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HOSPITALITY MANAGEMENT STUDENT WORK ASPECT
PREFERENCES AND REINFORCERS IN THE
QUICK SERVICE RESTAURANT INDUSTRY

A Dissertation
presented to
the Faculty of the Graduate School
University of Missouri-Columbia

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

by
RICHARD F. WILKINSON

Dr. Bob Stewart
Dr. Sheila Ruhland Dissertation Supervisors

August 1997

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QUICK SERVICE RESTAURANT INDUSTRY

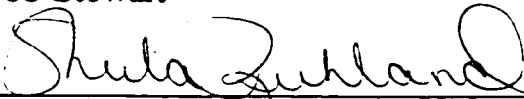
presented by Richard F. Wilkinson

a candidate for the degree of Doctor of Philosophy

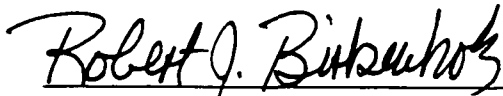
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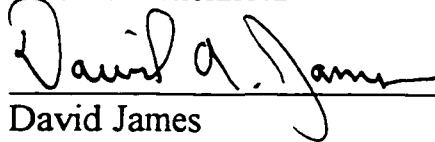
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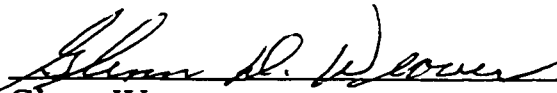
Sheila Ruhland



Robert Birkenholz



David James



Glenn Weaver

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HOSPITALITY MANAGEMENT STUDENT WORK ASPECT
PREFERENCES AND REINFORCERS IN THE
QUICK SERVICE RESTAURANT INDUSTRY

Richard F. Wilkinson

Dr. Bob Stewart

Dr. Sheila Ruhland

Dissertation Supervisors

ABSTRACT

The purpose of this study was to identify the relationship between hospitality management students' willingness to accept a position in the quick service restaurant industry with student and academic program characteristics. A second purpose was to identify differences in work aspect preferences of hospitality management students with work aspect reinforcers in the quick service restaurant manager position.

Students in baccalaureate hospitality management programs in the Central Region of the United States comprised one population for the study, a second population was multi-unit and unit managers of quick service restaurants operating in the Central Region. Random samples were drawn and 314 students in 12 hospitality programs and 63 multi-unit and unit managers supplied data.

Work aspect preferences and reinforcers were measured with the Work Aspect Preference Scale (WAPS). Multiple standard regression was utilized to identify relationships between student/program characteristics and student willingness to accept a position in quick service management. Multiple analysis of variance and post hoc tests were utilized to determine differences in work aspects among students willing to work in quick service, students not willing to work in quick service, and quick service managers.

Findings included: (1) There was a significant relationship between the selected variables and student willingness to accept a managerial position in quick service. Significant variables were student managerial experience in quick service, non-managerial experience in quick serve, and academic level in the program. (2) There was a significant difference between student work aspect preferences and work aspect reinforcers in the quick service manager position. Significant differences were found for Independence, Co-Workers, Money, Life Style, Prestige, Management, Detachment, and Physical Activity.

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Chapter 1

INTRODUCTION

Recent growth in the foodservice industry has been dominated by the impact of the quick service restaurant (QSR) segment. The foodservice industry may be defined as those establishments providing fully prepared foods for immediate consumption on or off premises. Foodservice operations may be either commercial or noncommercial. "Foodservice enterprises range from full-service restaurants to self-serve buffets, from fine restaurants to takeout operations, and from company cafeterias to hamburger stands" (Dittmer & Griffin, 1993, p.123).

The quick service concept (often called fast food) originated in the late 1920's, but its first major impact was felt in the 1950's (Emerson, 1990). Today, quick service is the largest segment of the United States foodservice industry in terms of number of units, number of employees, sales revenue, (Parsa & Khan, 1993) and growth rate (Bartlett, 1996). Quick service sales in the United States totaled over 99 billion dollars in 1995 and were forecasted to exceed 105 billion dollars in 1996 (Bartlett). Quick service restaurants accounted for over one-third of all foodservice sales, with a per

capita expenditure of 363 dollars in the United States (Coeyman & Strenk, 1995). The growth rate of quick service restaurant sales exceeded that of total foodservice sales and the gross domestic product (GDP) for the time period of 1994-1996 (Bartlett, 1995, 1996).

The growth in sales revenue was accompanied by a growth in the demand for foodservice workers. For example, in Missouri between 1990 and 2000, the number of foodservice workers needed will grow by 14.4%, the number of quick service workers needed will grow 15.8%, and the number of hospitality managers needed will grow 14.7%. In Missouri, nearly 1 in 7 new jobs created between 1990 and 2000 is in the foodservice industry. In the United States, the hospitality industry employed nearly 1 of every 12 workers, and was the largest employer of any industry in the private sector (Riegel, 1995).

Educational programs designed to prepare foodservice workers and managers have grown to meet the needs of the industry. Secondary schools, vocational schools, and technical schools have increased both course and program offerings in foodservice related areas to address the general needs of the industry. Postsecondary foodservice education programs generally focus on management or culinary skills. In the United States the number of

postsecondary institutions offering hospitality programs quadrupled since 1970; in 1993 there were approximately 900 postsecondary institutions offering certificates, diplomas, associate degrees, bachelors degrees, or graduate degrees (Riegel, 1995). While all hospitality management programs prepare students for careers in the industry, this study was limited to programs granting baccalaureate degrees.

The foodservice industry is a major component of the economy, exceeding national norms in revenue and employment growth rates. The quick service restaurant segment is the dominant component of the foodservice industry in terms of revenue and employment growth. QSR revenues increased by 237% between 1979 and 1991, nearly a 20% annual growth rate (Shriber, Muller, & Inman, 1995). While the growth rate of the QSR segment shows some signs of slowing domestically, it still outpaces all other segments within the foodservice industry, with international growth exceeding domestic growth.

Need for the Study

While the quick service segment dominates the foodservice industry, it lags behind other industry segments in hospitality education program emphasis. Despite the growth in hospitality management educational

programs, less than 10% of those with a foodservice emphasis offer courses in quick service management and those that do typically offer only one course. In the United States and Canada, there are only 11 programs, at the baccalaureate level, that offer a course specifically designed for the QSR segment.

At the same time, there remains a shortage of qualified applicants for managerial positions. Powers (1992) noted a “persistent shortage of qualified managers and considerable turnover” (p. 39) in the QSR industry. These unfilled positions offer ample advancement opportunities for beginning managers in that most are located in large chain organizations which tend to promote from within. QSR management positions offer significant responsibility, generous compensation, and opportunity for advancement (Powers). Speaking for the industry, Bartlett (1993) editorialized by asking that someone “teach the burgeoning number of culinary/hospitality schools that ‘Fast Food Management for the 21st Century’ deserves a place in their curricula” (p. 11). It appears that baccalaureate hospitality management education programs may not be preparing or encouraging students to be part of the industry’s largest and fastest growing segment, as summarized by

Olsen (in Lefever, 1989):

. . . academe may not be producing the graduates that the industry needs. My feeling is that unless hospitality programs differentiate themselves . . . with respect to curricula designed to make our graduates valuable products to this industry, then industry executives will continue to look elsewhere for their future managers. (p. 45)

Limited research has been conducted to examine why baccalaureate hospitality management program graduates do not seek entry level managerial positions in the QSR segment of the industry. Research has described job attributes deemed preferable by the general populace (Bigoness, 1988; Jurgenson, 1947). Blumenfeld, Kent, Shock, and Jourdan (1987) described job attribute preferences of potential hospitality managers, but did not focus on quick service. Murrmann and Vest (1990) identified differences in work related attribute preferences among students with career options in foodservice, lodging, or tourism. They also reported that only 46% of students in a hospitality management program would accept a job in the quick service sector of the industry.

An assessment of the aspects of work that hospitality students prefer along with the work environment of the QSR manager would provide information that begins to answer the question why students do not seek

positions in the QSR industry. Pryor (1983) defined work aspect preferences as the qualities of work that people find preferable, based on qualities and values. Those qualities and values found in or supplied by the workplace environment can be considered work aspect reinforcers. Knowledge of the correspondence between work aspect preferences of hospitality management students and work aspect reinforcers in the QSR industry would provide guidance to both educational program directors and QSR industry recruiters. Hospitality management program directors would benefit from the knowledge of specific work aspect preferences that students have and where they deviate from reinforcers in the work environment in that it provides a basis for curriculum design and student employment counseling. QSR industry recruiters would benefit from knowing which types of students typically indicate willingness to accept a position in the QSR industry and those that have the highest level of correspondence with QSR industry work aspect reinforcers. QSR industry representatives would also have knowledge of correspondence between work aspect preferences and work aspect reinforcers and be able to implement needed changes in management training and development programs.

This study provides information that allows better placement of students in careers that match individual work aspect preferences with work aspect reinforcers, while providing QSR organizations qualified applications to help fill their demand. Correspondence between work aspect preferences and work aspect reinforcers in managers leads to a higher level of job satisfaction and a lower turnover rate (Dawis & Lofquist, 1984).

Theoretical Base

The theoretical base for this study lies in the Theory of Work Adjustment developed through the Work Adjustment Project at the University of Minnesota. The first formulation of the Theory of Work Adjustment was found in 1964 (Dawis, England, & Lofquist), with revisions noted in 1968 (Dawis, Lofquist, & Weiss), 1969 (Lofquist & Dawis) and most recently in 1984 (Dawis & Lofquist).

The underlying rationale of this theory is that all individuals have a set of work preferences, and that the work environment reinforces some of these work preferences. Correspondence between a person's work preferences and occupational reinforcers creates job satisfaction, leading to job tenure. A basic tenet of the theory is that individuals seek to achieve and maintain correspondence with their work environment. Failure to establish

correspondence between preferences and reinforcers leads to leaving the work environment (quitting the job). Job satisfaction, and continued employment in a job, thus depends on correspondence between a person's work preferences and the reinforcement of those preferences in the work environment.

The Theory of Work Adjustment builds on the work of others that describe the importance of the match between person and job, including Parsons (1909), Strong (1943), Super (1973), and Holland (1959). Pryor (1986) further defined work preferences as composed of two components; vocational preferences and work aspect preferences. Vocational preferences are associated with the activities and physical environments of work, often measured by interest inventories, while work aspect preferences are associated with the qualities and values of work. Pryor developed an instrument to identify work aspect preferences, that is, the values that individuals prefer in work environments. Taken in conjunction with the Theory of Work Adjustment, it can be assumed that correspondence between work preferences and work reinforcers can be divided into correspondence between vocational preferences and vocational reinforcers and correspondence between work aspect preferences and work aspect

reinforcers. Therefore, job satisfaction and tenure are, in part, dependent upon the correspondence between work aspect preferences and work aspect reinforcers.

Statement of the Problem

The QSR industry offers both entry level managerial positions and career advancement potential. While common purposes of hospitality management programs are to prepare students for entry level managerial positions as well as provide students the skills needed to advance in their careers, students in hospitality management programs indicate an unwillingness to accept positions in the QSR industry after graduation.

Hospitality programs often offer career exploration experiences within the various industry segments, which may include guest speakers, site visits and field trips, or research reports designed to differentiate among career options. Can student and program characteristics be identified that correspond to student willingness to accept such employment? Also, do students vary in their job attribute preferences as compared with job attributes reinforced by work in the QSR industry? Answers to these questions would assist in understanding the problem of why hospitality management program graduates do not accept positions in the QSR industry.

Purpose of the Study

The purpose of this study was to identify the relationship between hospitality management students' willingness to accept a position in the QSR industry and selected student/academic program characteristics. A second purpose of this study was to identify differences between work aspect preferences as indicated by students and work aspect reinforcers as indicated by QSR industry representatives.

The following research questions were framed to guide this study:

1. Is the willingness to accept a managerial position in the QSR industry related to the following student and program characteristics?

- student gender
- student ethnicity
- student age
- student grade point average
- student academic level (first year, sophomore, junior, senior)
- student years of QSR work experience
- student years of QSR managerial work experience
- student years of non-QSR foodservice work experience
- student years of non-QSR foodservice managerial work experience

- academic affiliation of hospitality management program
 - size (student enrollment) of hospitality management program
 - the presence of a course designed for the QSR industry in the hospitality management program
- QSR per capita sales in the market area in which the hospitality management program is located

2. Is there a difference in work aspect preferences among students who indicate a willingness to accept a position in the QSR industry, students who indicate an unwillingness to accept a position in the QSR industry, and work aspect reinforcers in the QSR industry?

Definitions

The following definitions are provided for consistency and to clarify the terms as utilized in this study.

Catering/Convention: Independent providers of food and beverage to groups under previously arranged conditions, including parties, banquets, and business meetings.

Casual Dining: A moderately priced restaurant that offers table service, a varied menu, in a relaxing atmosphere. May serve alcohol and/or be family oriented.

Central Region: Refers to the 20 states in the North Central and South Central regions of the United States, as defined by the United States Census Bureau.

CHRIE: The Council on Hotel, Restaurant, and Institution Management. Founded in 1946 to foster the advancement of teaching, training, research, and practice in the hospitality field.

DMA: Refers to a designated market area, more commonly known as a TV or broadcast media market, as defined by Nielsen Media Research. DMAs cover all the United States (Butler, 1995, p.12).

Fine Dining: A restaurant that offers excellent food, impeccable service, tasteful surroundings, and a correspondingly high price. Often referred to as “white tablecloth.”

Institutional Foodservice: Organizations that provide food and beverages to institutions, typically schools, hospitals, and businesses. May be independently contracted or an organizational unit within the institution.

QSR Multi-unit Managers: Individuals who directly supervise a number of QSR unit managers.

Quick Service: A restaurant that offers a limited menu and service, efficient operations, and a low price. Often referred to as “fast food.”

Reliability: The degree to which a particular test or instrument provides trustworthy or consistent measures of whatever it does measure (Erickson & Wentling, 1988).

Validity: The degree to which a particular test or instrument is useful in measuring that which it was designed to measure (Erickson & Wentling, 1988).

Work Aspect Preferences: The qualities of work that people find preferable, based on qualities and values (Pryor, 1983).

Work Aspect Reinforcers: Need satisfying (reinforcing) qualities and values found in or supplied by the workplace that correspond to the Work Aspect Preferences defined by Pryor (1983).

Assumptions

The following assumptions were made for this study:

1. Students honestly and accurately completed the Work Aspect Preference Scale.
2. Industry representatives honestly and accurately completed the Work Aspect Environment Questionnaire (a modified Work Aspect Preference Scale).

3. Students participation in a hospitality management program increased their understanding of various hospitality related careers.

Limitations

This study was limited by the following:

1. Students were selected from baccalaureate hospitality management programs listed in the 1995-96 CHRIE Member Directory and Resource Guide (1995).
2. Students were selected from hospitality management programs in the North Central and South Central regions of the United States, as defined by the United States Census Bureau.
3. Respondents may have been affiliated with diverse hospitality program types, approaches, and/or emphasis areas.
4. Industry representatives were selected from multi-unit organizations located in the North Central and South Central regions of the United States, as defined by the United States Census Bureau.
5. Findings of this study can only be generalized to students in other hospitality programs that have characteristics similar to the programs participating in the study.

6. Findings of this study can only be generalized to quick service restaurants that have characteristics similar to those participating in the study.

Chapter 2

LITERATURE REVIEW

The purpose of this section is to review important and relevant literature and research concerning areas related to this study. The major topical areas reviewed in this section are hospitality management educational programs, the quick service restaurant industry, work aspect preferences, and work values of hospitality management students.

For this review, database searches were conducted utilizing the OVID system at the University of Missouri-Columbia Ellis Library, including Educational Resources Information Center (ERIC), Dissertation Abstracts International (DAI), ABI for business related topics, and Psych Info for psychological and sociological related topics. Specific hospitality related journals reviewed included the Hospitality Research Journal, Hospitality and Tourism Educator, Cornell Hotel and Restaurant Administration Quarterly, and the Florida International University Hospitality Review. CHRIE's Guide to Programs in Hospitality and Tourism, and other books, periodicals, and publications were also reviewed.

Hospitality Management Educational Programs

There are currently over 900 postsecondary educational institutions offering certificates, diplomas, associate, baccalaureate, or graduate degrees in hospitality management (Riegel, 1995). Approximately 450 of these institutions are members of CHRIE, the international professional association of hospitality educators, whose mission is to “advance quality education through proactive professional development, research, coalitions and networks for association members and constituencies” (A Guide to College Programs, p. 28, 1995). Of these 450 members, about 180 are baccalaureate degree granting institutions. The number of hospitality programs has quadrupled in the past 25 years. Due to the fragmented nature of the hospitality industry and the rapid growth in educational programs, diversity exists in the structure, philosophy, and approaches of the programs. As the industry evolves the programs may indeed become even more diversified, and much discussion has taken place about how best to organize the profession.

Most hospitality programs’ course of study consists of four main areas: (a) major courses, (b) general education courses, (c) elective courses, and (d) internship or work experience. The diversity of programs is seen primarily in

the structure of major course requirements which account for 25% to 40% of the undergraduate curriculum. Programs can be found emphasizing one of several approaches, including: (a) skills/culinary arts, (b) tourism, (c) food systems/home economics, (d) business administration, or (e) combination (Riegel, 1995).

Hospitality programs are academically housed in a variety of departments or colleges that reflect their general approach and philosophy. Common academic affiliations of hospitality management programs include human environmental science, business, agriculture, independent hospitality programs, or interdisciplinary connections.

Nearly all programs require work experience in the industry. This experience may be nonmanagerial or managerial in nature, depending on individual program requirements. Often programs require nonmanagerial experience early in the program and require an internship as a capstone experience near the end of the program. Many programs place students in the food production facilities of the college or university for experience in quantity food production. Internship work experience requirements typically range from 400 to 1,200 hours, and often are completed during a summer or by substituting work for classes one semester.

One of the goals of hospitality programs is to provide graduates with necessary skills to both obtain entry level managerial employment and advance in their career, not a limited range of skills tied to one specific job position. Riegel (1995) stated that it is the purpose of programs to produce “educated and knowledgeable workers who are capable of growing and maturing, both in their chosen fields and as individual” (p. 6).

Hospitality education has experienced rapid growth that parallels the industry. It is maturing as an academic field, but the growth has been hindered by the diversity of program structures and purposes. Downey stated (in Lefever, 1989) that the titles identifying the many hospitality education programs through the country are “too diverse and non-distinct” and suggested a “more consistent approach” (p. 44). There is a growing trend to view hospitality education as part of a tourism system, yet few programs have reorganized to fit this model. Signs of maturation of hospitality education as an academic field are indicated by discussion of faculty credentials, curricula, accreditation, tenure, research parameters, and the relationship between industry and academia (Lefever, 1989; Riegel, 1995). CHRIE has recently developed standards for accreditation for associate degree and baccalaureate

degree granting institutions. Since the process was established in 1989, the Accreditation Commission for Programs in Hospitality Administration has accredited 33 institutions (CHRIE, 1997). One further sign of the maturation of the profession has been the growth in number of graduate level programs, including doctoral programs. Debate exists, however, if graduate programs are needed to produce graduates for the industry or if their primary purpose is to produce future faculty members (Van Cleek, in Lefever, 1989). This debate lies in the unanswered question of whether hospitality management programs, at any level, should be measured against academic standards or industry standards.

While hospitality education has existed since the first half of the century, recent growth has been dramatic in terms of number of programs, types of programs, academic level of programs, and student enrollment. This growth parallels that of the industry, including the industry's diverse nature. Many programs have developed approaches that emphasize one particular area of the industry, such as lodging, tourism, or foodservice, while others have attempted a more general approach. Expected growth in the industry will lead to continued growth in hospitality programs.

Quick Service Restaurant Industry

Quick service restaurants have commonly been called ‘fast food.’

Leaders within the industry prefer the term quick service. They believe that the term quick service better reflects the industry as one providing fast service, yet still high quality food. For this study the term quick service will be used.

Defining quick service has been a challenge, since it (or fast food) has come to be synonymous with food served at chain restaurants of most every kind. Emerson (1990) stated that “. . . ‘fast food’ generally means food served to a patron at a self-service counter or drive-thru window. It may be prepared in advance, as at McDonald’s, or it may be cooked to order, as is generally true of most pizza chains” (p. 17).

Several factors distinguish quick service restaurants from other types of foodservice establishments, and help to define the concept. Location strategy is one factor, QSRs have both a world wide presence and a local presence in nearly every market in the United States. According to Emerson (1990) the eight largest hamburger chains had one restaurant for every 11,000 people in the United States, while seven states had as many as one restaurant for every 8,000 people. This is just for hamburger chains, which accounted for about

50% of all QSR sales. The location strategy is one of convenience, and thus patronage displayed through repeat visits. It has been suggested (yet never proved) that half of all people in the United States visit a QSR at least once a week.

A second characteristic of the QSR is a limited menu. QSRs have a limited selection of center of the plate items, and even fewer side items. A limited menu allows a QSR to have a streamlined operation; with fewer items to produce the quicker operations become. Highly efficient kitchens can be built around a limited menu selection. This leads to a third characteristic of the QSR, high sales volume. The convenient and plentiful locations, coupled with streamlined service, allow QSRs to serve many customers. Self service is encouraged (customers carry their own tray, deposit their trash, etc.) to further streamline the service and allow for higher sales volumes.

There are several characteristics which describe the staffing demands for the QSR. Because there is an emphasis on automation and fool proof operating systems, unskilled labor can operate a facility. Equipment is designed so that the least skilled employee can perform most functions. Equipment is calibrated and checked daily by management, so there is very little higher level thinking required of most QSR employees. These

employees generally work a variety of schedules, most of them part time, in order to accommodate the hourly fluctuating customer flow. It is not uncommon to have the number of employees in a QSR drop from 20 to 4 in a two hour time frame.

While the operation of a QSR is designed to be simple, managing one is a complex task. Powers (1992) stated:

While we have asserted that a fast-food unit is a relatively simple operation, it is not true that managing one is in any way a simple or easy task. Managing the very tight quality and cost controls on which QSR operations depend is also extremely demanding. The very large and highly variable sales volume that QSRs experience requires managers to hire numerous part-time employees whose schedules vary from day to day and week to week. Keeping the crew properly trained and motivated is a major task. Given the costs associated with turnover, such as lost training time as well as management time required to hire and train new employees, maintaining staff morale is also a major factor in controlling payroll costs. (p. 36)

The management of the restaurant chain as a whole, the system of interactive parts, is where the advancement opportunities lie for successful restaurant managers. It is at this level that decisions are made that create the efficient operation at the store level. Given the sheer size of some QSR operations, seemingly insignificant changes can have a large impact. According to the Wall Street Journal, when Burger King introduced the

Bacon Cheeseburger in its restaurants, the demand for pork increased so much that it disrupted the national commodity markets for pork bellies, and when McDonald's introduced Chicken McNuggets, it had to arrange to have 5 million pounds of additional chicken delivered each week to its stores (in Powers, 1992). The conceptual, analytical, and planning skills required for decisions with this impact can readily be seen.

Quick service dominates the foodservice industry in terms of number of units, employees, and sales revenues (Parsa & Khan, 1993). QSR sales revenues were over 99 billion dollars in 1995 and were expected to exceed 105 billion in 1996. The QSR concept accounted for over 33% of all foodservice sales, while full service segments together combined for just over 30% of sales. The QSR sales growth rate exceeded that of all other foodservice segments (except institutional foodservice to prisons); it was both the largest segment of the industry and the fastest growing (Bartlett, 1996).

Within the QSR industry, major categories based on menu include: (a) burgers, (b) pizza, (c) chicken, (d) sweets, (e) sandwiches, (f) Mexican, and (g) seafood. Burgers are the dominate menu category, with 50% of all QSR sales, followed by pizza with 17% and chicken with 12% of sales. In terms of growth rates within the QSR segment, Mexican, chicken, and

burgers had the highest rates, while seafood had the lowest (Bartlett, 1993). Geographical differences existed as well. Shriber, Muller, and Inman (1995) reported that QSR sales were proportionally higher in the Mountain states and lower in the New England states.

The complexity of the position of QSR manager is magnified when the revenue figures that flow through the QSR restaurant is taken into account. Powers (1988) stated that a QSR operation is, in many ways, more like a manufacturing process than a typical restaurant, “ [it] . . . represents the industrialization of service - applying, through management, the same systematic modes of analysis, design, organization, and control that are commonplace in manufacturing” (p. 34). The training and education of QSR managers needs to be different than that offered traditional restaurant managers. Olsen stated (in Lefever, 1989) that “unless hospitality programs . . . make our graduates more valuable to this industry, then industry executives will continue to look elsewhere for their future managers” (p. 45).

Little has been done by hospitality management programs to prepare quick service restaurant managers. Only 11 baccalaureate programs (that are members of CHRIE) in the United States and Canada offered a single course in quick service management, and those that do primarily offered just one

course (Wilkinson, in press). A current and potential need exists for trained and educated quick service managers. Riegel (1995) called the need for entry level QSR managers “acute.” Ample advancement opportunities have been shown to exist in the QSR industry for qualified managers.

The QSR industry is the largest and fastest growing segment of the foodservice industry. QSRs have characteristics that distinguish them from other types of restaurants. Managers of QSRs must possess some skills unique from other restaurant managers because the QSR is structurally and operationally different. There is a current and future need for QSR entry level managers with the capacity for advancement in a QSR organization.

Work Aspect Preferences

Work aspect preferences are qualities of work that individuals consider important to them. They were defined by Pryor (1979) as:

a statement of the relation between a person (the subject of the relation) and a particular quality of work (the object of the relation). The nature of the relation between these two is that of greater or lesser liking when the person has the opportunity to make a choice. (p. 254)

Work aspect preferences represent the qualities or values associated with work that individuals have a preference or non-preference for. A preference indicates being more or less attracted to something.

Characteristics of work can be divided into two categories, vocational preferences and work aspect preferences (Pryor, 1986). Vocational preferences consist of activities and environmental characteristics. Pryor indicated that preferred activities and environments can best be thought of as being measured by career inventories or vocational preference scales because these measures indicate what a person likes to do. These differ, however, from preferred qualities and values associated with work. Work aspect preferences are the inherent qualities of work that one prefers because they provide certain rewards or reinforce certain values.

Pryor (1986) stated that vocational preferences and work aspect preferences can not be measured on the same scale because they are two distinct psychological domains. Research indicated that there was little overlap when vocational interest measures (Holland's Vocational Preference Inventory and Kuder's Preference Record) were correlated with Pryor's work aspect preferences. Of 16 possible correlations between Holland's Vocational Preference Inventory and Pryor's Work Aspect Preferences Scale, only 2 showed significance at $p < .01$. Of 130 possible correlations between Kuder's Preference Record and Pryor's WAPS, only 5 showed significance at $p < .01$. Similar research was conducted to compare work aspect preferences

with ability tests, personality tests, and social desirability tests. Results showed that there was no strong correlation between the work aspect preferences and either ability, personality type, or social desirability. These are strong indicators that work aspect preferences are indeed a distinct psychological domain from vocational interests and other psychological constructs.

Similar correlational research was conducted with Super's Work Value Inventory. Pryor (1983) stated that the Work Value Inventory and the Work Aspect Preference Scale are intended to measure virtually the same dimension of work. Pryor's argument is that the term work value is poorly formulated and ambiguous, hence the development of work aspect preferences. Still, of 195 possible correlations between the Work Aspect Preference Scale and the Work Values Inventory, 62 were significant at $p < .01$. These results indicated a considerable overlap in the two scales, further supporting the premise that work values and work aspect preferences are a separate domain from vocational interests (Pryor, 1981a).

The work aspect preferences identified in the WAPS have been shown to differentiate among occupations when given to adults, and to differentiate among occupational preferences when given to high school students. The

WAPS has also been shown to differentiate among age groups and gender (Pryor, 1983). The ability of the WAPS to differentiate among occupational preferences was necessary for this study.

There are 13 work aspect preferences measured on the WAPS: (a) independence, (b) co-workers, (c) self-development, (d) creativity, (e) money, (f) life style, (g) prestige, (h) altruism, (i) security, (j) management, (k) detachment, (l) physical activity, and (m) surroundings. Norms are provided for each subscale, so hospitality students could be compared as a group to normalized scores. The WAPS also permitted comparison of work aspect preferences with prior research conducted that determined work values of hospitality students.

Work Values of Hospitality Management Students

Studies conducted specifically with hospitality management students and preferred work values are limited. Blumenfeld, Kent, Shock, and Jourdan (1987) conducted a study with potential managers within hospitality management programs. Murrmann and Vest (1990) conducted a study to determine the effect of individual attributes on student preferences for industry specific employment. Altman and Brothers (1995) conducted a study

to determine characteristics which could predict continued employment in the hospitality industry.

Blumenfeld et al. (1987) utilized the Job Preference Blank to determine what characteristics hospitality students, with a demonstrated commitment to the hotel industry, thought made a job good or bad. This instrument produced a ranking of 10 work values. Blumenfeld et al. found that the most important characteristics that make a job good were: (a) type of work, (b) advancement, (c) company, and (d) pay. Those characteristics ranked least important in describing a good job were: (a) hours, (b) benefits, (c) working conditions, and (d) co-workers. Blumenfeld et al. reported that there was some evidence that the ranking of characteristics preferred by students was congruent (not totally) with the realities of the hotel industry.

Murmann and Vest (1990) determined characteristics which have an impact on preference for industry specific employment. They reported that there were differences among student characteristics in their preferences for employment in the foodservice, lodging, or travel industries. These differences included: (a) non-white students had a higher preference for lodging and a lower preference for tourism, (b) students with no managerial experience had a higher preference for tourism and a lower preference for

foodservice, (c) students in business departments had a higher preference for foodservice, students in independent programs had a higher preference for lodging and tourism, students in agriculture departments had a higher preference for lodging, and students in home economic departments had no significant preference patterns. They also reported differences in work related dimensions for the three industry preference groups. Differences reported were: (a) students with a preference for foodservice indicated a stronger need for support (training, evaluations, advancement) than the other groups, (b) students with a preference for foodservice indicated a stronger desire than students with a preference for lodging for work that did not require relocation or impose scheduling conflicts with family, and (c) students with a preference for tourism indicated a stronger concern for present and future wages than did students with a preference for lodging. While not directly stated, it was inferred that the data supported a need or preference of all students for growth potential and present and future wages. The nature of co-workers and benefit packages appeared to be least important factors.

Altman and Brothers (1995) reported predictor variables for continued employment in the hospitality industry. Graduates of hospitality management programs were surveyed five years after graduation. Characteristics

positively related to continued employment in the industry were satisfaction with college program, career path, choice of college, the number of promotions and raises, and marriage. Characteristics with low predictive power for continued employment in the industry were age, gender, ethnicity, major, and work in the hospitality industry as an undergraduate student. They also reported primary likes and dislikes graduates had about the industry. Primary likes were: (a) variety of job, (b) success at responsibilities, and (c) changes in task and responsibility. Primary dislikes were: (a) long hours, (b) low pay, (c) inflexible work schedule, and (d) lack of recognition.

These studies were in agreement that students indicated a preference for advancement potential, growth, and pay, and that low pay and lack of recognition were primary dislikes employees have in the industry. Salary level, raises, and promotions were variables with a high level of prediction for continued employment in the industry. There was also agreement that the lowest ranked preference characteristics include benefits and co-workers, and these factors were not reflected as important predictors of continued employment in the industry. It appeared that hospitality management students do have a work preference for pay and promotions, and will leave a job if they do not receive adequate rewards. Most importantly, these studies

indicated that there are differences among students with different career inclinations within the hospitality industry in their preferences for work related characteristics.

Summary

This chapter has reviewed relevant literature in the areas of hospitality management programs, the quick service restaurant industry, work aspect preferences, and work values of hospitality management students. Hospitality management programs are growing in number and diversity, yet hospitality shows signs of maturation as an academic field. The quick service restaurant segment leads other foodservice segments in sales, revenues, and growth rates. Quick service restaurants can be differentiated from other restaurants by location strategy, limited menu, low prices and high sales volume, efficient and automated operations, and tight labor controls. Work aspect preferences have been identified as the qualities and values associated with work that individuals have a preference or non-preference for. Research has indicated that hospitality management students value pay, recognition, and stability in work, while benefit packages, the nature of co-workers, and working conditions were not considered highly valued factors.

This study's purposes were to identify characteristics that are related to the willingness to accept a position in the QSR industry, and compare work aspect preferences of hospitality management students with QSR work reinforcer characteristics. Chapter 3 will describe the research design and procedures undertaken for this study.

Chapter 3

METHODOLOGY AND PROCEDURES

The purpose of this study was to determine the relationship between baccalaureate hospitality management students' willingness to accept a position in the QSR industry with student and academic program characteristics. A second purpose was to identify differences among work aspect preferences of students indicating a willingness to accept a QSR position, students not willing to accept a QSR position, and work aspect reinforcers in the QSR industry. This chapter describes the design and procedures followed in conducting the study. Descriptions are provided for research design, sample selection, instrumentation, collection of data, and analysis of data.

Research Design

The dual purposes of this study necessitated the use of two similar but different research designs, correlational and causal comparative. Borg and Gall (1983) stated that these two methods are similar in the respect that they are (a) non-experimental, and (b) they study the relationship between

dependent and independent variables. Neither research design allows for determining causal effect.

The first purpose of this study was to identify relationships between student willingness to accept a position in the QSR industry and student and academic program characteristics. The correlation method allows the researcher to analyze how several variables might affect a particular pattern of behavior. In this study multiple regression was utilized to identify the strength and significance of the relationships. Borg and Gall (1983) defined multiple regression as a multivariate technique for determining the correlation between a criterion variable and some combination of two or more predictor variables. It allows the researcher to measure and study the relationship between combinations of three or more variables. Further, multiple regression can be used to determine the extent to which criterion behavior patterns can be predicted. For this study, the criterion, or dependent variable, was the level of willingness to accept a managerial position in the QSR industry, as measured on a scale of 1-10. The predictor, or independent variables, were:

- gender
- ethnicity

- age
- grade point average
- academic level of student (freshman, sophomore, junior, senior)
- years of QSR work experience
- years of QSR managerial work experience
- years of foodservice (non QSR) work experience
- years of foodservice (non QSR) managerial work experience
- academic affiliation of hospitality management program
- the size (student enrollment) of the hospitality management

program

- the presence of a class designed for the QSR industry in the

hospitality management program

- the per capita QSR sales in the Designated Market Area (DMA)

where the hospitality management program is located

The second purpose of this study was to identify differences in work aspect preferences among students willing to accept a QSR position, students not willing to accept a QSR position, and work aspect reinforcers present in the job of QSR unit manager. The causal comparative method, utilizing multivariate analysis of variance (MANOVA), was used to identify

differences among these three groups. The causal comparative method is used for the discovery of possible causes for a behavior pattern by comparing subjects in whom the pattern is present with subjects in which it is present to a lesser degree. MANOVA is a statistical technique for determining whether several groups differ on more than one dependent variable. Borg and Gall (1983) stated that MANOVA helps the researcher to see the data in a multivariate perspective due to the fact that groups are likely to differ because of many interrelated differences in their backgrounds. The independent variable for this study was membership in one of three groups; (a) students willing to accept a position in the QSR industry, (b) students unwilling to accept a position in the QSR industry, or (c) QSR industry managers. The dependent variables were the 13 work aspect preferences and reinforcers obtained from the Work Aspect Preference Scale. MANOVA required that tests of normality, linearity, homoscedasticity, and multicollinearity be conducted to check the assumptions required for MANOVA that residuals are normally distributed, are linear in nature, that the variance of all residuals is equivalent around the dependent variables, and that the dependent variables are not highly correlated (Tabachnick & Fidell, 1989).

Post hoc tests of significance were conducted as needed to determine significance of each independent variable. Analysis of variance (ANOVA), with Bonferonni's correction, was utilized to determine where the significant differences existed among the 13 dependent variables. The Scheffe's comparison method was utilized to isolate the source where significant differences existed among the three groups for each significant dependent variable.

Statistical Hypotheses

The following research null hypotheses were tested at the .05 level of significance:

Ho₁: There is no statistically significant relationship between the level of willingness to accept a managerial position in the QSR industry and one or more of the following student or hospitality management programs characteristics:

1. student gender
2. student ethnicity
3. student age
4. student grade point average
5. student academic level (first year, sophomore, junior, senior)

6. student years of QSR work experience
7. student years of QSR managerial work experience
8. student years of non-QSR foodservice work experience
9. student years of non-QSR managerial foodservice work experience
10. academic affiliation of the hospitality management program
(business, human environmental science, agriculture, or independent)
11. size (student enrollment) of the hospitality management program
12. the presence of a course designed for the QSR industry in the
hospitality management program
13. QSR per capita sales in the DMA in which the hospitality
management program is located.

Ho₂: There is no statistically significant difference in the following work aspect preferences among students willing to accept a position in the QSR industry, students unwilling to accept a position in the QSR industry, and corresponding work aspect reinforcers in the QSR industry:

1. altruism
2. co-workers
3. creativity
4. detachment

5. independence
6. life style
7. management
8. money
9. physical activity
10. prestige
11. security
12. self-development
13. surroundings

Population and Sample

There were two populations for this study. One was students in baccalaureate degree granting hospitality management programs in the Central Region of the United States. The second was multi-unit managers and managers in the QSR industry in the Central Region of the United States. Samples were drawn randomly from these populations for this study.

According to the CHRIE A Guide to College Programs in Hospitality and Tourism (1993), the enrollment of baccalaureate hospitality management students in the Central Region consisted of 9,597 students in 51 colleges and universities. The 1995-1996 CHRIE Member Directory and Resource Guide

(1995) listed 60 programs but did not include enrollment figures. Based on the average enrollment of 188 students per program as reported in 1993 and extended to include the 60 programs reported in 1995, the calculated population size of 11,280 required a minimum sample size of 371 students (Krejcie & Morgan, 1970).

Cluster sampling is used when it is more feasible or convenient to select groups than it is to select individuals from a population. Educational classes and programs are examples of commonly used clusters in research (Gay, 1992). Gay also stated that one would normally have to select a number of clusters in order for the results of a study to be generalizable to the population. Gay's procedures for determining the number of clusters, with an average cluster size of 30 and required total sample size of 371, yielded 12 hospitality programs (clusters) for participation in this study.

The second population consisted of QSR multi-unit managers and unit managers in the Central Region of the United States. Multi-unit managers in the QSR industry are those people who directly supervise restaurant managers. Using the supervisor of the position under study, rather than the person who holds the job, was supported by Simerson (1985), Tinsley and Weiss (1971), and the developers of the Minnesota Job Description

Questionnaire (Borgen, Weiss, Tinsley, Dawis, & Lofquist, 1968). In general, it has been found that supervisors and supervisees perceive reinforcer characteristics similarly. Tinsley and Weiss suggested that valid, stable descriptors of occupational reinforcers for use in predicting job satisfaction can be estimated by supervisors, with caution exercised for lower level occupations. Correspondence between supervisors and supervisees was highest when describing managerial and technical jobs. Supervisors were seen as familiar enough with the job to have thorough knowledge of how the stimulus conditions affect the workers, yet their ratings were less likely to be influenced by their own job satisfaction since they are rating another's job.

Based on the research that indicated that supervisors (multi-unit managers) and supervisees (unit managers) perceive work aspect reinforcers similarly, especially for managerial positions, an equal number of multi-unit and unit managers were sampled for this study. Simerson (1985) recommended a minimum of 20 supervisors be utilized to develop a pattern of occupational reinforcers for a particular job. Zedeck (in Simerson, 1985) recommended that the supervisors come from a number of different organizations.

Obtaining a population size for QSR multi-unit managers and unit managers was difficult, there was no list of names or numbers readily available. Estimations of multi-unit managers could have been made based on the number of QSR units in the Central Region, yet QSR organizations vary widely in the number of restaurants a multi-unit supervisor may be responsible for. According to the Nation's Restaurant News (1997), there were 42,552 quick serve hamburger restaurants, nationwide, at the end of 1996. In the 20 state Central Region there were 8,961 QSR units that were part of the 8 largest national chains (Emerson, 1990). Estimating that a QSR multi-unit manager may have up to 10 individual restaurants under their responsibility yields about 900 multi-unit managers in the Central Region. A population of 900 required a sample size of 269 while a population of 8,961 required a sample size of 368 (Krejcie & Morgan, 1970). However, Simerson (1985), as well as the developers of the Theory of Work Adjustment, stated that 20 is a minimum number needed to develop an accurate pattern of occupational reinforcers. For MANOVA, there must be more cases in every cell than dependent variables (Tabachnick & Fidell, 1989). For this study, there were 13 dependent

variables, requiring a minimum of 14 multi-unit or unit managers for MANOVA requirements.

Considering the above listed recommendations, a sample size of 180 multi-unit managers and 180 managers was utilized for this study. The assumption was made that the response rate would be approximately 20%, which would yield 72 subjects. This exceeded the Simerson requirement for sample size of 20 to determine reinforcer patterns, the MANOVA requirement of 14 minimum cell size, and the commonly held rule of thumb that requires a minimum of 5 subjects for each dependent variable.

Procedures

The 60 baccalaureate hospitality management programs were placed in random order using a list of random numbers. Phone calls and e-mail messages were placed, according to the random order listing, to the contact person listed in the 1995-96 CHRIE Membership and Resource Directory (1995), to request cooperation in permitting some of their students to participate in the study. It was requested that 30-40 students from each program participate to provide an adequate sample size. Phone calls and e-mail messages were placed until 12 programs agreed to participate and a contact person for the study was secured at each participating institution.

Copies of the Work Aspect Preference Scale, including test booklets, answer sheets, and demographic data sheets (see Appendix A), were sent to the contact person at each institution. Materials were mailed in two waves, February and April of 1997. An instruction sheet and cover letter (Appendix B) accompanied the materials. A postage paid envelope was sent with the materials to insure that they be sent back to the researcher. Follow-up phone calls or e-mail messages were made to the contact person if the completed surveys were not received within one week of the expected return date.

To obtain 72 responses from multi-unit and unit managers, letters were sent in January of 1997 to offices of 15 major QSR organizations operating in the Central Region requesting cooperation in permitting their employees to participate in the study. An explanation of the importance and purpose of the study was emphasized. However, no organization, at the corporate level, would agree to participate in the study. This was not surprising, as stated by Howey (1997), “. . . the sharing of information by fast food companies is unlikely to occur any time in the near future, due to the intensely competitive nature of the fast food business. As a result, there is not much research material available for the academic researcher” (p. 21).

Therefore, regional offices and individual restaurants in the Central Region were randomly selected and contacted to provide the sample for the study. To insure generalizability of the results, the sample of multi-unit and unit managers was stratified based on QSR sales and number of units in each state, and QSR sales and number of units in the 20 largest QSR organizations operating in the Central Region (Overview: Top 400 Restaurant Concepts, 1996). A matrix was developed (see Figure 1) to assist in the selection of samples.

Regional offices and individual restaurants were randomly selected to meet the stratified sample requirements. The number of regional offices and individual restaurants needed for sampling in each state was obtained from the matrix. Then, after random selection of cities from each state, regional offices and individual units in each city were located utilizing the electronic Yellow Pages on the Yahoo Web Site. Thirty-five regional offices were selected and a cover letter (Appendix C), return postage, and surveys mailed to each that would allow 5 multi-unit managers to participate from each regional office, providing a total of 180. In addition, a survey, cover letter, and return postage were mailed to 180 individual unit managers in quick service restaurants. Materials to multi-unit and unit managers were

	IL	IN	MI	OH	WI	IA	KS	MN	MO	NE	ND	SD	AL	KY	MS	TN	AR	LA	OK	TX	total		
Arbys	1	1	2		1		1	1				1		1							5	8	4.4%
Burger King	1	2		2		1	1	2					2									16	8.9%
Captain D's		1		1									1			1						4	2.2%
Chick fil A	1								1							1			1			4	2.2%
Church's	1		1	1	1		1						1									5	2.8%
Dairy Queen	1		1		1			1						1				1			2	8	4.4%
Dominos	2			2						1								1	1			7	3.9%
Hardees	1			3		1					1						1					9	5.0%
Jack in the Box	1	1														1					2	4	2.2%
KFC	2	1	4	1	1	1								1	1	1					4	16	8.9%
Little Caesars	1	1		3						2								1				8	4.4%
Long John Silvers	1			1			1		1													4	2.2%
McDonalds	2	1	4	2	1	2	1	3	1		1	1	2	2	2	2	3	1	2	9	40	22.2%	
Rally's	1		1					1								1						4	2.2%
Sonic		1					1						1			1						4	2.2%
Subway	1	1	2		2		1	1						1		1		1				11	6.1%
Taco Bell	1	2		3								1			1				1		1	10	5.6%
Wendys			1	1	1	1		1						1		2						9	5.0%
Whataburger																		1	1		2	4	2.2%
White Castle	1			1					3													5	2.8%
total	17	12	16	21	8	6	5	7	11	3	2	2	7	7	4	9	5	6	6	26	180	100%	
	9.4%	6.7%	8.9%	11.7%	4.4%	3.3%	2.8%	3.9%	6.1%	1.7%	1.1%	1.1%	3.9%	3.9%	2.2%	5.0%	2.8%	3.3%	3.3%	14.4%			

Figure 1 Quick service restaurant sample selection matrix.

mailed in two waves, March and May of 1997. A local convenience sample of 10 unit managers was also sampled as a comparison group to check for response bias. The convenience sample was composed of 10 QSR unit managers in the Columbia, Missouri area; all 10 unit managers approached completed the modified WAPS instrument.

Confidentiality was guaranteed to all respondents to insure that no employing organization would be supplied information summarizing their individual employee responses. If requested, summary information of all respondents would be provided. Surveys were numerically coded to allow for tabulation of sample respondents by QSR organization and location. Confidentiality of information was emphasized in the directions to the multi-unit and unit managers, and no identifying information was requested in order to increase participation in the study.

Instrument

The instrument used for this study was the Work Aspect Preference Scale (WAPS), developed by Pryor (1983). The WAPS was developed in 1980 and has undergone several minor revisions since that time (Pryor, 1981b). The WAPS was constructed to assess the qualities of work that individuals consider important to them. The WAPS was principally

designed for two basic functions, (a) to stimulate the exploration of preferences in relation to work, and (b) to provide relevant data for both counselor and counselee to facilitate career exploration (Pryor, 1983). This study utilized the first function.

The instrument consists of 52 items rated on a 5 point Likert scale, from “Totally unimportant” to “Extremely important.” Thirteen dimensions of values and preferences related to work are identified and called work aspect preferences. Each work aspect preference is derived from four items on the questionnaire. The 13 work aspects, and their definitions, measured with this scale are:

-Altruism: A concern for assisting others.

-Co-Workers: A concern for friendship and understanding from those with whom one works.

-Creativity: A concern for developing something original through one’s work.

-Detachment: A concern for being able to separate work and its influence from other parts of one’s life.

-Independence: A concern for being free from imposed constraints in the work environment.

-Life Style: A concern for the effect that employment may have on where and how one lives.

-Management: A concern for organizing the work of others.

-Money: A concern for obtaining large financial rewards for one's work.

-Physical Activity: A concern for being physically active in one's work.

-Prestige: A concern for recognition and status in the eyes of others.

-Security: A concern for being able to remain in one's job.

-Self-Development: A concern for developing and using one's skills and abilities.

-Surroundings: A concern for the kind of physical environment in which one works.

The WAPS is written at the 10th grade reading level and is designed for high school students, college students, and adults. The time required to complete the scale is listed as 10-20 minutes.

Studies of the reliability of the WAPS have revealed median split-half coefficients of .82, .74, and .81. Test-retest coefficients were .78 and .69, for a three and six week period, respectively. Reliability figures above .70

are acceptable for early research, and reliability figures above .80 indicate that a measure has very little error (Nunnally, 1967).

Baritrop (1988) discussed concurrent, content, and construct validity of the WAPS. Concurrent validity is indicated by the ability of a test to discriminate between individuals. The WAPS has been shown to discriminate people based on their stated occupational choice or current occupation.

Content validity is the representativeness of a test of the current universe of the construct being measured. Pryor maximized content validity of the WAPS by reviewing items representing major taxonomies and incorporating them, along with other expert opinions, into the development of the scale. Factor analysis, cluster analysis, and item analysis were utilized to combine the diverse opinions and available literature into the WAPS.

Construct validity is the extent to which measurements support the existence of psychological constructs. Pryor (1983) has shown that the WAPS does not correlate highly with other interest inventories, ability tests, or personality scales that measure different constructs, but that it does correlate with Super's Work Values Inventory (Super, 1970), supporting his

conceptualization of the work aspect preference as a valid psychological construct.

The work aspect environment questionnaire mailed to multi-unit and unit managers was a modified WAPS. Each item was slightly reworded so that it measured the level of reinforcement provided by the job of quick service restaurant manager rather than the preference for the item itself. For example, the original WAPS statement “indicate your personal preference for work in which you can work as fast or slowly as you like,” was modified to “the job of quick service restaurant manager allows one to work as fast or slowly as they like.” Cronbach’s alpha test of reliability was conducted on the modified version of the WAPS.

Data Collection

Multiple copies of the WAPS, including answer sheets, were mailed to the pre-determined contact person at the selected colleges and universities. The contact person supervised the completion of the survey and mailed them back in the envelope supplied. Follow-up phone calls or e-mail messages were made to the contact person if the materials were not received by the researcher within one week of the expected mailing date.

Copies of the work aspect environment questionnaire (modified WAPS), including answer sheets, were mailed to multi-unit and unit managers for completion, along with a return envelope. A local convenience sample of 10 unit managers also completed the modified WAPS as a test of response bias.

Data Analysis

Demographic data and WAPS answer sheet data were entered into the mainframe computer at the University of Missouri, and analysis was conducted utilizing the Statistical Analysis System (SAS). Statistical analyses included descriptive summaries of student and hospitality program characteristics. A reliability test (Chronbach alpha) was conducted on the 13 WAPS subscores and 13 modified WAPS subscores. Data were checked for normality, outliers, and other assumptions necessary to conduct tests of multiple regression and MANOVA. Response bias was tested utilizing MANOVA, as there was a response rate of less than 80% for the QSR multi-unit and unit managers (Borg & Gall, 1983). Hypothesis one was tested utilizing multiple regression. Hypothesis two was tested utilizing MANOVA, with ANOVA and Scheffe's comparison used for post hoc tests as appropriate.

Summary

This chapter described the research design, population and sampling techniques, instrumentation, and data analysis techniques utilized in this study. Chapter 4 reports the data collected and results of the analysis.

Chapter 4

ANALYSIS AND PRESENTATION OF DATA

The purpose of this chapter is to present the data collected and analyzed as part of this study. Findings related to each of the hypotheses listed in Chapter 3 are reported individually.

Overview

There were two populations randomly sampled for this study, (a) students in baccalaureate hospitality management programs in the Central Region of the United States and, (b) multi-unit and unit managers in the quick service restaurant (QSR) industry employed in the Central Region of the United States.

Students in 12 CHRIE member baccalaureate hospitality management programs participated in this study. The hospitality management program contact person, as listed in the 1995-1996 CHRIE Member Directory and Resource Guide, distributed the WAPS and background information sheets to students in their program, collected the completed materials, and mailed them back to the researcher. Institutions participating in this survey are listed in Appendix D. Each contact person was sent materials for 40 students; if a

smaller or larger number was requested during the initial discussion then materials were sent for the requested number of students. Data were collected from 314 students, an average of 26.17 per program, with a range of 11-47 students per program.

Program and student demographic data are summarized in Table 1. Students were in programs that were academically housed in one of four general areas, (a) business, (b) human environmental science, (c) agriculture, or (d) independent. Classification into one of these four areas was determined from the A Guide to College Programs in Hospitality & Tourism (1993), or from the program's university catalog. Participating students were more likely to be in a human environmental science program, white, female, and a senior, with an average age of 22.8 years. Students responding had a mean grade point average of 2.88 on a 4 point scale. Reported years of non-managerial work experience ranged from 0 to 10 for quick service and 0 to 20 for foodservice other than quick service. Reported years of managerial experience ranged from 0 to 4 for quick service and from 0 to 19 for foodservice other than quick service.

Students were asked to indicate their willingness to accept a managerial position, after completing their academic program, in five career

Table 1

Characteristics of Student Respondents

	<u>N</u>	<u>%</u>
Gender		
Male	133	42.5
Female	180	57.5
Not reported	1	
Academic level		
First year	22	7.2
Sophomore	46	15.0
Junior	85	27.7
Senior	150	48.9
Graduate	4	1.3
Not reporting	7	
Ethnicity		
American Indian	5	1.6
Asian	32	10.3
Black	14	4.5
Hispanic	15	4.8
White	245	78.8
Not reporting	3	
Program affiliation		
Business	35	11.1
Human Environmental Science	144	45.9
Agriculture	16	5.1
Independent	119	37.9

(table continues)

	<u>M</u>	<u>SD</u>	<u>Min</u>	<u>Max</u>
Age	22.83	4.14	18	48
Grade point average	2.88	.51	1.90	4.00
QSR work experience (years)	.79	1.50	0	10
QSR managerial experience (years)	.19	.58	0	4
Foodservice work experience (years)	1.89	2.57	0	20
Foodservice managerial experience (years)	.59	1.51	0	19

paths: (a) catering and convention, (b) casual dining, (c) fine dining, (d) institutional foodservice, and (e) quick service. Willingness was reported on a 10 point scale, with 1 indicating the least and 10 indicating the greatest willingness to accept a managerial position in each career path. Overall, the mean scores reported for each of the five career paths, in descending order, were (a) catering and convention 6.90, (b) fine dining 6.75, (c) casual dining 6.60, (d) institutional foodservice 4.15, and (e) quick service 2.92. Table 2 summarizes responses based on gender, academic level, and ethnicity of student.

Table 2

Mean Scores for Career Paths by Gender, Academic Level, and Ethnicity

Career Path ^a	Gender		Academic Level			
	Male <u>M</u>	Female <u>M</u>	1st year <u>M</u>	2nd year <u>M</u>	3rd year <u>M</u>	4th year <u>M</u>
C&C	6.71	7.04	6.27	6.75	7.11	6.93
FINE	7.00	6.57	6.82	7.36	7.17	6.42
CAS	7.24	6.13	7.36	7.27	6.73	6.30
INST	4.36	4.00	3.32	3.52	3.84	4.65
QSR	3.17	2.74	3.14	3.32	2.97	2.82

Career Path ^a	Ethnicity					Overall <u>M</u>
	Native American <u>M</u>	Asian <u>M</u>	Black <u>M</u>	Hispanic <u>M</u>	White <u>M</u>	
C&C	6.60	6.74	6.71	6.47	6.94	6.90
FINE	6.80	7.84	6.36	5.89	6.68	6.75
CAS	6.40	7.00	5.64	7.60	6.56	6.60
INST	3.60	3.58	3.79	3.40	4.29	4.15
QSR	2.00	3.71	2.93	3.40	2.81	2.92

^aC&C=catering and convention, FINE=fine dining, CAS=casual dining, INST=institutional foodservice, and QSR=quick service restaurant.

The WAPS measures 13 work aspect preferences. Reliability of each work aspect preference was calculated utilizing Chronbach's alpha.

Reliabilities ranged from .58 (physical activity) to .84 (security), with 11 of 13 greater than .70. These results correspond to the reliability reported in the

WAPS manual. Mean scores, standard deviations, and Chronbach's alpha for each work aspect are reported in Table 3.

The second population for this study was multi-unit and unit managers in the QSR industry employed in the Central Region of the United States. A

Table 3

Mean Scores, Standard Deviations, and Chronbach's alpha for Work

Aspects

Work Aspect	Students n = 314			QSR Managers n = 63		
	<u>M</u>	<u>SD</u>	α	<u>M</u>	<u>SD</u>	α
Independence	14.14	2.70	.72	10.14	2.97	.62
Co-workers	16.62	2.43	.70	14.65	2.45	.60
Self Development	17.12	2.41	.78	16.63	2.54	.73
Creativity	14.74	3.09	.83	14.00	3.11	.78
Money	15.82	2.84	.77	12.98	3.58	.85
Life Style	14.42	3.11	.71	12.59	3.17	.69
Prestige	15.36	3.00	.78	13.78	3.15	.67
Altruism	14.56	3.15	.81	14.60	2.37	.63
Security	17.21	2.87	.83	12.97	3.51	.85
Management	14.61	2.80	.76	16.47	2.58	.80
Detachment	13.52	3.37	.80	8.77	3.66	.84
Physical Activity	14.75	2.61	.58	16.06	2.78	.66
Surroundings	16.48	2.43	.63	15.65	2.41	.67

random sample of 180 multi-unit and 180 unit managers were mailed the modified WAPS. Surveys were returned as not-deliverable for 15 of the multi-unit managers, leaving an available sample of 165. Of the 165 available, 151 (91.5%) were not returned, 9 (5.5%) were returned, and 5 (3.0%) were returned but not completed. For the unit managers, of the 180 surveys mailed, 11 were returned as not-deliverable, leaving an available sample of 169. Of the 169 available, 115 (68%) were not returned, and 54 (32%) were returned and usable. The sample representing the QSR industry thus was composed of 9 (14%) multi-unit managers and 54 (86%) unit managers. Distribution by QSR company is summarized in Table 4. The geographical distribution of the QSR unit managers can be seen in Figure 2.

The modified WAPS measured 13 work aspect reinforcers corresponding to the 13 work aspect preferences. Mean scores and standard deviations for multi-unit and unit managers are reported in Table 3. Reliability of each work aspect was calculated utilizing Chronbach's alpha. Reliabilities for multi-unit and unit managers ranged from .60 (co-workers) to .85 (security), with 6 of the 13 greater than .70 (Table 3).

Response bias was checked for the multi-unit and unit managers through a MANOVA procedure. The independent variables were two

Table 4

QSR Unit Manager Respondent Distribution by Company

Company	Number Returned	Response Rate
McDonald's	11	28%
Burger King	5	31%
KFC	5	31%
Subway	4	36%
Taco Bell	4	40%
Dairy Queen	4	50%
Domino's Pizza	3	38%
Arby's	3	38%
Wendy's	2	22%
Hardee's	5	56%
Little Caesars	1	13%
White Castle	2	40%
Sonic	3	75%
Captain D's	0	0%
Jack in the Box	0	0%
Chick-fil-A	0	0%
Whataburger	0	0%
Church's	0	0%
Rally's	0	0%
Long John Silver's	2	50%

Central Region, United States



Figure 2. Location of hospitality management programs and QSR units participating in study.

- ★ hospitality management program
- QSR unit

groups, (a) the 63 multi-unit and unit managers responding to the mail survey and (b) the 10 unit managers in the convenience sample. Pryor (1983) described a clustering procedure that groups the 13 work aspect preferences into 4 clusters. These clusters were used as the dependent variables in the MANOVA procedure. Clusters were utilized due to the small number of subjects in the convenience sample. The MANOVA procedure reported no significant difference between the two groups among the 4 clusters utilizing Wilks' criterion $F(4, 68) = 1.08, p > .05$. Wilks' criterion is the criterion of choice unless there are compelling reasons to use another, such as when the research design is less than ideal (Tabachnick & Fidell, 1989). Therefore, no response bias was indicated.

Relationship Between Level of Willingness to Accept a Position in the QSR

Industry with Student and Program Characteristics

The first null hypothesis was developed to ascertain if a significant relationship existed between the student's level of willingness to accept a managerial position in the QSR industry with one or more student and program characteristics. This hypothesis was tested using a standard regression procedure with a .05 alpha level of significance. The independent variables were:

1. student gender
2. student ethnic background
3. student age
4. student grade point average
5. student academic level (first year, sophomore, junior, senior)
6. student years of QSR work experience
7. student years of QSR managerial work experience
8. student years of non-QSR foodservice work experience
9. student years of non-QSR foodservice managerial work experience
10. academic affiliation of the hospitality management program
(business, human environmental science, agriculture, or independent)
11. size (student enrollment) of the hospitality management program
12. the presence of a course designed for the QSR industry in the hospitality management program
13. the per capita QSR sales in the DMA in which the hospitality management program is located.

Dummy coding was utilized to enter categorical independent variables (gender, ethnicity, program affiliation) into the equation. Use of dummy

coding created a regression equation with 18 independent variables. The correlation matrix for the 18 independent variables is reported in Appendix E.

The dependent variable was the willingness to accept a managerial position in the QSR industry, recorded on a 10 point scale. Tests of normality, including Shapiro-Wilkes (Hatcher and Stepanski, 1994), skewness, and kurtosis, indicate this variable was not normally distributed. According to Tabachnick and Fidell (1989), when the distribution of a variable indicates moderate positive skewness, the square root transformation is recommended. This transformation was conducted and provided a more normal distribution. Therefore, the dependent variable utilized in the regression equation was the square root of the level of willingness to accept a managerial position in the QSR industry.

Only data from students who supplied information for all independent variables were included in the regression equation. Of the 314 students participating in the study, 306 supplied data for all independent variables. This sample size of 306 provided a ratio of 17.0 cases per independent variable, well above the minimum of 5 cases per independent variable but less than the ideal of 20 cases per independent variable as described by Tabachnick and Fidell (1989).

A scatterplot of predicted values for the dependent variable against residuals was inspected for linearity and homoscedasticity. This check revealed no problems, however the scatterplot did verify the skewed nature of the dependent variable.

Evidence of multicollinearity among independent variables was checked utilizing the Variance Inflation Factor (VIF). As discussed by Gujarati (1992), perfect non-collinearity provides a VIF of 1.00, and any independent variable with a VIF greater than 10.00 should be considered for elimination. For this study, the VIF was calculated for the 18 independent variables in the regression equation. Of the 18 variables, 14 had a VIF less than 2.00, and the largest VIF was 3.68. Therefore, multicollinearity of independent variables was not significant and all 18 independent variables were left in the regression equation.

A test for outliers in the regression equation was conducted, as “extreme cases have too much impact on the regression solution and should be deleted or rescored to reduce their impact” (Tabachnick & Fidell, 1989, p. 129). Cook’s distance and standardized residuals were calculated as tests for outliers. Cook’s distance provides a measure of the change in regression coefficients produced by leaving out each case individually. Cases with

scores greater than 1.00 are suspect of being outliers (Tabachnick & Fidell). In this study, no case exceeded 1.00. Standardized residuals were also calculated. According to Pedhauzer (1982), standardized residuals greater than 2.00 may be considered extreme. In this study, due to the non-normal distribution of the dependent variable, the exploratory nature of the study, and Cook's distance test results, only cases with standardized residual greater than 3.00 were considered extreme. There were two cases deleted from the regression equation due to standardized residuals greater than 3.00, leaving 304 cases in the model.

The results of the standard regression procedure are reported in Table 5. The 18 independent variables account for 10.14% of the variance in the reported level of willingness to accept a managerial position in the QSR industry, and the overall equation was significant ($p=.0264$). Therefore, the first null hypothesis was rejected.

Inspection of each of the independent variables revealed that only one, years of QSR management experience, was significant at the .05 level. Two variables, years of non-managerial QSR experience and academic level (first year through senior), were significant at the .10 level. Results for these three variables indicated that, for every year of QSR management experience a

Table 5

Summary of Standard Multiple Regression Analysis of Student and Program Characteristics on Level of Willingness to Accept a Managerial Position in the QSR Industry (n=306)

Variable	B	SE B	β
Gender	.105	.075	.081
Ethnicity/Native	-.359	.295	-.071
Ethnicity/Asian	.190	.126	.090
Ethnicity/Black	.078	.179	.025
Ethnicity/Hispanic	.217	.177	.073
Age	-.007	.010	-.048
Grade point average	.001	.001	.069
Academic level	-.078	.048	-.117
QSR work experience	.046	.025	.107
QSR managerial experience	.201	.065	.184*
Foodservice work experience	.015	.015	.062
Foodservice managerial experience	-.018	.026	-.044
Academic affiliation/Business	-.121	.131	-.059
Academic affiliation/Agriculture	-.229	.206	-.069
Academic affiliation/Independent	-.065	.142	-.049
Size of hospitality program	.000	.000	.000
Presence of QSR class	.262	.188	.123
Per capita QSR sales	-.002	.001	-.097

Note. $R^2 = 10.14$.

* $p < .05$

student has, willingness to accept a managerial position, rated on a 10 point scale, increased by .948, for every year of non-managerial QSR experience, willingness increased by .209, and for each incremental increase in academic level (junior to senior, for example), willingness decreased by .349. No other variable was statistically significant in predicting the level of willingness to accept a managerial position in the QSR industry.

Comparison of Work Aspect Preferences and Work Aspect Reinforcers

The second research question was developed to ascertain if a significant difference existed in work aspect preferences among students willing to accept a managerial position in the QSR industry, students unwilling to accept a managerial position in the QSR industry, and corresponding work aspect reinforcers in the QSR industry. This hypothesis was tested using a MANOVA procedure with a .05 alpha level of significance.

The independent variable for the MANOVA procedure was classification as (a) a student willing to accept a managerial position in the QSR industry, (b) a student unwilling to accept a managerial position in the QSR industry, or (c) a multi-unit or unit manager in the QSR industry. Students were classified based on their reported willingness to accept a

managerial position in the QSR industry on a 10 point scale. Students reporting a score greater than one standard deviation from the mean were considered willing to accept a position in the industry, students reporting a score less than one standard deviation from the mean were considered not willing to accept a position in the industry. Students reporting a score within one standard deviation of the mean were considered neutral and not utilized in this analysis. The mean score reported for willingness to accept a managerial position in the QSR industry was 2.92, with a standard deviation of 2.43. Rounding scores to the next whole number as recorded on the scale, students reporting a score of 1 ($n=135$) were considered not willing to accept a managerial position in the QSR industry, and students reporting a score of 6 or greater ($n=53$) were considered as willing to accept a managerial position in the QSR industry. The difference in group size was due to the skewed nature of the variable with a large number of students recording 1 as their level of willingness to accept a managerial position in the QSR industry. The third classification was composed of the 63 multi-unit and unit managers completing the modified WAPS.

The dependent variables for the MANOVA procedure consisted of the 13 work aspect preferences and corresponding work aspect reinforcers. Each

work aspect preference was composed of 4 items from the WAPS. Each item on the WAPS was scored on a 5 point Likert scale, therefore each work aspect preference had a possible range of 4 - 20.

Linearity, multicollinearity of variables, and outliers were checked through a regression procedure as described in Tabachnick and Fidell (1989). Linearity and multicollinearity were satisfactory for the MANOVA procedure. Three subjects were identified as outliers and were eliminated from further analysis for this procedure. After elimination of outliers, there were still sufficient subjects in each group ($n=53$ in the smallest) for the MANOVA procedure.

The MANOVA procedure, utilizing Wilks' criterion, indicated that there was a significant difference in work aspect preferences among students willing to accept a managerial position in the QSR industry, students not willing to accept a managerial position in the QSR industry, and work aspect reinforcers as provided by multi-unit and unit managers in the QSR industry $F(26, 460) = 10.06, p < .0001$. Therefore, null hypothesis two was rejected. Mean scores for each work aspect preference reported by group is summarized in Figure 3.

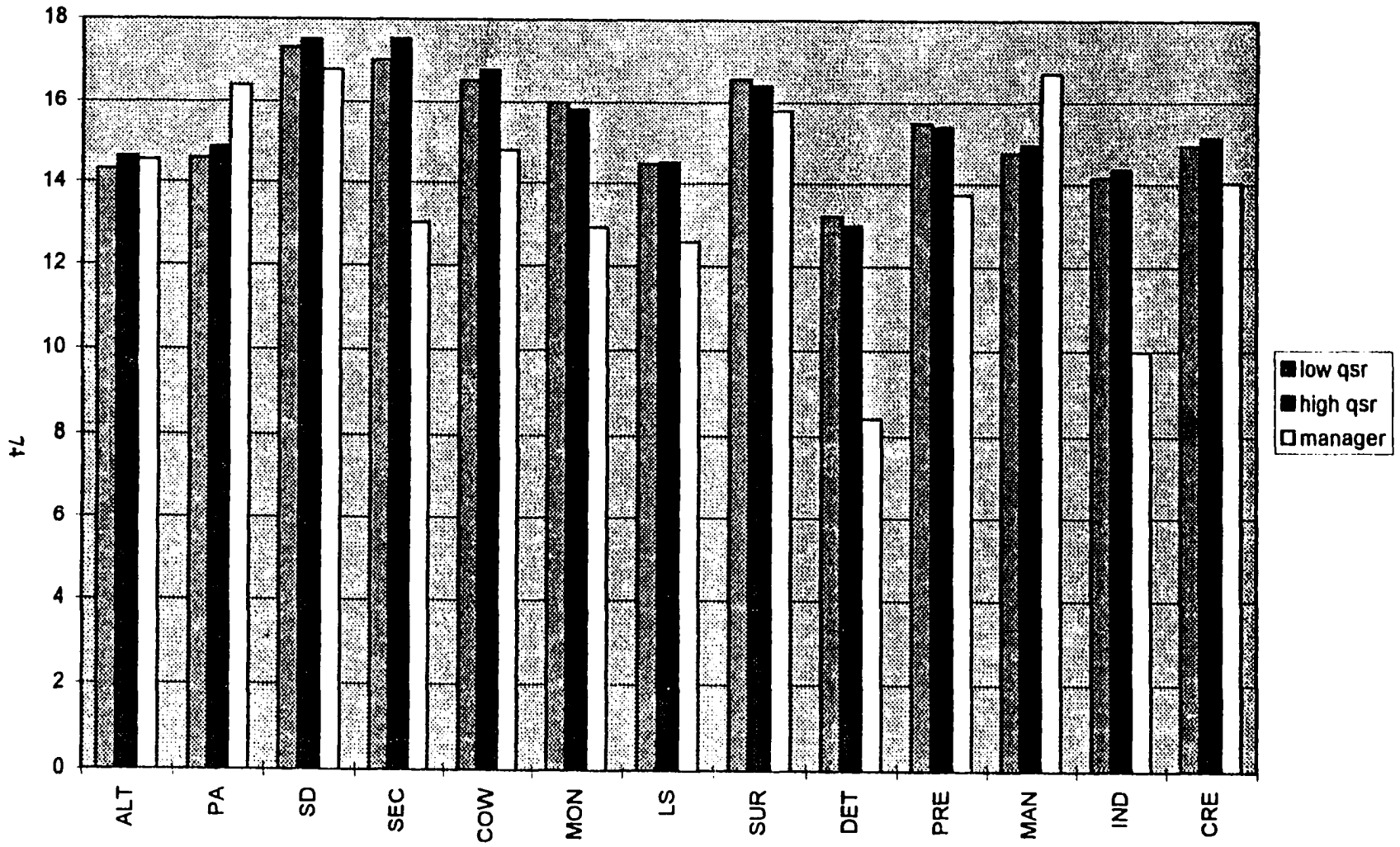


Figure 3. Work aspect preferences for students willing to work in QSR (high QSR), unwilling to work in QSR (low QSR), and work aspect reinforcers reported by QSR managers.

Significance of the multivariate F -test was followed by univariate ANOVA procedures for each of the 13 dependent variables to determine which were significant. A Bonferroni's adjustment was made for the inflated Type I error that occurs with multiple ANOVA's. An alpha level of significance of .0038 for each of the 13 dependent variables provides a total experiment wise significance level of .05. Results of the ANOVAs are summarized in Table 6. Significant differences were indicated among the three groups for 9 of the 13 work aspects.

For each of the 9 significant work aspect preferences, Scheffe's comparison method was used as a post hoc test to isolate the source of difference among the three groups. Scheffe's test was conducted controlling for Type I error with a significance level of .05. Results of the Scheffe's test were identical for all 9 significant work aspects. There were no significant differences between the two student groups for any of the 9 work aspect preferences. However, work aspect preferences of both student groups were significantly different from work aspect reinforcers as provided by the multi-unit and unit managers for all 9 work aspects.

Table 6

Mean Scores of Students Willing to Work in QSR Industry, Students Not Willing to Work in QSR Industry, and QSR Managers with Univariate ANOVAs for Work Aspects

Dependent variable	Students willing (n=53)	Students not willing (n=135)	QSR manager (n=60)	df	F
Independence	14.33	14.13	9.97	2/242	46.34**
Co-Workers	16.79	16.53	14.78	2/242	13.68**
Self Development	17.51	17.31	16.78	2/242	1.51
Creativity	15.11	14.92	14.02	2/242	2.34
Money	15.79	15.99	12.92	2/242	21.60**
Life Style	14.51	14.47	12.57	2/242	7.47**
Prestige	15.35	15.46	13.72	2/242	7.58**
Altruism	14.62	14.32	14.53	2/242	0.22
Security	17.53	17.02	13.03	2/242	39.66**
Management	14.92	14.75	16.72	2/242	12.00**
Detachment	12.98	13.21	8.40	2/242	39.24**
Physical Activity	14.85	14.58	16.40	2/242	9.98**
Surroundings	16.43	16.58	15.76	2/242	2.36

** $p < .01$

Summary

This chapter presented the data, statistical analyses, and results. The first null hypothesis was rejected, indicating that there was a significant relationship between the willingness to accept a position in the QSR industry and the 18 selected independent variables. Inspection of the 18 independent variables revealed that only one, QSR managerial experience, was itself significant. The second null hypothesis was also rejected. Post hoc tests indicated that there was no difference between students willing and students unwilling to accept a position in the QSR industry. However, significant differences were indicated between student work aspect preferences and QSR industry work aspect reinforcers for 9 of the 13 work aspects. Chapter 5 will include the summary, findings, conclusions, discussion, and recommendations for further study.

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS FOR FURTHER STUDY

Chapter 4 described the presentation of data, statistical analyses, and the results. This chapter summarizes the study, purposes and findings, states the conclusions, presents the discussion, and lists the recommendations for further study.

Summary

There were two purposes for conducting this study. One was to identify the relationship between baccalaureate hospitality management students' willingness to accept a managerial position in the QSR industry with selected student and academic program characteristics. The second purpose was to identify differences in 13 work aspect preferences among baccalaureate hospitality management students willing to accept a managerial position in the QSR industry, students not willing not accept a position in the QSR industry, and work aspect reinforcers in the QSR industry.

Data for this study were obtained from 314 hospitality management students in 12 randomly selected hospitality management programs in the

Central Region of the United States, and from 63 randomly selected multi-unit and unit managers in the QSR industry located in the Central Region of the United States. A standardized instrument, the Work Aspect Preference Scale was utilized to collect student work preferences. A slightly modified version of the scale was utilized to collect multi-unit and unit manager descriptions of the work environment of the QSR manager.

Findings

There were two research null hypotheses formulated for this study.

The first null hypothesis stated:

H_{01} : There is no statistically significant relationship between the level of willingness to accept a position in the QSR industry and one or more of the following student or hospitality management programs characteristics:

1. student gender
2. student ethnic background
3. student age
4. student grade point average
5. student academic level (first year, sophomore, junior, senior)
6. student years of QSR work experience
7. student years of QSR managerial work experience

8. student years of non-QSR foodservice work experience
9. student years of non-QSR foodservice managerial work experience
10. the academic affiliation of the hospitality management program
(business, human environmental science, agriculture, or independent)
11. the size (student enrollment) of the hospitality management program
12. the presence of a course designed for the QSR industry in the hospitality management program
13. the per capita QSR sales in the DMA in which the hospitality management program is located.

This hypothesis was tested at the .05 level of significance using a standard regression procedure. A significant relationship was found between the students level of willingness to accept a managerial position in the QSR industry and the student and program characteristics. Total variance in willingness to accept a managerial position in the QSR industry accounted for by the independent variables was 10.14%. However, only one of the variables, the student's years of QSR management experience, was found to be significant at the .05 level. Two variables, student's years of non-

managerial quick service experience and student's academic level, were found to be significant at the .10 level. H_{01} was rejected.

The second null hypothesis stated:

H_{02} : There is no statistically significant difference in the following work aspect preferences among students willing to accept a position in the QSR industry, students unwilling to accept a position in the QSR industry, and corresponding work aspect reinforcers in the QSR industry:

1. altruism
2. co-workers
3. creativity
4. detachment
5. independence
6. life style
7. management
8. money
9. physical activity
10. prestige
11. security
12. self-development

13. surroundings

This hypothesis was tested utilizing a MANOVA procedure at the .05 level of significance. A significant difference was found to exist among the three groups for the 13 work aspects and reinforcers. Therefore, H_0 was rejected.

Post hoc tests indicated that there was a significant difference between both student groups and the QSR managers in 9 of the work aspects: (a) independence, (b) co-workers, (c) money, (d) life style, (e) prestige, (f) security, (g) management, (h) detachment, and (i) physical activity. No significant differences were found for (a) self development, (b) creativity, (c) altruism, and (d) surroundings.

Conclusions

Conclusions drawn from this study are only generalizable to students in other baccalaureate hospitality management programs that have characteristics similar to the programs participating in this study. In addition, generalizations regarding work aspect reinforcers in the work environment of the QSR unit manager are only generalizable to restaurants that have characteristics similar to those participating in this study. The following conclusions were drawn from this study:

1. Students in hospitality management programs are less willing to consider the QSR industry as a career path alternative than the other career path options. Regardless of student gender, age, academic level, ethnicity, academic level, or academic affiliation of the hospitality program, the QSR industry ranks last among the 5 career path options in this study.

2. Student willingness to accept a career in the QSR industry can be predicted to a limited extent. The most important predictive factor is experience, both managerial and non-managerial, in the QSR industry. Also, the closer a student gets to completing the bachelor's degree, the less likely they are to consider the QSR industry as a career option. Other factors identified in this study have little impact on predicting willingness to accept a managerial position in the QSR industry.

3. There are no differences in work aspect preferences between students who indicate a willingness and students who indicate an unwillingness to accept a managerial position in the QSR industry.

4. There are differences between the work aspect preferences of hospitality management students and the work aspect reinforcers provided by the QSR manager position. The greatest differences are in detachment and

security. Students desire a position with greater security and the ability to separate work from home life more than the QSR manager position provides.

5. There are differences between the two student groups and the QSR managers in their rankings of the highest work aspect preferences and work aspect reinforcers. The work aspect preferences ranked highest by both student groups were self development, security, and surroundings. The work aspect reinforcers ranked highest by QSR managers were self development, management, and physical activity. This indicates that while students want a job that offers advancement opportunities and a stable outlook, the job demands that advancement come through hard work and managerial expertise.

6. There was agreement among the two student groups and the QSR managers in their lowest rankings of work aspect preferences and work aspect reinforcers. The work aspect preferences and reinforcers ranked lowest by all three groups were detachment and independence. While detachment and independence were ranked last by all groups, significant differences existed in the levels reported by each group. This indicates that while students acknowledge the fact that a hospitality position may not provide detachment of work from home life nor the ability to practice

independent thinking, the level of reinforcement provided in the QSR industry will be even less than anticipated.

Discussion

This study supports, in part, the work of Blumenfeld et al. (1987) that identified the characteristics that make a job “good” as ranked by hospitality management students. Blumenfeld et al. reported that the most important characteristics were type of work, advancement, company, and good pay. This study found that the most preferred work aspects were self development, security, and surroundings. Self development certainly could lead to advancement, and surroundings are related to the company one works for. Good pay was ranked fifth out of 13 work aspects in this study, and fourth out of 10 characteristics in the Blumenfeld et al. study. Blumenfeld et al. also reported that the least important characteristics of a good job were hours, benefits, working conditions, and co-workers. This study however, found that co-workers and surroundings were highly preferred work aspects of hospitality management students. This study also found that the least preferred work aspect was detachment, or the ability to separate one’s personal life from work. This does coincide with the Blumenfeld et al.

findings that hours were not an important characteristic in what makes a job good.

Murrmann and Vest (1990) reported that there were differences in characteristics of students among the general career paths of foodservice, lodging, or travel. This study found few differences between students with a career interest in the QSR industry and those students without a career interest in the QSR industry. Murrmann and Vest also reported that students with a preference for a career in foodservice indicated a strong desire for work that does not require relocation or impose scheduling conflicts with family life. This study however, indicated that personal detachment from work is the least preferred work aspect of hospitality management students. This discrepancy may result, in part, from the fact that hospitality management students indicate that detachment is not important because they have already accepted the fact that foodservice management positions often interfere with family and personal life. This is supported by the QSR multi-unit and unit managers reporting that detachment is the work aspect least reinforced in the QSR manager position.

This study also confirmed the findings of Murrmann and Vest (1990) that a career in the QSR is not a viable alternative for many hospitality

management students. They reported that 46% of hospitality management students would not accept a job in the quick service sector of the industry. In this study, when students were asked to rate their willingness to accept a managerial position in the QSR industry, 43.5% responded with the lowest score possible.

There are many differences reported between the work aspects students prefer and the work aspects that are reinforced in the QSR manager position. The greatest discrepancies are in the areas of detachment, security, and independence. Students indicate a higher preference in all three of these work aspects than managers indicate is provided by the QSR manager position. As described in the previous paragraph, even though students ranked detachment last among work aspect preferences, there is still a significant difference between student preference for detachment and QSR industry reinforcement of it. This suggests that while students are aware of the fact it will be difficult to separate work from personal life, it may be more difficult than they assume.

Security is also a work aspect highly preferred by students but not reinforced in the QSR industry. For an industry that has a critical need for managers, job security would not seem to be a problem for its managers.

However, QSR unit managers have a high turnover rate, partly due to job termination. Even though there is a critical need for qualified managers, a QSR company is not likely to keep a manager in a position for long if they are not obtaining expected results. A second reason that security was reported low by QSR managers might have been the timing of this study. It should be noted that while this study was conducted, 4 of the top QSR companies (Hardee's, KFC, Pizza Hut, and Taco Bell) were sold or spun off from their parent corporation. This likely had an impact on the entire industry's view of job security.

In general, the student reported work aspect preferences were higher than their associated work aspect reinforcers. Two exceptions to this were the work aspects of physical activity and management. For these work aspects, it appears that students will have to work harder physically and organize the work of others more than they prefer. It is somewhat surprising that students in a hospitality management program would place the work aspect of management in the lower half of the work aspect rankings, and that they would score it significantly lower than QSR managers reported it to be part of the QSR unit manager work environment.

While many QSR companies have taken steps to reduce the number of hours QSR managers work, this study indicates that the ability to separate work from other aspects of an individual's life is still an important consideration for students considering a career path in the hospitality industry. Students also indicated a desire for independence in the work place and a need for job security. In the highly structured and standardized QSR industry, independence is not a work aspect reinforced at the unit manager level. However, QSR companies have recently begun to allow unit managers to make more decisions as middle level management positions have been eliminated through downsizing. Providing unit managers more input into decisions that affect their job may help to ease this discrepancy. Perhaps a greater sense of job security could also replace some of the need for independence at the unit manager level.

Two implications can be drawn from this study. One is that hospitality programs must address the need of QSR companies for qualified manager candidates. The QSR segment remains the largest and fastest growing within the foodservice industry, yet only 11 programs in the United States and Canada have a course designed solely for QSRs. Student interest in a career in the QSR segment is low, yet it is highest in the first two academic years of

a student's program. Student willingness to consider a career in QSR has been shown to be positively related to QSR work experience, both managerial and non-managerial. If baccalaureate hospitality management programs are to prepare students for entry level employment and career advancement, the QSR remains a largely untapped market. One method of achieving this goal would be to provide exposure of the QSR industry to students in all hospitality programs. This could be implemented through a separate course for the QSR industry or inclusion of a unit about the QSR industry in an existing course. Early exposure to the QSR industry, including work experience of some sort, as part of an introductory class in the program would seem the best solution. The needs of the QSR industry must be addressed at least as long as it remains the dominant segment in the foodservice industry.

The second implication is that QSR companies must do more themselves to attract students from hospitality management programs. As Woods and Sciarini (1997) stated, “. . . the QSR industry . . . cannot seem to break into the hospitality student market effectively” (p. 7). Efforts need to be made by QSR companies that encourage hospitality programs to place students in QSR units for work experience tied to academic credit. Nearly every hospitality management program requires some work experience of

their students, QSR companies must insure that these are meaningful, challenging, learning experiences for the students if they are to turn into viable candidates for employment in the industry. Marketing efforts also must be made that improve the image the QSR industry has among hospitality management students.

Recommendations for Further Study

Based on the results of this study, the following are suggestions for further research concerning hospitality management students work aspect preferences and reinforcements provided in the hospitality industry.

1. Further research should be conducted to determine characteristics of students most willing to accept a career in the QSR industry. Inclusion of more personal characteristics and background information such as family size, occupation of parents, family income, and personality types should be evaluated.

2. Similar studies should be conducted for hospitality career paths other than the QSR industry so that profiles can be developed and comparisons made among hospitality career paths. Students would then be able to match their work aspect preferences with career path profiles as one part of career guidance.

3. A similar study should be conducted with students in associate degree, certificate, and high school programs to identify if significant differences exist among them in terms of willingness to accept a position in the QSR industry and congruence of work aspect preferences with work aspect reinforcers in the QSR industry.

4. Similar studies should be conducted in geographical regions other than the Central Region of the United States and comparisons drawn among regions for both student work aspect preferences and QSR work aspect reinforcers.

5. Research should be undertaken to further identify the image the QSR industry has among hospitality management students in order to ascertain why it ranks last among foodservice management career path options.

6. Research should be undertaken to determine if job satisfaction and job tenure of QSR unit managers are related to the congruence between work aspect preferences and related work aspect reinforcers in the QSR industry.

7. Research should be conducted to determine methods of obtaining the cooperation of major QSR companies, at the corporate level, in providing basic information for studies that seek to benefit the entire industry.

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APPENDIX A

WORK ASPECT PREFERENCE SCALE AND
STUDENT BACKGROUND INFORMATION SHEET

The Work Aspect Preference Scale (WAPS) is a standardized instrument copyrighted by the Australian Council For Educational Research. Information concerning the instrument can be obtained from the council at 19 Prospect Hill Road, Camberwell VIC 3124, Australia. The instrument can also be found in Baritrop (1988), ERIC Document Reproduction Service Number ED 298 257.

WORK ASPECT PREFERENCE SCALE ANSWER SHEET AND BACKGROUND INFORMATION

This information is being collected to study characteristics that affect hospitality management students' career choice decisions. Please complete the questions below by circling the letter of your response or filling in the blank. If you do not know or can not remember the exact answer, write down your best estimate. All information is confidential, only group totals will be reported.

- 1. Your gender is:
 - A. Female
 - B. Male
- 2. Your age is _____
- 3. Your ethnic background is:
 - A. American Indian/Alaskan Native
 - B. Asian or Pacific Islander
 - C. Black Non-Hispanic
 - D. Hispanic
 - E. White Non-Hispanic
- 4. Your current college grade point average is: _____
 If your grade point is based on other than a 4 point scale, describe below:
- 5. Your academic level in college is:
 - A. Freshman
 - B. Sophomore
 - C. Junior
 - D. Senior

6. This question is designed to determine your willingness to work in various segments of the foodservice industry after you graduate. For each of the five career paths listed below, place a number in the blank that indicates your willingness to accept managerial employment in that segment of the foodservice industry. Use a scale of 1-10, with 10 indicating your greatest willingness to accept a position and 1 indicating your least willingness to accept a position.

- _____ *Catering and Convention*: providers of foods to groups under contract, such as in a hotel or banquets
- _____ *Casual Dining*: moderately priced restaurant with table service, varied menu, and relaxed atmosphere
- _____ *Fine Dining*: high priced, "white tablecloth" restaurant with the highest quality food and service
- _____ *Institutional Foodservice*: providers of food and beverage in schools, health facilities, prisons, etc.
- _____ *Quick Service/Fast Food*: inexpensively priced restaurant with limited menu, service, and amenities

(Please turn over to continue)

7. This question is designed to determine your work experience, both in managerial and non-managerial roles. In the blanks next to the categories below, write in the number of years of experience you have. If you have no experience in any of the categories, please write in a '0.' Fractions may be used to indicate partial years of experience (for example, '1/2' for half of a year). "Other foodservice" means any type of foodservice or restaurant experience except quick service.

Quick service (fast food) restaurant management/supervisory _____

Quick service restaurant, non-managerial _____

Other foodservice, management/supervisory _____

Other foodservice, non-managerial _____

Work Aspect Preference Scale Answer Sheet

After reading the instructions in the question booklet, record your responses to the Work Aspect Preference Scale items below by circling the number of your response.

1 means Totally unimportant
 2 means Of little importance
 3 means Moderately important
 4 means Quite important
 5 means Extremely important

- | | | | |
|---------------|---------------|---------------|---------------|
| 1. 1 2 3 4 5 | 14. 1 2 3 4 5 | 27. 1 2 3 4 5 | 40. 1 2 3 4 5 |
| 2. 1 2 3 4 5 | 15. 1 2 3 4 5 | 28. 1 2 3 4 5 | 41. 1 2 3 4 5 |
| 3. 1 2 3 4 5 | 16. 1 2 3 4 5 | 29. 1 2 3 4 5 | 42. 1 2 3 4 5 |
| 4. 1 2 3 4 5 | 17. 1 2 3 4 5 | 30. 1 2 3 4 5 | 43. 1 2 3 4 5 |
| 5. 1 2 3 4 5 | 18. 1 2 3 4 5 | 31. 1 2 3 4 5 | 44. 1 2 3 4 5 |
| 6. 1 2 3 4 5 | 19. 1 2 3 4 5 | 32. 1 2 3 4 5 | 45. 1 2 3 4 5 |
| 7. 1 2 3 4 5 | 20. 1 2 3 4 5 | 33. 1 2 3 4 5 | 46. 1 2 3 4 5 |
| 8. 1 2 3 4 5 | 21. 1 2 3 4 5 | 34. 1 2 3 4 5 | 47. 1 2 3 4 5 |
| 9. 1 2 3 4 5 | 22. 1 2 3 4 5 | 35. 1 2 3 4 5 | 48. 1 2 3 4 5 |
| 10. 1 2 3 4 5 | 23. 1 2 3 4 5 | 36. 1 2 3 4 5 | 49. 1 2 3 4 5 |
| 11. 1 2 3 4 5 | 24. 1 2 3 4 5 | 37. 1 2 3 4 5 | 50. 1 2 3 4 5 |
| 12. 1 2 3 4 5 | 25. 1 2 3 4 5 | 38. 1 2 3 4 5 | 51. 1 2 3 4 5 |
| 13. 1 2 3 4 5 | 26. 1 2 3 4 5 | 39. 1 2 3 4 5 | 52. 1 2 3 4 5 |

THANK YOU for completing this survey!

APPENDIX B

COVER LETTER FOR HOSPITALITY PROGRAMS



College of Education
University of Missouri-Columbia

Department of Practical Arts and
Vocational-Technical Education

Business and Marketing Education
304 Hill Hall
Columbia, MO 65211

PHONE (573) 882-6058
FAX (573) 882-5701

April 22, 1997

Dr. Trish Welch
Food and Nutrition
Mail Code 4317
Southern Illinois University
Carbondale, IL 62901

Dear Dr. Welch:

In response to our e-mail communication of April 19-22, I am sending the instrument for my dissertation research. As discussed, I am identifying work aspect preferences of hospitality management students with different career path preferences, as well as identifying characteristics that help to predict student willingness to accept a career position in certain segments of the food service industry.

Responses are being collected from several hospitality management programs in order to provide more generalizable results. All information will be confidential, no codes or other identifying methods are used to identify individual student responses. While answer sheets are coded by program to allow for comparison among program types, individual programs will not be compared with one another.

Completion of the background information sheet and the Work Aspect Preference Scale (WAPS) by the students should take about 15 minutes. Please read the enclosed instructions to the students prior to their completing the questionnaire. After completion of the questionnaire, please collect the question booklets and answer sheets, and return all materials (used and unused) to me in the enclosed envelope.

The WAPS has been developed by Dr. Robert Pryor for use in career choice decisions. This instrument, to my knowledge, has not been used with hospitality management students before. Materials related to this study have been approved by the Institutional Review Board for Research Involving Human Subjects at the University of Missouri-Columbia.

Your assistance in this study is greatly appreciated. My hope is that this study will provide information useful to both those who advise hospitality management students about career options, as well as those companies that recruit graduates of hospitality programs. Please don't hesitate to contact me with any questions or concerns regarding this study. Again, thank you for your cooperation.

Sincerely,

Rick Wilkinson

AN EQUAL OPPORTUNITY/ADA INSTITUTION

**INSTRUCTIONS:
PLEASE READ ALOUD TO STUDENTS
BEFORE COMPLETING THE
QUESTIONNAIRE.**

Students in this class have been asked to complete a survey for a research project being conducted at the University of Missouri. This project attempts to identify work aspect preferences of hospitality management students with different career preferences. The results will provide useful information to faculty advisors and corporate recruiters in the hospitality industry.

Your participation in this study is voluntary. The information collected is confidential, neither the researcher nor any instructor in your school can identify individual student responses, therefore there is no risk to any participant. Please respond to the questionnaire as honestly and accurately as possible. Students from other colleges and universities are also participating in this study.

You should receive one question booklet and one answer sheet. Please do not write on the question booklet, all responses should be written on the answer sheet provided. Directions for completing the questionnaires and the background information sheet are given. When finished, return both the answer sheet and the question booklet.

Your cooperation is greatly appreciated. Thank you for taking the time to complete this survey.

APPENDIX C

STUDY INTRODUCTORY LETTERS FOR

QSR MANAGERS AND MULTI-UNIT MANAGERS



College of Education
University of Missouri-Columbia

Department of Practical Arts and
Vocational-Technical Education

Business and Marketing Education
304 Hill Hall
Columbia, MO 65211

PHONE (573) 882-6058
FAX (573) 882-5701

May 9, 1997

Quick Service Restaurant Manager:

Your assistance is needed for a research project I am conducting as part of my doctoral degree at the University of Missouri. As a former manager myself (8 years with Hardee's), I understand some of the unique requirements and skills your job demands. It concerns me that college level hospitality management programs give little attention to preparing managers for the quick service restaurant industry, despite the fact that it is the largest and fastest growing part of the food service industry.

The purpose of this study is to identify work aspect preferences of college students in hospitality management programs and compare them to the work environment of the quick service restaurant industry. Approximately 400 students in 12 colleges are participating in this study. Your assistance is needed in completing a questionnaire that will provide a description of the work environment for the position of quick service restaurant manager. The enclosed questionnaire should take only about 10 minutes to complete. Also enclosed is an addressed stamped envelope for you to return the completed questionnaire.

Your restaurant has been selected at random for participation in this study. Managers of 150 quick service restaurants representing major companies have been asked to participate in this study, as well as 150 district and/or regional managers of quick service restaurant companies. Information provided by those in the industry is vital if this project is to be useful in providing appropriate training and career guidance to students who desire to be part of the quick service industry. An additional part of this study will identify students most willing to accept a position in the quick service restaurant industry in order to provide assistance in recruiting appropriate individuals into management trainee programs.

Please contact me (573-882-9619) with any questions you have concerning this research project. Your assistance is greatly appreciated and needed to provide a complete description for the job of quick service restaurant manager.

Sincerely,

Rick Wilkinson
Graduate Instructor

Enc.

AN EQUAL OPPORTUNITY/ADA INSTITUTION



College of Education
University of Missouri-Columbia

Department of Practical Arts and
Vocational-Technical Education

Business and Marketing Education
304 Hill Hall
Columbia, MO 65211

PHONE (573) 882-6058
FAX (573) 882-5701

March 31, 1997

Quick Service Restaurant Regional/Area Office:

Your assistance and expertise is requested for a research project I am conducting as part of my doctoral degree at the University of Missouri. As a former manager in the quick service restaurant industry, I understand the unique requirements and skills the position demands. While quick service restaurants are the largest and fastest growing segment in the food service industry, little attention is given to it in college hospitality management programs.

The purpose for this study is to identify work aspect preferences of students in 4 year hospitality management programs so that they can be compared to the quick service restaurant manager position's work environment. In addition, I am gathering information that will help identify the types of students most likely to accept a position in the quick service restaurant industry. Approximately 400 students in 12 colleges and universities are supplying data for this study.

Your help in this project is needed in developing a description of the work environment of the QSR manager using a survey similar to that given to the students, called the Work Aspect Environment Questionnaire. It has been shown that often the person best able to describe a job is the person who supervises it, in this case the district/area manager who oversees the unit manager. Therefore, my request for your office is to have multi-unit managers complete the enclosed questionnaire that describes the work environment of the unit restaurant manager. The short questionnaire should only take about 10 minutes to complete. Five questionnaires are included, along with a stamped addressed envelope to return them. If you have more than 5 multi-unit managers willing to participate in this project, feel free to contact me for more questionnaires or simply make copies.

Responses from individuals in your organization will help provide a more complete description of QSR unit managers work environment. Thirty five regional/area offices representing major QSR organizations have been contacted at random for participation in this project. In addition, 150 unit managers, also selected at random, have been asked to complete the same questionnaire. Comparing the work environment, as reported by industry representatives, with student work aspect preferences will help match students with appropriate career aspirations. In addition, identifying those students most willing to accept a position in the QSR industry will assist human relation directors as they recruit students for managerial trainee positions.

Please feel free to contact me (573-882-9619) with any questions concerning this research project. Information provided by representatives of the QSR industry is vital if this project is to be useful, and your assistance is greatly appreciated.

Sincerely,

Rick Wilkinson
Graduate Instructor
Enc.

AN EQUAL OPPORTUNITY/ADA INSTITUTION

APPENDIX D
PARTICIPATING INSTITUTIONS

PARTICIPATING INSTITUTIONS

Ashland University	Ohio
Central Michigan University	Michigan
Eastern Michigan University	Michigan
Iowa State University	Iowa
Ohio University	Ohio
Oklahoma State University	Oklahoma
Southern Illinois University–Carbondale	Illinois
Texas Tech University	Texas
University of Houston	Texas
University of Nebraska	Nebraska
University of Tennessee	Tennessee
Western Kentucky University	Kentucky

APPENDIX E
CORRELATION MATRIX FOR
REGRESSION EQUATION VARIABLES

Table 7. Correlation Matrix for Regression Equation Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Gender	–	-.01	.01	.00	.02	-.01	-.01	-.18***	.00	.080	.00	-.01	.07	-.08	-.02	.05	.05	.04**	.04	-.06
2. Ethnicity/Native		–	.00	.00	.00	.00	-.00	-.01	.02	.03	.05	.03	-.02	-.05	-.07	.09	.06	-.07	.21**	.08
3. Ethnicity/Asian			–	.00	.00	.00	-.03	-.01	-.16**	-.04	-.02	-.14*	-.06	-.12*	-.08	-.08	-.19***	.04	.09	.00
4. Ethnicity/Black				–	.00	.00	.02	-.18**	-.05	.04	.02	-.11*	-.05	-.02	.02	.09	-.04	-.05	-.02	.06
5. Ethnicity/Hispanic					–	.00	.04	-.01	-.02	-.06	.00	.00	-.08	-.12*	.02	.16**	.27***	-.08	-.19***	
6. Ethnicity/White						–	-.01	.10	.14*	.03	-.01	.16**	.07	.16**	.14*	-.02	-.23***	-.14*	-.07	.06
7. Age							–	.29***	.29***	.06	.01	.08	.32***	-.05	.11*	-.11	-.03	-.03	.04	.06
8. GPA								–	.14*	-.14*	-.02	-.02	.09	.08	-.05	-.18**	.08	.16**	.01	-.09
9. Academic Level									–	.07	.15**	.15**	.07	.05	.37***	-.21***	-.31***	-.18**	.13*	.19***
10. QSR experience										–	.20***	-.05	-.01	-.06	.11	-.06	-.04	-.11*	.04	.05
11. QSR manager											–	-.08	.09	.05	.12*	-.06	-.13*	-.06	-.08	-.03
12. Foodservice exp												–	.16**	.06	.03	-.09	-.03	-.03	.03	-.04
13. Foodservice mgr													–	.03	-.01	-.07	.02	.06	-.03	-.10
14. Affiliation/Business														–	.00	.00	.00	-.11*	-.12*	-.12*
15. Affiliation/HES															–	.00	.00	-.40***	-.32***	.41***
16. Affiliation/Agriculture																–	.00	-.11	-.08	.03
17. Affiliation/Independent																	–	.53***	.44***	-.35***
18. Size of Program																		–	-.15*	-.62***
19. QSR Class																			–	.34***
20. Per Capita QSR Sales																				–

* p < .05 ** p < .01 *** p < .001

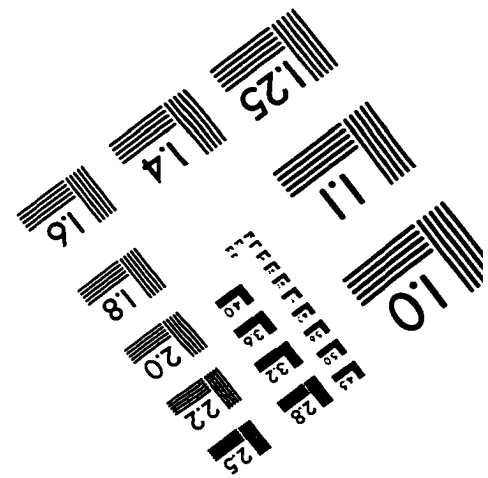
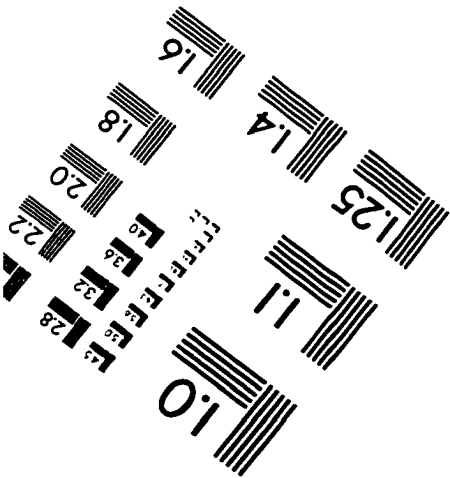
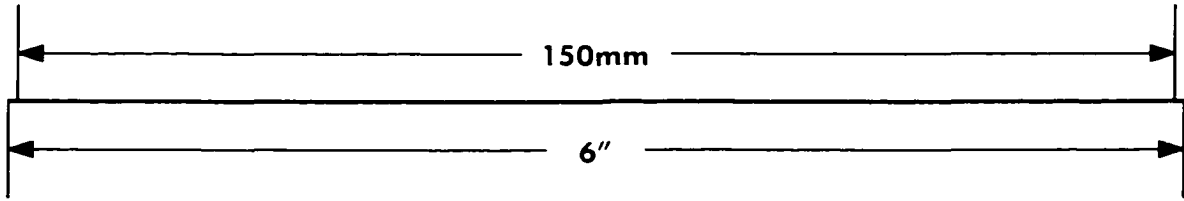
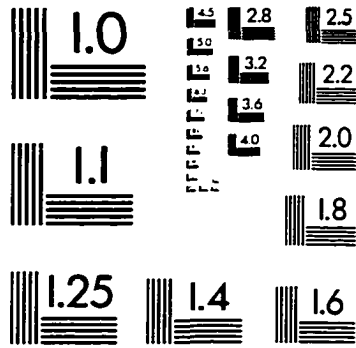
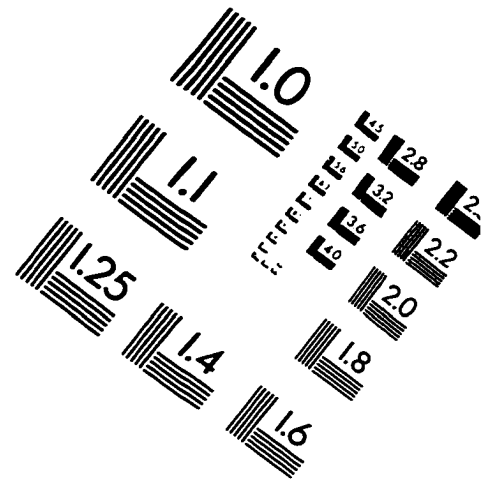
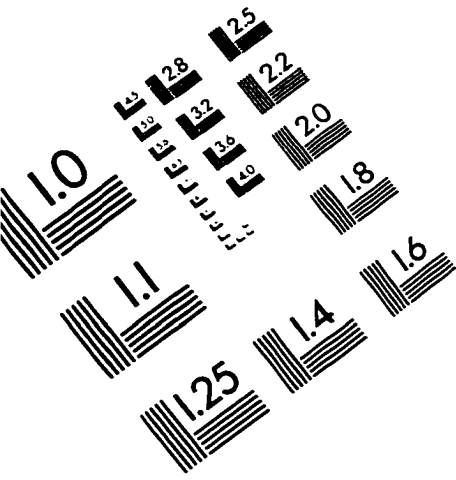
VITA

Richard F. Wilkinson was born June 7, 1958 in Warren, Ohio, to Earl and Norma Wilkinson. He attended the Howland Public School District, graduating from Howland High School in Warren, Ohio (1976).

He has received the following degrees: B.S. in Motel and Restaurant Administration from Central Missouri State University (1980); M. Ed. in Practical Arts and Vocational-Technical Education from the University of Missouri-Columbia (1993); and Ph. D. in Practical Arts and Vocational-Technical Education, emphasis in Marketing Education, from the University of Missouri-Columbia (1997). He has also attended Kent State University and Missouri Western State College.

He was employed as a graduate instructor and graduate research assistant in the Department of Practical Arts and Vocational-Technical Education at the University of Missouri-Columbia (1992-1997). He also worked in management for Hardee's Food Systems and Bonanza Family Restaurants (1981-1992). He currently seeks a teaching and research position in a hospitality-tourism management program.

IMAGE EVALUATION TEST TARGET (QA-3)



APPLIED IMAGE, Inc
 1653 East Main Street
 Rochester, NY 14609 USA
 Phone: 716/482-0300
 Fax: 716/288-5989

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