related to managing, controlling, and directing job and employees as well as enhancing sales, service, and product knowledge.

Conclusion 2

All of the six factor dimensions of competencies were significantly related to the dependent variable, career success in the hotel industry. At the .01 confidence level, however, "management of employees and job" related competencies most influenced career success ($\beta=.157$, $P=.0008$); followed by "management analysis techniques" ($\beta=.154$, $P=.0010$);, "innovation" ($\beta=.134$, $P=.0043$); and

"adaptation to environmental changes and procurement of knowledge" ($\beta=.127$, $P=.0067$) related competencies.

Implications and Discussion

The results indicated that directing and supervising the work of others; enhancing socialization and interpersonal relationship with employees; selecting and assigning personnel; taking a chance of more job enlargement; performing a preferred job; and maintaining professional appearance and poise were the most influential competency attributes to career success.

The next most influential competency attributes to career success included analysis techniques such as operational management, marketing, human resources, finance, and statistics/mathematics; and control of profit, research project, group process, training program, and customer satisfaction.

The two other competency factor dimensions influenced career success at the .01 level of significance were management of employees and job and management analysis techniques related competencies.

Conclusion 3

The two factor dimensions of the curriculum such as the Finance/Accounting and the Fundamentals of Management, and Marketing and Human Resources Management were significantly related to the dependent variable, career success in the

hotel industry at the .05 confidence level. The Finance/Accounting and the Fundamentals of Management factor dimension of the curriculum was the greatest discriminant between the less successful group and the more successful group ($F=15.3408$, $P=.0001$), followed by the Marketing and Human Resources Management factor dimension of the curriculum ($F=6.5412$, $P=.0109$).

Implications and Discussion

The conclusion above coincided with that of the previous results (Conclusions 1 and 2). In other words, General and Hotel Management Administration courses, and Fundamentals of Management courses were the two most important tools to serve the dual purposes of enhancing important competencies and promoting to career success in the hotel industry.

Conclusion 4

The two factor dimensions of the curriculum, Marketing and Human Resources Management, and Engineering and Room Division Management were significantly related to the dependent variable, the contribution of courses to career development in the hotel industry at the .01 level of significance. The Marketing and Human Resources Management factor dimension of the curriculum was the most influential contributor to career development in the hotel industry ($F=19.8730$, $P=.0000$), followed by the Engineering and Room

Division factor dimension of the curriculum ($F=2.3203$, $P=.0071$).

Implications and Discussion

The above conclusion implied that Marketing and Human Resources Management courses were the first and foremost course cluster set in that these courses enhanced important competencies, lead to career success, and contributed to career development in the hotel industry.

Finance/Accounting and the Fundamentals of Management courses were not significantly related to the dependent variable, contribution of courses to career development. Instead, Engineering and Room Division Management courses filled that role. This result could be explained in two ways.

First, career success and the contribution of courses to career development are the quite different dependent variables. Although the correlation coefficient of the two dependent variables is .458960 ($F=104.074$, $p= .000$, $R^2= .21064$), the contribution of courses to career development does not mean career success.

Second, considering the characteristics and nature of the hotel business, the room division operation is the core area of a hotel employee's job. Other departments have many operational linkages to the room division. Therefore, Engineering and Room Division Management related courses are associated with career development.

Conclusion 5

The contribution of competencies to career success in the hotel industry were significantly different depending on the six demographic variables.

In the case of gender, the male respondents perceived the "management analysis techniques" factor dimension of competency as contributing more to career success, while the female respondents perceived the "operational techniques and knowledge" factor dimension of competency as contributing more to career success.

In the case of years of employment, the respondents who had more field experience (greater than five years) perceived the "management analysis techniques", "management of employees and job", and "problem identification and communication" factor dimensions of competency as contributing more to career success than those who had fewer field experience (fewer than five years).

In the case of education level, the respondents who held more than a Bachelor's degree perceived the "management analysis techniques" and "adaptation to environmental changes and procurement of knowledge" factor dimensions of competency as contributing more to career success than those who held a Bachelor's degree only.

In the case of age, the respondents older than 40 years perceived the "management analysis techniques" and

"innovation" factor dimensions of competency as contributing more to career success than those under 40 years old, while the respondents younger than 30 years perceived the "the operational techniques and knowledge" factor dimension of competency as contributing more to career success than those over 30 years old. The respondents of the middle age group (30-39 years) perceived the "the problem identification" factor dimension of competency as contributing more to career success than the other age groups.

In the case of department, the respondents from Room Division and Food and Beverage departments perceived the "management of employees and job"; Sales/Marketing and Food and Beverage departments perceived the "problem identification and communication"; and Food and Beverage department perceived the "operation technique and knowledge" factor dimensions as contributing more to career success than other departments.

In the case of position, the respondents at the director and manager/section chief level perceived the "management analysis techniques" and "operational techniques and knowledge"; the supervisory level perceived the "problem identification and communication"; and director level perceived the "innovation" factor dimensions as contributing more to career success than the other levels.

Implications and Discussion

The "management analysis techniques" was the most important factor dimension of competency in that it is the most discriminating variable of the demographic variables (except department), and it is the second most important variable of career success ($\beta=.154$, $P=.0010$) as indicated in Conclusion 2 and in the previous analyses. Furthermore, the respondents who were male, more years of employment, a higher education level, at an older age, and a higher level position perceived this factor dimension as most important for career success.

The "Management of employees and job" factor dimension of competency was perceived as contributing more to career success by the respondents with more years of employment; and Room Division and Food and Beverage departments. Considering the fact that the respondents who had more field experience and departments belonging to two major sectors of operation perceived like that, it is another important area of competencies. Furthermore, this factor dimension most highly influenced career success ($\beta=.157$, $P<.0008$) of all six of the factor dimensions of competency. As indicated in Conclusion 2, more efforts for cultivating these competencies should be made in the hotel industry.

The third important area of competencies is the "problem identification and communication". The respondents

with more years of employment; the middle age group (30-39 years); and middle position (supervisory level); and Food and Beverage and Sales/Marketing departments perceived it as contributing more to career success. In other words, this factor dimension of competency was perceived as more important by the respondents of the highest potential and playing a linkage role between the entry level and department head. In addition, the respondents of two important departments which generate revenue perceived these competencies as more important.

Finally, the "innovation" and "operational techniques and knowledge" were regarded to be the opposite factor dimensions of competency. "Innovation" was perceived as more important by the respondents who were old age and in higher level positions (director level), while the "operational techniques and knowledge" factor dimension was perceived as more important by the respondents who were female and younger in age.

Conclusion 6

The contributions of the curriculum to career success in the hotel industry were also significantly different depending on the six demographic variables.

In the case of gender, the male respondents perceived the Finance/Accounting and the Fundamentals of Management factor dimension of the curriculum as contributing more to

career success, while the female respondents perceived the Communication and Hotel Administration factor dimension of the curriculum as contributing more to career success.

In the case of years of employment, the respondents with more years of employment perceived the Finance/Accounting and the Fundamentals of Management, and Marketing and Human Resources Management factor dimensions of the curriculum as contributing more to career success than those with fewer years of employment.

In the case of education level, the respondents with higher than a Bachelor's degree perceived the Specialized Subjects, Food and Beverage Management, Finance/Accounting and the Fundamentals of Management, and Foreign Languages and Basics factor dimensions of the curriculum as contributing more to career success than those who held a Bachelor's degree only.

In the case of age, the respondents in their 40's perceived the Finance/Accounting and the Fundamentals of Management; 30's and 40's, the Specialized Subjects; and in their 20's and 30's, the Foreign Language and Basics factor dimensions of the curriculum as contributing more to career success than the other age groups.

In the case of department, the respondents of Room Division department perceived the Foreign Language and Basics; Sales/Marketing department perceived the Marketing

and Human Resources Management; Food and Beverage department perceived the food and beverage Management; and Back of the House department perceived the Finance/Accounting and the Fundamentals of Management factor dimensions of the curriculum as contributing more to career success than other departments.

In the case of position, in general, the respondents of the higher level positions perceived the Finance/Accounting and Fundamentals of Management, and Marketing and Human Resources Management factor dimensions of the curriculum as more important, while those in lower level positions perceived the Communication and Hotel Administration, and Foreign Language and Basics factor dimensions of the curriculum as more important to career success in the hotel industry.

Implications and Discussion

The Finance/Accounting and the Fundamentals of Management factor dimension of the curriculum was the most discriminating variable of the demographic variables. It was perceived as contributing more to career success by the respondents who were male; had more years of employment; had a higher level of education; were older; and in Back of the House department. In light of the fact that it was the greatest discriminant factor dimension of the curriculum between the less and the more successful groups of employees

($F=15.3408$, $P=.0001$) as indicated in Conclusion 3, more emphasis should be added to such courses as general and hotel accounting and finance; economics; statistics; management; and food and beverage cost control in universities. Such curricular areas were not only a key measurement of career success but also a vehicle to enhance important competencies required of hotel employees.

The Marketing and Human Resources Management factor dimension of the curriculum was perceived as more important by the respondents with more years of employment; higher level positions; and Sales/Marketing department. It was the second greatest discriminant factor dimension of the curriculum between the less and the more successful group ($F=6.5472$, $P=.0109$), and also the greatest contributor to career development in the hotel industry ($F=19.8730$, $P=.0000$).

The result above implied that General and Hotel Marketing and Human Resources, and Hotel Management courses belong to an important curricular area for both career success and career development in the hotel industry. Along with Finance/Accounting and the Fundamentals of Management courses, these courses most likely guarantee career success for hotel employees.

The Communication and Hotel Administration, and Foreign Language and Basics factor dimensions of the curriculum were

regarded as required courses especially for the respondents at the entry level; females; fewer years of employment; a Bachelor's degree; in younger ages; and lower level position.

III. RECOMMENDATIONS

A. Recommendation for Hotel Management Curriculum Reform for Korean Universities

The following recommendations for hotel management curriculum reform for Korean universities were based on the review of the literature, the analysis of the data, the findings, implications, and discussions. For better understanding, Tables 5.1 and 5.2 show the mean score of 50 hotel management courses in universities and the 35 competencies required of hotel employees. The mean score denotes the degree of the contribution to career success in the hotel industry.

The result of this recommendation will benefit curriculum planners, administrators, faculty members, and students of Korean universities having hotel and hospitality management programs; those Korean universities and colleges which are planning to establish hotel management programs; employees and employers in the hotel industry in Korea; related administrators of the Ministry of Education and Ministry of Culture and Tourism; and Korean society.

Table 5.1

Mean of Degree of Contribution of Hotel Management Courses
to Career Success

Ranking	Factor Dimension	Mean	Ranking	Hotel Management Courses	Mean
1	CUR F7 Foreign Language and Basics	4.064	1	Hotel English Conversation	4.526 ^e
			2	Hotel Japanese Conversation	4.355 ^e
			3	Introduction to Computers	4.039 ^d
			4	Principles of Service	4.036 ^d
			5	Hotel Law	3.366
2	CUR F6 Marketing and Human Resources Management	4.015	1	Hotel Marketing	4.305 ^e
			2	Principles of Hotel Management	4.209 ^e
			3	Marketing Management	4.205 ^e
			4	Hotel Personnel Management	3.721 ^c
			5	Personnel and Human Resources Management	3.636 ^a
3	CUR F2 Food and Beverage Management	3.517	1	Food and Beverage Management	4.000 ^d
			2	Menu Planning and Preparation	3.734 ^c
			3	Restaurant Management	3.707 ^c
			4	Convention and Banquet Management	3.702 ^b
			5	Beverage Management	3.350
			6	Food Production Management	3.282
			7	Wine Management	3.220
			8	Restaurant Sanitation	3.140
4	CUR F3 Finance/ Accounting and the Fundamentals of Management	3.485	1	Food and Beverage Cost Control	3.706 ^b
			2	Principles of Management	3.659 ^b
			3	Hotel Managerial Accounting	3.650 ^b
			4	Principles of Accounting	3.524 ^a
			5	Hotel Financial Management	3.492 ^a
			6	Financial Management	3.453
			7	Economics	3.302
			8	Principle of Statistics	3.090

a: the mean scores pertaining to 41-50 percentile

b: the mean scores pertaining to 31-40 percentile

c: the mean scores pertaining to 21-30 percentile

d: the mean scores pertaining to 11-20 percentile

e: the mean scores pertaining to 01-10 percentile

Table 5.1 (Continued)

Mean of Degree of Contribution of Hotel Management Courses
to Career Success

Rank- Ing	Factor Dimension	Mean	Rank- ing	Hotel Management Courses	Mean
5	CUR F1 Specialized Subjects	3.413	1	Hotel and Restaurant Field Tour	3.982 ^d
			2	Hotel Project Management	3.737 ^c
			3	Hotel and Restaurant Case Study	3.675 ^b
			4	Hotel Feasibility Study	3.513 ^a
			5	Seminar in Hotel and Restaurant Management	3.479
			5	Current Issues in Hotel Industry	3.479
			7	Hotel Management Information Systems	3.398
			8	Research in Hotel and Restaurant Management	3.364
			9	Hotel Internship	3.248
			10	Casino Management	3.229
			11	Ethics in Hotel Industry	3.008
			12	Independent Study	2.840
6	CUR F4 Communi- cation and Hotel Administra- tion	3.324	1	Service Quality Management	3.811 ^c
			2	Interpersonal Communication	3.624 ^a
			3	Business Communication	3.427
			4	International Chain Hotel Management	3.374
			5	Hotel Event Management	3.284
			6	Development of Hotel Training	3.146
			7	Real Estate Management	2.600
7	CUR F5 Engineering And Room Division Management	3.272	1	Front Office Management	3.816 ^d
			2	Housekeeping Operation	3.470
			3	Hotel Facility and Design	3.141
			4	Engineering Management	3.005
			5	Hotel Security Management	2.926
Total Mean			3.540		

a: the mean scores pertaining to 41-50 percentile

b: the mean scores pertaining to 31-40 percentile

c: the mean scores pertaining to 21-30 percentile

d: the mean scores pertaining to 11-20 percentile

e: the mean scores pertaining to 01-10 percentile

Table 5.2
Mean of Degree of Contribution of Competencies
to Career Success

Ranking	Factor Dimension	Mean	Ranking	Competencies	Mean
1	COM F4 Problem Identifi- cation and Communi- cation	3.893	1	Communicating with clients and customers	4.033 ^c
			2	Identifying and defining problems of operation	3.948 ^c
			3	Identifying and defining problems of guest relations	3.943 ^c
			4	Communicating with other employees	3.839 ^c
			5	Acting in an ethical manner	3.701 ^b
2	COM F3 Manage- ment of Employees and Job	3.680	1	Enhancing socialization and interpersonal relationships with employees	3.938 ^c
			2	Performing a preferred job	3.763 ^b
			3	Maintaining professional appearance and poise	3.754 ^b
			4	Taking a chance of job enlargement	3.687 ^b
			5	Directing and supervising the work of others	3.531 ^a
			6	Selecting and assigning personnel	3.403
3	COM F6 Innova- tion	3.616	1	Building models and creative thinking	3.867 ^c
			2	Forecasting future trends	3.583 ^a
			3	Developing innovative ways to work	3.398
4	COM F2 Adapta- tion to Environ- mental Changes and Procure- ment of Knowledge	3.584	1	Adapting to changing circumstances	3.825 ^c
			2	Seeing how things fit in the big picture	3.754 ^b
			3	Making decisions under pressure and uncertainty	3.630 ^a
			4	Establishing personal criteria for work quality and work standards	3.569 ^a
			5	Organizing large amounts of information into meaningful patterns	3.550 ^a
			6	Being aware of the current knowledge in the academic and professional literature	3.493
			7	Being aware of social protocol and etiquette	3.488
			8	Continuing education	3.365

a: the mean scores pertaining to 41-60 percentile

b: the mean scores pertaining to 21-40 percentile

c: the mean scores pertaining to 01-20 percentile

Table 5.2(Continued)
 Mean of Degree of Contribution of Competencies
 to Career Success

Ranking	Factor Dimension	Mean	Ranking	Competencies	Mean
5	COM F5 Operational Techniques and Knowledge	3.530	1	Taking facility and product knowledge	3.701 ^b
			2	Maintaining consistent service quality	3.488
			3	Enhancing suggestive selling techniques	3.389
6	COM F1 Management Analysis Techniques	3.316	1	Monitoring and managing customer satisfaction	3.701 ^b
			2	Taking human resource management skills and techniques	3.654 ^a
			3	Managing and leading group processes	3.564 ^a
			4	Using marketing analysis techniques	3.469
			5	Taking operational management skills and techniques	3.398
			6	Developing and implementing training programs	3.370
			7	Analyzing what influences the controllability of profits	3.128
			8	Using financial analysis techniques	3.028
			9	Designing and conducting research projects	2.924
			10	Using statistical/mathematical models to analyze data	2.919
Total Mean					3.566

a: the mean scores pertaining to 41-60 percentile

b: the mean scores pertaining to 21-40 percentile

c: the mean scores pertaining to 01-20 percentile

Marketing and Human Resources Management

The first and foremost hotel management curricular area is Marketing and Hotel Management. Courses such as Hotel Marketing, Marketing Management, and Principle of Hotel Management contributed significantly to career success, career development, and the cultivation of the important

competencies in the Korean hotel industry. In addition, above three courses pertained to top 10 percentile.

Considering the fact that four factor dimensions of competency were significantly associated with such courses, the following recommendations are suggested for reforming the hotel management curriculum:

- 1) More marketing courses should be added to the curriculum.

Examples include Food and Beverage Marketing; Hotel and Restaurant Case Study; Hotel Marketing Communication; General and Hotel Consumer Behavior; and Hotel Marketing Strategy.

- 2) Contents of Marketing and Hotel Management courses should be further directed toward 'internal marketing' (the "management of employees and job" factor dimension of competency, which is the most influential contributor to career success); 'current issues and environmental scanning in hotel marketing' (the "adaptation to environmental changes and procurement of knowledge" factor dimension of competency); 'sales and service management' (the "operational techniques and knowledge" factor dimension of competency); and 'marketing analysis' (the "management analysis techniques" factor dimension of competency).

- 3) Despite the fact that the mean scores of Personnel and Human Resources Management courses were lower than those

of Marketing and Hotel Management, the importance of such courses should not be neglected. It is evidently the weakest curricular area of teaching in hotel management education in Korea and this fact most likely influenced the result. The mean scores were above than average, suggesting that more emphasis be placed on such courses.

Further content areas suggested by the mean scores (above average) of competencies include: 'interpersonal relationship with employees', 'job attitude', 'job enlargement', and 'directing and supervising work of others' (the "management of employees and job" factor dimension of competency); 'decision making', and 'establishment of work quality and standards' (the "adaptation to environmental changes and procurement of knowledge" factor dimension of competency); 'human resources management skills and techniques', and 'leadership' (the "management analysis techniques" factor dimension of competency).

Finance/Accounting and the Fundamentals of Management

Although the mean scores of Finance/Accounting and the Fundamentals of Management courses were not relatively high, they are indispensable in that such courses significantly influenced career success and contributed most to cultivate the "management analysis techniques" factor dimension of competency, which is the second most influential contributor

to career success, and the "adaptation to environmental changes and procurement of knowledge" factor dimension of competency.

In terms of the mean scores of related courses, Accounting courses are the more important curricular area than Finance and the Fundamentals of Management courses in that three Accounting courses such as Food and Beverage Cost Control, Hotel Managerial Accounting, and Principles of Accounting ranked within the top four of this category.

Foreign Language and Basics

The mean score of this factor dimension of the curriculum was the highest and the mean scores of four courses such as Hotel English Conversation, Hotel Japanese Conversation, Introduction to Computers, and Principles of Service were ranked within the 20th percentile. Two foreign language courses (English and Japanese) are especially important due to the fact that a majority of the guests of Korean super-deluxe and deluxe hotels are foreigners.

Based on the result of the empirical research of this study the following recommendations are made for reforming the hotel management curriculum:

- 1) Foreign language education should be reinforced to cultivate competencies related to 'enhancing reading comprehension capability of academic and professional

literature' (the "adaptation to environmental changes and procurement of knowledge" factor dimension of competency).

- 2) Computer education should be reinforced to cultivate competencies such as 'adaptation to changing circumstances', 'decision making under contingent environment', and 'distillation of relevant information' (the "adaptation to environmental changes and procurement of knowledge" factor dimension of competency).
- 3) Service education should be reinforced to cultivate competencies such as 'socialization and interpersonal relationships' and 'maintenance of professional appearance and poise' (the "management of employee and job" factor dimension of competency); and 'awareness of social protocol and etiquette' (the "adaptation to environmental changes and procurement of knowledge" factor dimension of competency).

Food and Beverage Management

Food and Beverage Management, Menu Planning and Preparation, Restaurant Management, and Convention and Banquet Management were classified as more important courses for career success than other Food and Beverage Management courses.

Based on the results of the empirical research of this study, the following recommendations can be suggested for redirecting Food and Beverage courses:

- 1) 'Monitoring and managing Food and Beverage customer satisfaction', 'Food and Beverage labor management', and 'Food and Beverage profit control' skills and techniques should be taught in Food and Beverage courses. These competencies belong to the "management analysis techniques" factor dimension of competency, which was significantly associated with the Food and Beverage Management factor dimension of the curriculum.
- 2) Content areas such as 'communication with both customers and employees' and 'problem identification of both operations and guest relations' should be reinforced in Food and Beverage courses. These competencies belong to the "problem identification and communication" factor dimension of competency, which was significantly related to the Food and Beverage Management factor dimension of the curriculum. As suggested in Marketing courses, Food and Beverage Marketing courses must be added in the Food and Beverage curricular area.
- 3) More concentration on theory and practice related to 'facility and product knowledge', 'maintenance of service quality'; and 'enhancement of selling techniques' should be placed on Food and Beverage courses. These competencies belong to the "the operational techniques and knowledge" factor dimension of competency, which was significantly related to the Food and Beverage Management

factor dimension of the curriculum. Food and Beverage and Convention/Banquet operations require a better understanding of hotel facility and product knowledge than other sectors in the hotel business. Once again, emphasis should be added on Food and Beverage Marketing course to cultivate service and sales related competencies.

Specialized Subjects

Based on the mean scores, Hotel and Restaurant Field Tour; Hotel Project Management; Hotel and Restaurant Case Study; and Hotel Feasibility Study were classified as more important courses for career success.

The reason for the underestimation of Hotel Internship course is most likely the ineffective implementation or execution of internship programs by both universities and the hotel industry. Poorly designed internship programs have caused students to undervalue the experience. As the review of the literature revealed, Hotel Internship course is more important than any other courses. It is strongly recommended that new and innovative ways of improving cooperative Hotel Internship course design should be made by both the faculty of universities and the leaders of the industry.

Hotel Project Management, Hotel and Restaurant Case Study, and Hotel Feasibility Study courses are deeply associated with Hotel Marketing and Finance courses.

Considering the fact that this is one of the weakest curricular areas of hotel management education in Korean universities, it is recommended that Hotel Marketing and Finance courses should include these topics in curriculum reform.

Communication and Hotel Administration

Service Quality Management and Interpersonal Communication were classified as two important courses for career success. These two courses have rarely been offered by Korean universities and, it is, therefore, recommended that such courses are added to the curriculum.

Engineering and Room Division Management

Only Front Office Management was classified as an important course for career success. This factor dimension of the curriculum was significantly related to career development in the hotel industry. It means that other courses like Housekeeping Operations and Hotel Facility and Design are essential components of the hotel management curriculum.

B. Recommendations for the Further Study

1. This study can be replicated at the master's and doctoral degree level to determine appropriate courses and levels of understanding that should form the basis of the hotel management curriculum.

2. A study should be conducted at the international level since the scope of this study was limited to Korea. The scope of alumni, universities, and the hotel industry should be expanded to international settings for the purpose of suggesting the best prototype for the hotel management curriculum.
3. A study should be conducted to determine which competencies are important and helpful to the employer's needs in the hotel industry. The employer's perceptions of the required competencies can be different from that of employees.
4. A study should be conducted to identify competencies that should be included in specific courses and at which levels competencies should be understood. In order to do so, different types of research should be performed for identifying detailed contents of courses.
5. A study should be conducted on the basis of faculty evaluation of the hotel management curriculum. Such research methodology would assist in determining the differences and similarities in the research methodology, research findings, and implications. Furthermore, this approach would contribute to identifying specific competencies incorporated in the curriculum. The Delphi Study would be the most appropriate research methodology.

6. A study should be conducted to focus on the more specific curricular areas of hotel management courses. Fifty courses could not represent all courses in hotel management and, accordingly, the author could not judge the pros and cons of all hotel management courses.
7. The ANOVA played a role in testing the differences of the demographic variables. The cluster analysis and conjoint analysis can be suggested as the alternative research methodologies.

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APPENDIX

The Questionnaire

PART I

How did following competencies contribute to your career success in the hotel industry?

	Least Contributed	Most Contributed
1) Acting in an ethical manner	1---2---3---4---5	
2) Communicating with other employees	1---2---3---4---5	
3) Communicating with clients and customers	1---2---3---4---5	
4) Identifying and defining problems of operation	1---2---3---4---5	
5) Identifying and defining problems of guest relations	1---2---3---4---5	
6) Seeing how things fit in the big picture	1---2---3---4---5	
7) Making decisions under pressure and uncertainty	1---2---3---4---5	
8) Adapting to changing circumstances	1---2---3---4---5	
9) Being aware of social protocol and etiquette	1---2---3---4---5	
10) Developing and implementing training programs	1---2---3---4---5	
11) Using statistical/mathematical models to analyze data	1---2---3---4---5	
12) Designing and conducting research projects	1---2---3---4---5	
13) Building models and creative thinking	1---2---3---4---5	
14) Being aware of the current knowledge in the academic and professional literature	1---2---3---4---5	
15) Organizing large amounts of information into meaningful patterns	1---2---3---4---5	
16) Establishing personal criteria for work quality and work standards	1---2---3---4---5	
17) Developing Innovative ways to work	1---2---3---4---5	
18) Forecasting future trends	1---2---3---4---5	
19) Managing and leading group processes	1---2---3---4---5	
20) Using marketing analysis techniques	1---2---3---4---5	
21) Using financial analysis techniques	1---2---3---4---5	
22) Directing and supervising the work of others	1---2---3---4---5	
23) Monitoring and managing customer satisfaction	1---2---3---4---5	
24) Selecting and assigning personnel	1---2---3---4---5	
25) Enhancing socialization and interpersonal relationships with employees	1---2---3---4---5	
26) Continuing education	1---2---3---4---5	
27) Taking a chance of job enlargement	1---2---3---4---5	
28) Performing a preferred job	1---2---3---4---5	
29) Maintaining professional appearance and poise	1---2---3---4---5	

30) Maintaining consistent service quality	1---2---3---4---5
31) Enhancing suggestive selling techniques	1---2---3---4---5
32) Analyzing what influences the controllability of profits	1---2---3---4---5
33) Taking operational management skills and techniques	1---2---3---4---5
34) Taking human resource management skills and techniques	1---2---3---4---5
35) Taking facility and product knowledge	1---2---3---4---5

Part II

How did following courses contribute to your career success in the hotel industry?
Please mark on the column A for the courses you have taken; mark on the column B for the courses you have not taken but know the contents; and mark on () for the courses you have not taken and do not know about.

Essential

	Courses Taken <u>Column A</u>		Familiar with Courses <u>Column B</u>		Unfamiliar Courses
	Least Contributed	Most Contributed	Least Contributed	Most Contributed	
	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	
1) Principle of Management	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	()
2) Principle of Statistics	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	()
3) Economics	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	()
4) Introduction to Computers	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	()
5) Hotel English Conversation	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	()
6) Hotel Japanese Conversation	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	()
7) Principles of Hotel Management	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	()
8) Principles of Accounting	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	()
9) Financial Management	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	()
10) Marketing Management	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	()
11) Personnel and Human Resources Management	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	()

Hotel Operation

12) Front Office Management	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	()
13) Housekeeping Operation	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	()
14) Hotel Security Management	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	1--2--3--4--5	()

15) Engineering Management	1--2--3--4--5	1--2--3--4--5	()
16) Hotel Facility and Design	1--2--3--4--5	1--2--3--4--5	()
17) Convention and Banquet Management	1--2--3--4--5	1--2--3--4--5	()
18) Food and Beverage Management	1--2--3--4--5	1--2--3--4--5	()
19) Restaurant Management	1--2--3--4--5	1--2--3--4--5	()
20) Food and Beverage Cost Control	1--2--3--4--5	1--2--3--4--5	()
21) Restaurant Sanitation	1--2--3--4--5	1--2--3--4--5	()
22) Food Production Management	1--2--3--4--5	1--2--3--4--5	()
23) Beverage Management	1--2--3--4--5	1--2--3--4--5	()
24) Wine Management	1--2--3--4--5	1--2--3--4--5	()
25) Menu Planning and Preparation	1--2--3--4--5	1--2--3--4--5	()

Hotel Administration

26) Hotel Managerial Accounting	1--2--3--4--5	1--2--3--4--5	()
27) Hotel Financial Management	1--2--3--4--5	1--2--3--4--5	()
28) Hotel Marketing	1--2--3--4--5	1--2--3--4--5	()
29) Hotel Personnel Management	1--2--3--4--5	1--2--3--4--5	()
30) Development of Hotel Training	1--2--3--4--5	1--2--3--4--5	()
31) Interpersonal Communication	1--2--3--4--5	1--2--3--4--5	()
32) Business Communication	1--2--3--4--5	1--2--3--4--5	()
33) International Chain Hotel Management	1--2--3--4--5	1--2--3--4--5	()
34) Service Quality Management	1--2--3--4--5	1--2--3--4--5	()
35) Hotel Law	1--2--3--4--5	1--2--3--4--5	()
36) Real Estate Management	1--2--3--4--5	1--2--3--4--5	()
37) Hotel Event Management	1--2--3--4--5	1--2--3--4--5	()
38) Principle of Service	1--2--3--4--5	1--2--3--4--5	()

Research and Specialized Subject

39) Research in Hotel and Restaurant Management	1--2--3--4--5	1--2--3--4--5	()
40) Hotel Management Information System	1--2--3--4--5	1--2--3--4--5	()
41) Hotel and Restaurant Case Study	1--2--3--4--5	1--2--3--4--5	()
42) Seminar in Hotel and Restaurant Management	1--2--3--4--5	1--2--3--4--5	()
43) Hotel Internship	1--2--3--4--5	1--2--3--4--5	()
44) Hotel Project Management	1--2--3--4--5	1--2--3--4--5	()
45) Hotel Feasibility Study	1--2--3--4--5	1--2--3--4--5	()

46) Independent Study	1--2--3--4--5	1--2--3--4--5	()
47) Current Issues in Hotel Industry	1--2--3--4--5	1--2--3--4--5	()
48) Casino Management	1--2--3--4--5	1--2--3--4--5	()
49) Hotel and Restaurant Field Tours	1--2--3--4--5	1--2--3--4--5	()
50) Ethics in Hotel Industry	1--2--3--4--5	1--2--3--4--5	()

PART III

1. AGE

20-29 () 30-39 () 40-49 () 50↑ ()

2. Gender

Male () Female ()

3. Marital status

Single () Married ()

4. Department

Front Office/Concierge () Housekeeping ()
 Sales/Marketing ()
 Food and Beverage Outlet/Convention Banquet ()
 Kitchen/Steward () Back of the House ()

5. Position

Entry Level () Supervisory Level ()
 Manager/Section Chief Level () Director Level ()

6. Years of Employment

0-1 () 1↑-3 () 3↑-5 () 5↑-7 () 7↑-10 ()
 10↑ ()

7. Income (Yearly, 10 thousand Won)

0-1,500 () 1,501-2,000 () 2,001-3,000 ()
 3,001-4,000 () 4,001↑ ()

8. Highest Level of Education

Bachelor's Degree in Korea () Bachelor's Degree Abroad ()
 In Master's Degree Program () Master's Degree in Korea ()
 Master's Degree Graduate Abroad ()
 In Doctoral Degree program () Doctoral Degree Graduate ()

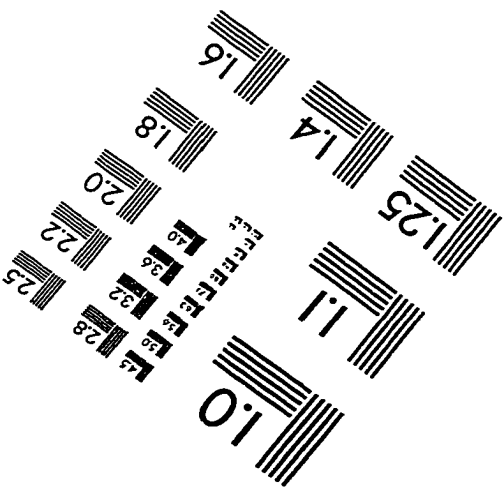
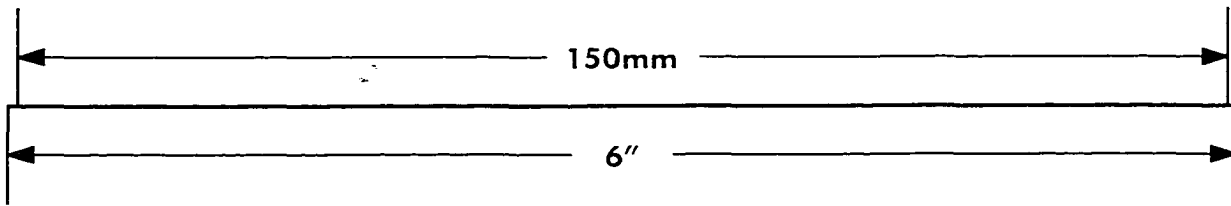
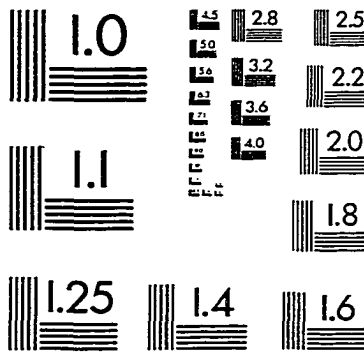
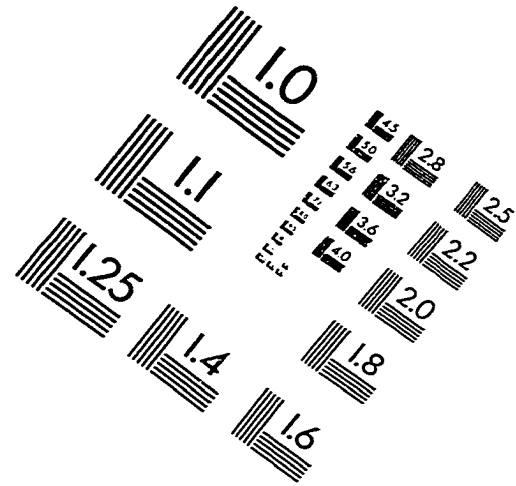
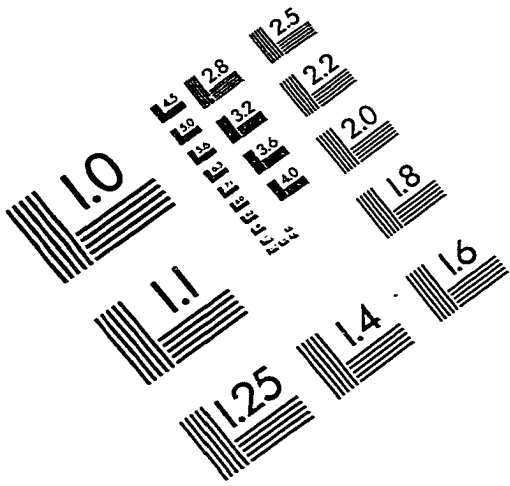
9. How did the hotel management courses in your university contribute to your career development in the hotel industry?

Contributed Average Contributed
 Least 1-----2-----3-----4-----5 Most

10. How would you evaluate your career success in the hotel industry at present time?

Least Most
 Successful Average Successful
 1-----2-----3-----4-----5

IMAGE EVALUATION TEST TARGET (QA-3)



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