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LEADERSHIP SKILLS TAUGHT IN HOSPITALITY SCHOOLS
AND THEIR PERCEIVED IMPORTANCE TO
HOSPITALITY COMPANY EXECUTIVES

by Wallace L. Rande

A Dissertation

Submitted in Partial Fulfillment

of the Requirements for the Degree of

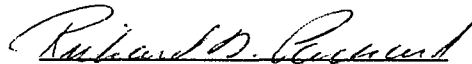
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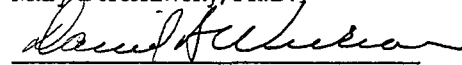
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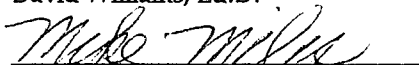
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ABSTRACT

LEADERSHIP SKILLS TAUGHT IN HOSPITALITY SCHOOLS AND THEIR PERCEIVED IMPORTANCE TO HOSPITALITY COMPANY EXECUTIVES

WALLACE L. RANDE

This study is to identify and compare the leadership skills perceived by hospitality school administrators as being provided by their programs with the leadership skills perceived as important by hospitality company executives.

The population consisted of hospitality company executives and hospitality school administrators. The sample groups of executives (N = 46) and administrators (N = 49) answered self-administered survey questionnaires. The surveys included questions asking the respondents to identify the leadership skills from the list they feel are important, rate the level of importance of each of the skills, and respond in an open-ended question to state the importance as well as rank the skills. Both groups were asked to list leadership skills that were important, but were not included in the original survey.

The data were analyzed using summary descriptive methods and two versions of inferential analytic statistics, Spearman's Rho and Kendall's Tau, while the qualitative responses were compiled and clustered into a matrix. The responses were then compiled into a multimethod convergence table to display whether the two methods cross-validate each other, so that they can be compared and conclusions could be drawn.

The data provided evidence of the skills that company executives felt were important attributes for students they hire as compared to how well program administrators perceived

the importance to employers. The research showed the differences in perceptions between the two groups regarding which leadership skills were important to succeed in the hospitality industry.

Recommendations formulated for research included (1) replication with different groups within the same sample population used in this study, (2) determination to see if similar areas of disagreement exist between the two groups in other skills, (3) application to larger population of both groups in this study, and (4) investigation to determine the other skills that hospitality employers feel are important in the graduates they hire. Recommendations for practice include (1) the need for dissemination of the results to determine the possible impact on curriculum design, and (2) that there is better understanding of the skills that students need to succeed in the hospitality industry.

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CHAPTER 1

INTRODUCTION

The terms *leader* and *leadership* are both shrouded with myths and confusion. Leadership is generally considered to be the process by which an individual or team induces a group to pursue objectives held by the leader or shared by the leader and his or her followers (Gardner, 1990). The leaders of a group or an organization can be either formally selected by the hierarchy or organizational structure or chosen informally by the constituents. Leadership cannot solely be based on the position that one holds on the organizational chart, although the perception of leadership does exist with people who are in the position high on the organizational chart. The confusion and myth arises when one attempts to look at what makes one person a more effective leader than another, and why some people naturally gravitate to the position of leader regardless of their position while others do not. To further add to the confusion, there are over 350 definitions of leadership, with no clear single distinction that distinguishes those who can lead from those who cannot (Bennis, 1985).

The common observation in business and government circles is that many operations are well managed and under-led. Ross Perot, successful businessman and presidential candidate, stressed the importance of leadership when he said, "Inventories can be managed; people need to be led." Leadership, or the lack of it, in all phases of business and government is one of the key topics and themes that appears repeatedly in the media. Several of our nation's problems, ranging from the loss of competitiveness to the savings and loan scandal, are blamed in one way or another on the lack of leadership or the lack of effective leadership skills of the person or people in charge. The dynamic nature of the world presents challenges that require people to step forward and exert leadership to help solve them.

The outdated notions and myths that exist constitute one of the problems restricting the effective use of leadership skills. It was once thought that people could not be taught leadership; it was believed to be a skill that effective leaders were born with (Lee, 1989). Those who had ascended to the position of leader did so based on some inherent skill or innate ability that could not be taught or trained. When the research did not demonstrate this to be true, additional research was done to identify the traits of successful leaders. Once the traits were identified, they were found to be similar to other skills; some people pick up and learn leadership skills more easily than others and are better able to use the skills more effectively. People can be taught the skills necessary to enable them to be more effective leaders.

Much time and effort has been expended to determine and identify traits that are universal among leaders. Exhaustive research has demonstrated that there are no traits that ensure successful leadership in all situations (Gardner, 1990). The leader of a chain of quality hotels or food service operations may have or need different skills and attributes than the leader of a military force that is about to come under attack or the leader of a retail sales operation. Although there is a lack of universal traits, there are common traits and skills that can be applied effectively in a number of situations to assist leaders in guiding their group to face the challenges of the next century.

The literature shows that managers need leadership skills to succeed and be effective in the world of business, education and government. Leadership begins where management ends (Kouzes and Posner, 1990). Companies need managers to plan and supervise day-to-day operations. Management theory is based upon the premise that organizations exist in a stable and orderly environment. The business environment is dynamic and in a constant state of change, and therefore someone with leadership skills is required to guide the company through the uncertain times of the future. Leadership stresses the challenge of existing processes, and the adaptation to changing environments. Traditional management theory tends also to focus on maximizing profits in the short term rather than the long term. Leadership

stresses looking beyond the horizon of the present into the future and encourages being a visionary for the organization.

The hotel and restaurant industry operates in an environment that is in a constant state of change. The change is brought about by the emergence and changing of laws and regulations, changes in customer preferences, increased competition, and the growing and evolving global economy. Managers in the hotel and restaurant industry must be prepared to adjust to the changes that will affect the industry in the new century. Hospitality industry managers need leadership skills to prepare them to guide their property and industry into the 21st century.

Purpose of the Study

The purpose of the study is to provide information to assist hospitality management programs in adapting their programs to the needs of the hospitality industry. The study identifies the differences between the leadership skills that are perceived as being taught and the leadership skills that are perceived as being needed. One of the roles of education is to prepare students to succeed in their careers. Educational institutions need to keep abreast of the changing needs of the industries that hire their graduates.

Hospitality school administrators need to update the curriculum of their schools to include the skills that are important to the companies that hire their graduates. The leadership skills that hospitality company executives feel are important will be identified in this study.

Problem Statement

This study is to identify and compare the leadership skills perceived by hospitality school administrators as being provided by their programs with the leadership skills perceived as important by hospitality company executives.

Associated Sub-Problems

The following subproblems will be researched:

1. What are the leadership skills taught to graduates of four-year hospitality schools and how do they compare with the leadership skills that hospitality industry executives state are important for graduates hired by their company?
2. What are the differences in the order of importance of ten leadership skills between hospitality school administrators and hospitality company executives?
3. How do the perceptions of hospitality school administrators compare with regard to the importance of the ten listed leadership skills with those of hospitality industry executives?
4. How do the descriptions of why each of the ten listed leadership skills is important to hospitality company executives as perceived by hospitality school administrators, compare with how hospitality company executives describe why each of the ten listed leadership skills is important?
5. What are the leadership skills that hospitality school administrators believe are being taught at their school, but are not included in the study, and what are the leadership skills that hospitality company executives state are important for the graduates they hire but are not included in the study?

Definition of Terms / Abbreviations Used

In order to provide a commonality of understanding for this study, the following definitions are used:

Administrator: Dean or associate dean of the program.

CHRIE: Council on Hotel, Restaurant and Institutional Education.

Four-year School: Colleges or universities that offer baccalaureate degrees.

Hospitality Company: A company that operates either restaurants or lodging facilities, or both.

Hospitality School: Colleges or universities that offer a four-year degree in hotel or restaurant management related fields.

NAU: Northern Arizona University.

Perceptions: "The process of becoming immediately aware of something" (Drever, 1963, p. 201) and "A mode of response in which the observer's set or purpose and background of experience become the major determiners of the stimuli to which he responds" (Good, 1945, p. 389).

SHRM: School of Hotel and Restaurant Management of Northern Arizona University.

Delimitations of the Study

Any conclusions to be drawn from the findings of this study will be necessarily delimited by the following:

- Only executives from hospitality companies randomly selected from a list provided by the Advisement Office of the School of Hotel and Restaurant Management of Northern Arizona University were included as subjects in the sample; it is therefore necessary to assume that the companies are typical of the general hospitality company population that hires four-year university graduates for the generalizability of the findings to other settings and to other individuals.
- The hospitality school administrators included in the sample of the study were taken from the 1993 list of college programs compiled by the Council on Hotel, Restaurant and Institutional Education (CHRIE) and thus the findings may not generalize to other years.
- Administrators of four-year hospitality management programs were included as subjects rather than administrators of two-year hospitality management programs, since two-year schools serve mostly as feeder programs for four-year programs.

Limitations of the Study

Data for this study were collected through a survey of hospitality industry executives and hospitality school administrators using a mailed survey. It was assumed that the answers of the respondents were accurate and represented thoughtful consideration of the questions.

Any conclusions to be drawn from the findings of this study will be necessarily limited by the following:

- As a result of pilot testing the survey with several groups, the reliability and validity of the instrumentation are assumed to be adequate.
- Respondents may be systematically different than non-respondents in ways that affect the target outcome variables.
- The survey instrument used in the study employs a Likert scale, where there may be a tendency for respondents to get mired in one of a small number of responses rather than answering each question according to their actual thoughts.

Significance of the Research

Education must adapt its role in order to retain its effectiveness. There is a perception that the current curricula of hospitality programs are outdated (Goodman and Sprague, 1991). The study will provide four-year hospitality management programs with information to help them adapt their curriculum to the leadership training needs perceived by the employers of their graduates to be important to succeed in the hospitality industry. There is an apparent need to examine the skills that hospitality industry executives perceive are important compared to the skills that are being taught in four-year hotel and restaurant programs. Leadership is considered to be a skill that is important for those entering the hospitality industry (Casado, 1991). If one of the main roles of schools of higher education is to provide their students with the necessary skills needed to be successful in their careers, what better

way to determine the skills than to ask the executives of the companies that will employ them?

The results of the study can provide valuable information to hospitality school administrators in the design of their curricula to best prepare their graduates for the challenges they will face in the twenty-first century. The differences identified by the study can be used to assist hospitality schools to make the appropriate adjustments to their curriculum as well as to establish leadership training programs for hospitality company executives and managers and hospitality school educators. Leadership training seminars can be established to teach hospitality educators the essential leadership skills and the methods of how to teach them effectively.

Summary

The remainder of the study is presented as follows: Chapter 2 provides a review of the literature, including an introduction, leadership in general, leadership pedagogy, leadership in the hospitality industry, and the need for leadership training in hospitality education.

Chapter 3 includes methodology, restatement of the problem and subproblems, design, population and sample, reliability and validity, data collection and analysis procedures.

Chapter 4 contains the findings of the study and presents the data in charts and graphs.

Chapter 5 provides a summary, conclusions of the study based on the research, and recommendations for further research.

CHAPTER 2

LITERATURE REVIEW

An extensive review of the literature revealed that no empirical research currently exists concerning the perceptions of hospitality school administrators versus the industry executives that hire their graduates with regard to the leadership skills that should be taught in four-year hospitality schools. There are, however, some studies related to the views of the importance of leadership, both by hospitality leaders and general business leaders, leadership pedagogy, and the need for leadership training in the hospitality industry. These will be discussed more fully in the following subsections.

Leadership—General

There is a common observation in business circles and in the nation in general that many operations, businesses and government agencies, are well managed but poorly led. “American organizations (and probably those in much of the rest of the industrialized world) are under led and over managed” (Bennis, 1989, p. 18). There is a general consensus among scholars that the nation and its businesses are in need of good leadership to steer them through the uncertain times that most certainly lie ahead in the new century.

“Attempts to analyze leadership tend to fail ... He usually does not study leadership at all ... he studies popularity, power, showmanship” (Prentice, 1961). There is a general misunderstanding of what constitutes leadership; this misunderstanding clouds any investigation into the basis of leadership.

In his 1993 book, *The Working Leader*, Sayles states that the pressing challenges of modern business do not require Japanese management styles. Modern businesses need to foster

vigorous, individual-based leadership styles. Sayles believes that leadership needs to be focused on both work and people issues. "The essence of leadership appears to be the art of getting others to want to do something you are convinced should be done" (Packard, 1962, p. 170).

Organizations need both good managers and good leaders in order to succeed in the ever-increasingly competitive domestic and international markets (Zenger, 1985). The new rules of the global economy demand leaders who transform their visions into reality (Bennis, 1987). The nation's businesses can no longer depend on styles of management from the past.

People and workers apparently appreciate effective leadership (Zenger, 1985). Most workers want to join in and be a part of the pursuit of goals and values that they understand to be worthwhile and effective. One can generally differentiate the organizations that have strong leadership from those that do not by the way they treat their employees—with respect and dignity, as well as allowing for autonomy. People will be more productive and will line up to serve under such leaders.

One of the factors that could contribute to, and be one of the causes of, lack of leadership is the difficulty to specifically define the term leadership. According to Bennis (1985), there are over 350 definitions of leadership, with no clear single distinction that separates those who can lead from those who cannot (Bennis, 1985). This lack of a single definition has led people to compile lists of traits, characteristics and behaviors that make a leader effective.

Quite a few scholars have attempted to define what leadership is. In his book *Organizational Culture and Leadership* (1985), Edgar Schien stated that the primary role of the leader is to create and manage the assumptions that become unconscious responses for members of an organizations. Followers quite naturally imitate the leader's culture and behaviors with mysterious charisma (p. 72). He points out that there is a very close relationship between culture and leadership, so much so that neither can be understood by itself. The heart of organizational culture lies at the deepest level of the basic assumptions

and beliefs that members of the organization have learned to use in order to cope with their environment.

Max Dupree, in his 1987 book, *Leadership Is an Art*, wrote that leadership as a subject is difficult to explain. Leadership is more than just charts and diagrams; to be an effective leader is an art and encompasses more than just technical skills. He based his premise partially on the gospel writer Luke's definition of a leader: the leader is one who serves. Dupree felt that the measure of effective leadership is not the quality of the head, or the executives of the organization, but rather the tone of the body, or the condition of the workers and that of the entire organization. He felt strongly that leaders should have a concept of owing certain things to the institution that they lead.

Dupree's ideas on the skills and roles of effective leaders differ significantly from the views of other scholars. His views are much more philosophical than the views of other leaders on the topic (DePree, 1987):

1. Leaders should leave behind assets and a legacy.
2. Leaders are obligated to provide and maintain the momentum of the organization.
3. Leaders are responsible for effectiveness.
4. Leaders must take a role in developing and expressing the civility and values of the organizations.

Gary Yukl, in his 1981 book, *Leadership in Organizations*, defined leadership in terms of individual traits such as the ability to influence the behavior of other people, interaction patterns, role relationships, hierarchical position and the perception of others regarding the legitimacy of the leader's influence. In his landmark book *Leadership* (1978), James McGregor states that, "The ultimate test of practical leadership is the realization of intended, real change that meets people's enduring needs" (p. 461).

Peter Vaill, in his 1989 book, *Managing as a Performing Art*, describes leadership in a less technical manner. He describes true leadership as actually being spiritual leadership where the leader is concerned with bringing out the best in the people in the organization. He

considers leadership as more than just a sum of parts; that leadership is not simply a set of skills, or someone putting on a role, but rather it constitutes a quality of character and a form of character development.

Kotter, in his 1988 book, *The Leadership Factor*, describes leadership in a less spiritual manner, as he considers it to be the process of moving a group of people in some direction through mostly non-coercive means. The need for leadership with a small "l" is of incredible importance in the world today, says Kotter. In contrast, leadership with a big "L," the type associated with such noted leaders as Gandhi and Iacocca, clouds the issue and fuels the notion that leaders cannot be made or taught. The cumulative effect of leadership in an organization makes the difference between a poorly run, unresponsive bureaucracy and an effective and adaptive organization.

Kotter makes several observations about what makes an effective leader and what may assist them in being more effective:

1. The importance of vision.
2. Strategies for achieving vision.
3. Teamwork and motivation.

In his book *The Charismatic Leader* (1989), Jay A. Conger investigates the leadership skills that denote a charismatic leader: He believes that charisma is one of the personality traits that helps leaders to be more effective. He cites the following leadership skills as essential for both effective and charismatic leaders:

1. Visioning skills.
2. Communication skills.
3. Trust building skills.
4. Empowerment skills.

The concept of vision and the importance that it plays in the role of effective leaders arose repeatedly in the literature. Warren Bennis and Burt Nanus, in their 1985 book, *Leaders, Strategies for Taking Charge*, undertook a five-year study of 90 acknowledged

leaders using both interviews and observations. As a result of their comprehensive research they found that there are four areas of competencies that are embodied in a leader's behavior and that are possessed by a majority of leaders:

1. Attention through vision.
2. Trust through positioning.
3. Deployment of self through positive self-regard.
4. Meaning through communication.

The development of a vision was also found to be important by Labich (1988) when he compiled the opinions of academicians (business school faculty) and corporate chief executive officers on what they considered to be the important attributes of effective business leaders. He compiled his data into the "Seven Keys to Business Leadership," which encompass traits that effective leaders seemed to share:

1. Trust your subordinates.
2. Develop a vision.
3. Keep your cool.
4. Encourage risk taking.
5. Be an expert.
6. Invite dissent.
7. Simplify.

Henry Mintzberg, in his 1973 book *The Nature of Managerial Work*, examined the components that make up the role of managers. He felt that leadership skills focus on the manager's ability to deal with his/her subordinates, and how to motivate and train them. Mintzberg stated that leadership skills require more participative training than managerial skills. Leadership skills are more important, feels Mintzberg, than any other skill that the managers need to function effectively in their job. He believes strongly that leadership cannot be learned simply by reading about it; it must be experienced. He listed what he felt were the seven essential leadership skills necessary for managers to be effective leaders:

1. Conflict resolution skills.
2. Information processing skills.
3. Unstructured decision making skills.
4. Influencing skills.
5. Resource allocation skills.
6. Entrepreneurial skills.
7. Skills of introspection.

R. M. Kanter, Harvard Business School Professor, researched the issue of which factors foster or hinder innovations in corporations. She found that leaders are connected with the process of innovation and the bringing of new ideas to a company. "Change requires leadership ... a prime mover to push for implementation of strategic decisions" (Kanter, 1983, p. 125).

In 1989, Warren Bennis began with the seven preceding skills as those that he believed were important for an effective leader. He added another component, which he calls the X factor, that he believes is basic to the effectiveness of a leader in today's increasingly competitive world. He strongly felt that effective leaders must have almost a sixth sense that enables them to know what their followers want and need before they know that they want or need it themselves. The ability to express their followers' unspoken dreams and visions in all that they say or do is another skill that he felt was crucial for an effective leader.

There is a plethora of material and research on the topic of leadership. The studies selected and mentioned above represent the researcher's attempts to reflect the views of some of the leading scholars on the topic. How does what is written about general leadership compare with what is written about leadership in the hospitality industry?

Leadership in the Hospitality Industry

Several researchers have sought to identify and study the leadership skills and qualities of executives in the hospitality industry. The studies sought to examine what the presidents and chief executive officers of hospitality companies, whose chief business is to run

commercial lodging facilities and commercial and non-commercial food service operations, feel are important. Although the executives identified them as being important, there is no mention in the research specifying which leadership skills these executives look for in the graduates of four-year hospitality programs that they hire.

The research in this area is not nearly as comprehensive or extensive as the research into the leadership skills for leaders in fields other than hospitality. The existing research does shed some light on what leadership skills are necessary for one to succeed in the hospitality industry.

E.C. Nebel and Kent Stern, in their 1977 article "Leadership in the Hospitality Industry," tried to find the answer to the question, "What is the management style that is the most appropriate and effective for hotel and restaurant employees?" The authors surveyed 594 employees of 66 hospitality operations in the New Orleans area. They tried to determine how such variables as group atmosphere, task structures, position power, need for independence, personal characteristics, and education affect the effectiveness of the managers and leaders with whom they work.

The authors drew upon noted scholars and management theories, such as Fiedler's Contingency Theory and McGregor's Theory X and Theory Y, to examine the effectiveness of the various leadership styles. The authors were the only ones who drew similarities between leadership styles and noted management theorists. The results suggest that a task orientation is the most effective leadership style, according to those who responded to the survey. The results did not support or recommend a participative approach to management, as did later studies. The authors remarked that their results reflect a group's reactions to only the situations posed to them in the survey and compiled as a group, and may differ if the members in the group were examined individually or with a different set of questions or circumstances.

The authors recommend, on the basis of their research, that a task-oriented leadership style is best for the managers and leaders of the hospitality industry, although they also indicate that differing conditions require differing leadership styles. Differing conditions can

occur both within an organization and between organizations. Their findings agree with the Blanchard & Hershey Situational Leadership Model, in that the best leadership style for any particular circumstance requires the manager to analyze the situation and choose a style that best fits the situation at hand.

Since the results do not suggest a single universal recommendation for managers, there are several guideposts that managers can use to help them better perform their jobs and be more effective leaders. This is based on the premise that management has the responsibility to choose which leadership style is most appropriate for the situation. The three factors suggested by the authors to be considered when deciding which style of management to use are employee factors, situational factors, and organizational factors.

In their article, "Do you fit this profile of a Hospitality Leader?" Ron Cichy and Mike Sciarini surveyed 84 hotel executives and lodging industry leaders. Their goal was to discover which of the 24 attributes, identified from several recognized sources, were the ones that the hotel industry leaders felt were the true indicators of leadership. The survey results identified attributes that were similar to other findings from the hospitality industry and similar to those found by researchers studying leadership in other industries.

They concluded that future leaders must have:

1. Vision.
2. The ability to draw up a plan and action to set direction.
3. The ability to both effectively communicate as well as listen.

The preceding attributes can be acquired, the group surveyed responded, through both leadership development training and formal education.

Berger, Ferguson, and Woods (1991), in their article entitled "Profiles in Innovation: Companies & Leaders," surveyed and interviewed the top executives regarding what they considered to be the eight most innovative hospitality companies of the time. Since innovation is considered one of the products demonstrated by an effective leader, their study revealed some interesting and pertinent results.

The findings of their research revealed that the skills that were common among the leaders in innovative companies were more people oriented than task oriented. They found five recurring characteristics that the leaders of the innovative firms shared:

1. An ability to juggle many tasks.
2. A high energy level.
3. A sense of humor.
4. People orientation.
5. A willingness to span the job and company boundaries in search of ideas and information.

These findings are different from the findings of other studies of hospitality and general business leaders. This could be due to the limited scope of the group that the authors examined or the nature of the instrument used to survey and question the group.

The research indicated that the leaders of the innovative companies place great importance on the development of their employees. The leaders believe in listening to their followers' ideas and concerns, and they stress the importance of teamwork. The consensus of the group was that the leaders' enthusiasm and confidence in themselves permeate the entire organization, creating a positive atmosphere that encourages both experimentation and innovation.

To complement the above study and to investigate the matter further, Cichy, Sciarini, Cook, and Patton (1991) looked at the leadership skills that the presidents and chief executive officers of non-commercial (not for profit) food service companies felt were important. Their findings pointed out four attributes:

1. Vision.
2. Communication.
3. Trust.
4. Perseverance.

Cichy, Scarini, and Patton (1992) asked a sample of commercial (for profit) food service industry leaders which of the leadership qualities they considered most effective. They found a correlation among the four attributes of effective leaders identified through the literature to be considered important by general business industry leaders, and those considered important by commercial food service industry leaders. Their research identified the following skills as those that the survey group felt were important:

1. Trust your subordinates.
2. Develop a vision.
3. Develop and maintain open lines of communication.
4. Perseverance.

There is considerable agreement between what is thought to be the leadership skills that are important to succeed in the general field of business and the leadership skills that are considered important for leaders to be successful in the hospitality industry. The general perception, identified from the research of both groups, is that there is no single best leadership style that is most effective. Effective leaders have a variety of characteristics that are generally hard to generalize.

Effective leaders tend to demonstrate the following characteristics or attributes:

1. Exceptional listening and communication skills.
2. The ability to earn trust with consistency and strong personal values.
3. The ability to remain flexible when dealing with a variety of different circumstances.
4. The ability to provide a climate that nurtures the development of their subordinates and provides the resources to allow their followers to succeed (Cichy, Scarini, and Patton, 1992, p. 54).

The research has identified numerous skills, behaviors, and traits that are common among those who are regarded as effective leaders. Although the skills and behaviors differ among the different studies, there are some common threads that were found in several of the

studies. Now that the important skills have been identified, it must be determined if they can indeed be taught.

Leadership—Pedagogy

The early feelings on the subject of leadership pedagogy seemed to point to the fact that leadership could not be taught (Lee, 1989). Those who had ascended to the position of leader did so based on some inherent skill or innate ability that could not be taught or trained. When past studies did not demonstrate this to be true, further research was done to identify the traits and behaviors of successful leaders. The studies sought to determine what makes successful leaders effective. The purpose was to isolate the skills and attributes in order to create training programs to help develop new leaders for both business and government.

The purpose and the significance of this study would be greatly diminished if it could not be demonstrated through research that it was possible to effectively teach leadership or the skills necessary or essential for effective leaders. There is significant research on the topic that identifies various opinions about the ability and the effectiveness of teaching leadership or leadership skills.

In his classic 1991 book *On Leadership*, John Gardner commented about the need and ability to teach leadership. Gardner is a strong believer in the fact that leadership can be taught. He believes in the notion that all of the attributes and behaviors of an effective leader are not innate in the person and therefore can be identified and taught. He stated in the book that most of the capabilities that separate an outstanding leader from an ineffective one can be passed on in a classroom setting or training session.

Ray Friant, in his article, "Leadership Training for Long Term Results" (1991), is a strong advocate for the benefits of leadership training and its effect on the long-term benefits of the company or organization. His feeling is that businesses place too much emphasis on short-term profits and short-term results. He feels that leadership training is an investment in the future of the organization and will benefit the company in the long run.

Wright and Taylor (1984), in their book *Improving Leadership Performance*, believe strongly in leadership training. They believe that leadership, similarly to other management activities, is a skill that can be taught.

Morgan McCall, in his book *Lessons of Experience: How Successful Executives Develop on the Job* (1988), tried to determine which of the particular experiences top executives themselves felt were important in their development and in their ascension to the higher echelons of management. He believes, and his research confirms, that leadership is not a mystical concept, but rather that it consists of skills that can be taught, practiced and constantly improved. He summarized that training, although important, was only a minor ingredient in the leadership development of executives. The executives responded that challenging job assignments, learning from experiences, and relationships with bosses were very important factors that aided them as they moved up the corporate ladder (McCall, 1988).

Jay Conger (1989), in his book *The Charismatic Leader*, wrote that leadership is not a mystical ability or a skill that is limited to a few. He found that the ability and desire to lead is often lost because of lack of investment in the processes and rewards that foster their growth. Most company training programs and business school curricula focus on management skills that perpetuate administrative rather than leadership skills. Conger feels that education can both promote and encourage the growth of leadership skills, and also inhibit leadership through the sometimes constraining nature of training and education.

Conger stated that some of the skills that are important for leaders to possess in order to be effective differ in the degree that it is possible to acquire them through teaching or training. The skills that he feels are important and a discussion of the effectiveness of teaching them are as follows:

1. *Visioning Skills* are considered essential, to most, for effective leaders to possess. However, it is believed that they are hard to teach due to the problem some have with looking forward rather than backward. However, the concept of vision can be taught and reinforced by stressing the need to look into the future.

2. *Communication Skills* are considered very important, but are often overlooked by most training programs. These skills can be taught effectively and strengthened through practice.

3. *Trust-Building Skills* are considered imperative for leaders and are based upon the expertise and success of the leader. Some aspects of trust building can be taught and trained.

4. *Empowerment Skills* are often portrayed as an expression of the confidence of the leader. People who have confidence in themselves generally are not threatened by the process of empowering, or sharing their power or responsibilities with their followers or subordinates. Leaders who are insecure about their power often have difficulty releasing or sharing any of it.

In his article, "Leadership: Management's Better Half" (1985), John Zenger discusses the importance of leadership in the role of an effective leader as well as ways to encourage leadership in an organization. He lists three important ways to promote leadership behavior in an organization:

1. Teach managers the nature of leadership.
2. Train managers in leadership skills.
3. Train managers to coach their subordinates on leadership (p. 50).

Chris Lee (1989) in his article, "Can Leadership be Taught?" wrote that there are two broad schools of thought on leadership training: awareness training and skill building. Awareness training is focused on educating managers on the common vocabulary for discussing leadership and providing a heightened awareness of some of the vast potential applications for leadership on the job. The effectiveness of this method is questioned because it is felt that the only new leaders produced were the managers who taught the class.

The Leadership Development Program (LDP) conducted by the Center for Creative Learning is an advocate of the awareness training method. It builds awareness as a diagnostic tool designed to pinpoint the participants' strengths and weaknesses in a number of leadership characteristics. Once the strengths and weaknesses are identified, they are then addressed. This method tends to rely on the ability to focus on the skills and information that are already

known about leadership, while seeking to increase insights into how they can be used more effectively.

In contrast, the skills building school of thought concentrates on teaching potential leaders the necessary skills of an effective leader. Once the skills that are effective are agreed upon and identified, they are relatively easy to teach. To be most effective, the leadership model should include both awareness training and skill building, says Tosti, a consultant with Vanguard. Leaders, as well as managers, provide direction as well as motivation for employees. The difference between the leader and the manager lies in the behaviors and methods that they use to accomplish these actions. A manager makes decisions based upon what was done in the past, while leaders make decisions based on the vision of what they feel is possible in the future. Since the differences are behaviors, they can be taught, concludes Tosti.

Carlton, another consultant with Vanguard, feels strongly that leadership, like most other behaviors, can be learned. However, he qualifies the statement by saying that some behaviors will tend to come more easily or naturally to some than to others. This could indicate why some people pick up leadership skills more easily and become more effective leaders. The above research indicates that leadership and leadership skills can indeed be taught. Is there a need for leadership training in the hospitality industry and in hotel and restaurant management programs?

The Need for Leadership Training in Hospitality Education

A number of researchers and reports have identified the need for leadership and leadership skill training in the hospitality industry. The need was discussed and established in both the food service and lodging industry, and the necessity is spelled out by various scholars involved in hospitality education.

Peter T. Tomaras (1994), in his article, "Bridging the gap between industry and academia," states that "Industry leaders keep telling educators that we aren't giving our

students what operators want. So we update our curricula, emphasizing the attributes and concepts operators seek: interpersonal skills, problem solving, diversity management, legal implications, and total quality" (p. 42). Both schools and industry must bridge the gap between demand and supply of reasonably qualified supervisors and management comments.

"Today, the most successful industry executives are the ones who blend top-notch executives and leadership skills with real-world restaurant experience" (VanWarner 1994, p. 21).

The Educational Foundation of the National Restaurant Association studied the skills that will be needed for the food service manager in the year 2000 and beyond by using the Delphi method (Riehle, 1992). The Delphi method is a panel discussion of industry experts who are gathered to identify and analyze issues by subjective judgment.

The study revealed a number of interesting insights into what skills will be needed by the food service managers in the next century. The panel discussions identified the key developments that managers will mostly likely and least likely expect in the future.

The panel felt that the following were the priorities of higher education to include and strengthen in their curriculum, ranked from highest to lowest: communication, leadership, customer relations, training, and motivation. The panel participants also stated that they expected that hotel and restaurant management programs will emphasize leadership and management skills in their curricula to a greater degree.

Lodging organizations must upgrade and expand their management training and development programs to include the teaching and modeling of leadership skills that are considered crucial (Cichy and Sciarini, 1990.) Strong leadership skills are essential to help prepare managers to be able to adapt to the business challenges of the future. Hospitality companies cannot survive by relying on the management styles of the past.

The authors concluded from their research that anyone who aspires to be a leader in the lodging industry must develop and acquire the leadership attributes and skills that have

proven to be those of effective leaders. The authors feel strongly that the future of the lodging industry, in large part, depends on how well the foundation for leadership is cultivated now.

Four-year hotel and restaurant programs need to offer students a well-balanced curriculum in technical, managerial, and leadership skills as well as the liberal arts (Casado, 1992). A student who has received a well-rounded education will be better prepared to meet the challenges of the dynamic and ever-changing business environment. Recruiters of four-year hospitality school graduates state that students prepared in a well-rounded program will have a significant advantage over those who are not.

The key to success for hospitality programs is to adapt their programs to maintain a good fit among the expectations of the program, the market for their graduates, and the students (Moreo, 1988). Hospitality programs must continuously adapt their programs to keep their graduates current on the skills they will need to compete in the ever-changing future workplace.

Education must adapt its role in order to retain its effectiveness and to continue to receive support from the business community (Goodman and Sprague, 1991, p. 44-45). The current curricula of hospitality programs are outdated and are not keeping up fast enough with the changing environment that students will face. Shifts must be made in hospitality school programs to reflect the changes in society and the business environment.

Hospitality programs need to realize that they will not only compete for students to fill their classrooms, but they will also compete for recruiters' attention to come to campus to hire their students. The chief challenge facing hospitality schools, as they approach the new century, is how to keep their curriculum current so that they can best prepare and attract students as well as encourage the attention and support of companies to hire them.

W. Terry Umbreit (1992), in his article, "In Search of Hospitality Curriculum Relevance for the 1990s," sought to stimulate thought by hotel and restaurant school faculty and administrators concerning their curricula and its relevance for the 1990s and beyond. He feels that hospitality educators must take the lead in providing their students with a relevant

curriculum for the future. He feels that leadership is one of the essential skills that students will need to succeed. He concludes that a change in hospitality school curriculum is both imperative and imminent.

The economy and the business climate in both the nation and the hospitality industry are changing. Hospitality education must also change in order to better prepare its students for the conditions of the world they will face when they graduate. The new dynamics of the workplace require that leaders possess and exercise a participant leadership/management style to replace the autocratic management style of the past.

In order to institute this necessary change in the hospitality curricula, educators must first realize the differences between leaders and managers. When they realize the differences between the two, they can begin to include the necessary skills in their classes and curricula. Executives of hospitality companies are beginning to think that the role of higher education should be to teach topics such as management and leadership and leave the teaching of technical skills to them.

The skills that Umbriet feels will be important for the students' success in the work force and to assist them in becoming a future hospitality leaders are human resource management, service marketing, financial analysis, total quality management, and communication. The key skill that he feels is crucial to tie all of the other skills together is leadership.

Although some program administrators have realized the need to supplement their current curricula with leadership courses, most hospitality management programs have not followed suit (Casado, 1991). As the companies in the hospitality industry continue to grow, blossom, and outpace the current human resource capacity, the need for the formation and development of effective hospitality leaders increases. The operations that possess top and middle managers who exhibit the leadership skills necessary to face the complex and dynamic hospitality industry will be those that succeed into the next decade and beyond.

In his article "Leadership in Hospitality Curriculum," Matt Casado (1991) discussed the need for a leadership training course in hotel and restaurant management programs. These

skills are crucial to the future success of the industry and the students' careers. Casado remarks:

If leadership is the process of persuasion or example by which an individual (the hospitality manager or supervisor) induces a group (the hospitality employees) to pursue and achieve objectives (company goals) the need for leadership to be taught to future hospitality operators is obvious and, therefore, indispensable (p. 75).

Casado feels strongly that the development of hospitality leaders can and should be made possible at the undergraduate level through leadership training in hospitality schools. He adds that, "Leaders are made and not born" (p. 75). The skills that separate an effective leader from an ineffective leader are isolated and therefore can be taught. Hotel and Restaurant school professors and administrators need to adapt their curricula to include a course or courses in leadership.

Cynthia Mayo and Madeline Murphy (1992) surveyed 96 hotel and restaurant management educators. The goal of their study was to determine if a leadership course was part of their school's curriculum. They also sought to determine which leadership topics, components, or skills were taught in their classes that they felt were important for students to have as they prepared for their hospitality careers in the twenty-first century.

The results of the study indicated that 85 percent of the faculty teach at least one of the leadership components as part of a non-leadership class. Only one school had a specific course dedicated entirely to leadership.

The major topics that according to their study were considered critical components of leadership, listed in order of predominance, were:

1. Assessment of leadership styles: using an instrument similar to the Myers-Briggs.
2. Direction setting.
3. Working with a coach and/or mentor.
4. Vision development.
5. Mobilizing public opinion.
6. Managing diversity.

7. Social protocol and etiquette.

8. Ethics.

The specific skills, characteristics, and behaviors identified by the faculty in the study to be crucial for the hospitality leaders of the twenty-first century are:

1. Organizer.
2. Team builder.
3. Farsightedness.
4. Measurable standards of integrity.
5. Communication skills.
6. Contingency decision making.

The study was the only one found that surveyed hospitality educators regarding the skills that they thought were important, and determined if those skills were being taught to students in their program. The faculty identified components of leadership that differed from the ones identified both by other researchers in general business and by the leaders of the various segments of the hospitality industry. The faculty overwhelmingly agreed that leadership development training is essential for students of hospitality management programs to better prepare them to become the hospitality leaders of the future.

The incongruence between the components that hospitality faculty feel are important and those that hospitality industry leaders consider important is crucial. This researcher feels that this is a major stumbling point in the process of preparing hospitality school graduates to meet the expectations of their future employers. The gap that exists between the two groups must be bridged for the benefit of the student and the benefit of the future of the hospitality industry.

Summary

The researcher has not attempted to relate or compare the opinions of the authors of the studies reviewed. The review of literature has shown that there is a need for leadership in

both the society as a whole as well as the hospitality industry; that leadership can be broken down into identifiable skills and therefore can be taught; and that there is a need for hospitality schools to keep their curriculum current in order to attract students and the attention of recruiters. Hospitality educators agree on the need for leadership training but disagree with other literature regarding the components of leadership that are important.

The review identified the leadership skills that the leaders of three segments of the hospitality industry felt were important, but made no comment on whether or not these were the skills that they look for in the graduates they hire. The review revealed only one study that examined which leadership skills were being taught to hospitality school students, with no comparison of those skills with what the companies that recruit their students feel are important. The review has also shown that there is a need for hospitality school curricula to adapt with the changes in the industry. This is considered crucial in order to ensure that hospitality programs are adequately preparing the future leaders of the hospitality industry. The review of related literature reveals the need for further research into the topic.

The study is designed to identify and compare the perceptions of hospitality school administrator and hospitality company executives regarding the leadership skills that are being taught with the leadership skills that are needed. Chapter 3 discusses the plans for the research process and design for the study.

CHAPTER 3
METHODS AND PROCEDURES

This chapter presents the methods and procedures of the study. The chapter has been divided into (1) restatement of the problem, (2) subproblems, (3) population and sample, (4) research design, (5) instrumentation, (6) data collection procedures, and (7) data analysis.

Restatement of the Problem

This study is to identify and compare the leadership skills perceived by hospitality school administrators as being provided by their programs with the leadership skills perceived as important by hospitality company executives.

Restatement of the Subproblems

The following subproblems will be researched:

1. What are the leadership skills taught to graduates of four-year hospitality schools and how do they compare with the leadership skills that hospitality industry executives state are important for graduates hired by their company?
2. What are the differences in the order of importance of ten leadership skills between hospitality school administrators and hospitality company executives?
3. How do the the perceptions of hospitality school administrators compare with regard to the importance of the ten listed leadership skills with those of hospitality industry executives?
4. How do the descriptions of why each of the ten listed leadership skills is important to hospitality company executives as perceived by hospitality school administrators,

compare with how hospitality company executives describe why each of the ten listed leadership skills is important?

5. What are the leadership skills that hospitality school administrators believe are being taught at their school, but are not included in the study, and what are the leadership skills that hospitality company executives state are important for the graduates they hire but are not included in the study?

Population and Sample

The population for this study includes two groups: hospitality management school administrators from colleges and universities that offer baccalaureate degrees in the United States, and hotel and food service company executives that hire students from four-year hospitality schools in the United States.

The hospitality school administrators were drawn as a judgment sample from the estimated 120 institutions that grant baccalaureate degrees in hospitality management in the United States. The administrators were chosen from a list compiled for the 1993 *Guide to College Programs in Hospitality and Tourism* by CHRIE, the Council of Hotel, Restaurant and Institutional Education. Four-year, rather than two-year, schools were chosen because companies recruit more heavily from four-year programs than from two-year programs.

The hospitality executives were chosen from a list of 180 hotel and restaurant companies provided by the Advisement and Placement office of the SHRM. The list includes nationwide hospitality companies interested in recruiting graduates from four-year hospitality schools. To homogenize the sample, companies were selected that operated both lodging and food service operations. Corporate executives were chosen over recruiters to determine executives' perceptions of which leadership skills are important for success in their company. As with administrators, the researcher expected to receive and analyze a minimum of 35 valid responses to detect an anticipated large effect at a statistical power of .80 (Light et al., 1990, p. 197).

Research Design Methodology

This is a descriptive/analytical/comparative study using multimethod research procedures with both qualitative and quantitative components that is concerned with the perceptions of respondents. The survey method for descriptive research was used. Two comparable survey instruments were designed to collect data from two groups: hospitality school administrators and hospitality company executives.

Patton (1990) states that, "There is no rule of thumb that tells a researcher precisely how to focus a study ... In brief, these are not choices between good and bad, but choices among alternatives."

Problem Statement: This study is to identify and compare the leadership skills perceived by hospitality school administrators as being provided by their programs with the leadership skills perceived as important by hospitality company executives.

Problem Statement

This study is to identify and compare the leadership skills perceived by administrators of four-year hotel and restaurant management schools as being provided by their programs with the leadership skills perceived as important by hotel and restaurant company executives.

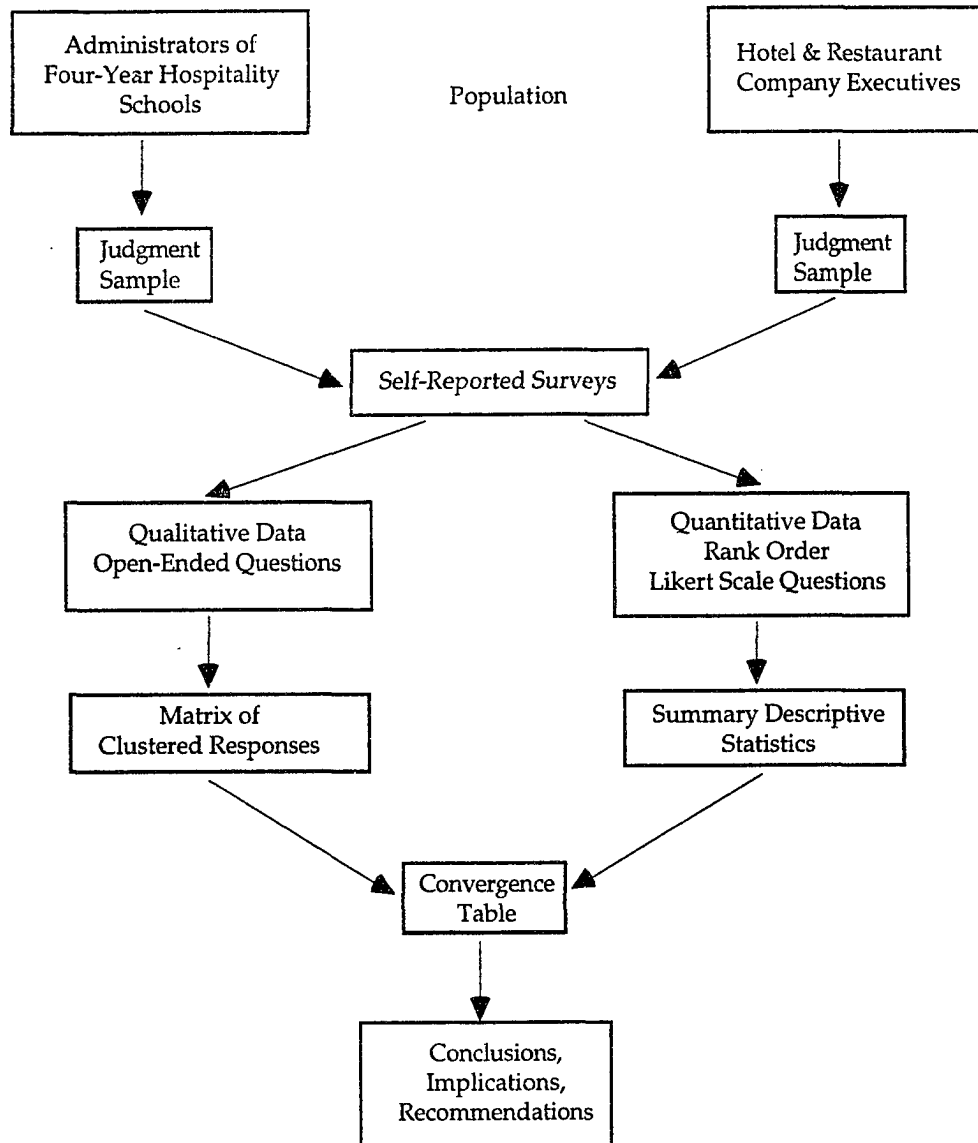


Figure 1. Research Paradigm

Instrumentation

The self-administered survey was sent to a judgment sample of the recipients in both groups. The instrument consisted of a questionnaire that was mailed to both groups in the study. Data were collected using self-reported surveys. These surveys included a question asking the respondent to identify the leadership skills from the list he/she deemed important. The survey included Likert-scaled questions to determine the perceived relative importance of the various leadership skills and a question asking for the ranking of the same skills to display the relationship. The subjects were also asked to rate the level of importance of each of the skills on a scale of one to five and respond in an open-ended question as to why they deemed the listed skill important. The final question asked the respondent to indicate any leadership skills that are important that were not included in the list. The survey included recognized leadership skills or tasks based on John Gardner's tasks and attributes of leadership as described in his book, *On Leadership*, along with leadership skills listed by several hospitality company executives identified in the review of literature.

Reliability and Validity

The instrument was pilot tested by a selection of individual experts within the field of educational leadership that were representative of the respondents used in the study.

In survey research, a procedure known as "Qualitative Expert-Judge Validation" is often used as a way to improve upon and refine a survey instrument. According to Dereshiwsky (1993) in a paper presented to the 1993 Honors Week Symposium at Northern Arizona University, titled "When 'Do it Yourself' Does it Best: The Power of Teacher-Made Surveys and Tests," a number of experts in survey construction and research procedures have enthusiastically endorsed such "Expert Judge Panel" pilot testing. The responses from the pilot test group allowed the researcher to make changes that were necessary so that respondents would be clear about the questions being asked.

The following details the questions that were included on the self-reported survey that was sent to both groups. The survey contained a list of the following ten leadership skills:

- A. The development of a compelling vision.
- B. The inviting of dissent.
- C. Development and maintaining of open lines of communication.
- D. The capacity to motivate.
- E. Perseverance, especially when others may give up.
- F. Adaptability and flexibility of approach.
- G. Trusting your subordinates.
- H. Willingness (eagerness) to accept responsibility.
- I. Encouraging risk taking.
- J. Problem solving (critical thinking).

Pilot Testing Procedures and Results

Due to the diverse group of people used to pilot test the survey, and the hectic schedule most of the testers have at the end of the academic year, coupled with the geographic distance between some of the members of the group, the researcher chose to obtain feedback on the instrument by mailing it to the group members and having them respond directly on the instrument. The survey instrument was pilot tested by a group of several members of the faculty and administration of the School of Hotel and Restaurant Management, Northern Arizona University, along with several faculty members of the Department of Educational Leadership in the Center for Excellence in Education at Northern Arizona University; and a group of hospitality company executives.

Table 1. Questions for Hospitality School Administrators and Hospitality Company Executives

Questions for Hospitality School Administrators	Questions for Hospitality Company Executives
<ul style="list-style-type: none"> • Which of the listed leadership skills are being taught to the graduates of your program? 	<ul style="list-style-type: none"> • Which of the listed leadership skills do you feel are important for the four-year hospitality school graduates hired by your company to possess?
<ul style="list-style-type: none"> • The respondent was asked to rank the listed leadership skills, in the perceived order of importance to hospitality company executives. 	<ul style="list-style-type: none"> • The respondent was asked to rank the listed leadership skills in the order of importance.
<ul style="list-style-type: none"> • For each of the leadership skills, the respondents were asked to: <ol style="list-style-type: none"> 1. Rate what they perceive the importance of the skill would be to hospitality company executives on a scale from 1 to 5 (1 = low, 5 = high). 2. Briefly explain why they feel the skill would be perceived as important to hospitality company executives. 	<ul style="list-style-type: none"> • For each of the leadership skills, the respondents were asked to: <ol style="list-style-type: none"> 1. Rate its importance on a scale from 1 to 5 (1 = low, 5 = high). 2. Briefly explain why they feel the skill is important.
<ul style="list-style-type: none"> • The respondent were asked to list the leadership skills that are being taught to the graduates of his/her program <i>that are not included on the above list.</i> 	<ul style="list-style-type: none"> • The respondent was asked to list the leadership skills that they feel are important in the four-year hospitality graduates that his/her company hires <i>that are not included on the above list.</i>

A packet containing the cover letter, instructions, and draft survey instrument was mailed to each of the ten (10) people listed below. Seven (7) usable pilot survey comment packets were returned. The survey instrument was also distributed in class to seven of the students of EDF 720-Research Design course, Center for Excellence in Education, Northern Arizona University for their insight and comments, increasing the number of usable pilot survey comment packets to 14.

The group used for the pilot test included the following professionals:

Gary Vallen, EdD
Assistant Professor
School of Hotel and Restaurant Management
Northern Arizona University

Mary Dereshiwsky, PhD
Assistant Professor
Center for Excellence in Education
Northern Arizona University

Matt Casado, EdD
Assistant Professor
School of Hotel and Restaurant Management
Northern Arizona University

Richard Packard, EdD
Professor
Center for Excellence in Education
Northern Arizona University

John Meyers, EdD
Director of Development, Associate Professor
School of Hotel and Restaurant Management
Northern Arizona University

Tom Reno, PhD
Professor
Center for Excellence in Education
Northern Arizona University

Thomas Combrink, MS
Senior Researcher, AHRC
School of Hotel and Restaurant Management
Northern Arizona University

Bill Day
Director of Baccalaureate Programs
Culinary Arts Division
Johnson & Wales University

Industry Professionals

Rohn Durbin
Area Manager-Pizza Hut of Arizona

Hank Varnel
General Sales Manager
Sysco Food Services

Robert Smith
President, Arizona Beverage Distributors

Kirk Micheals
District Manager, Southwest
OSF International

The comments received by the pilot testers provided a wealth of insight into the survey instrument as well as providing plenty of useful suggestions. The comments of the testers were compiled into a table shell or matrix to illustrate the comments and the researcher's action taken on them.

The feedback from the pilot testers was clustered and classified into a table (see Table 2) that was then further refined into a matrix. The numbers in the parentheses following individual phrases or comments indicate how many pilot judges independently made the same suggestion, in cases where the comment was mentioned more than once.

Table 2. Pilot-Test Matrix of Expert Judges' Comments

Survey Subsection	Pilot Judges' Comments	Researcher Action Taken
Survey Instructions:	Make the instructions clearer (4).	The instructions were reworded to make them clearer.
	Change the order of the letters of the skills (2).	No change was made.
	Change the letters of the skills from capital to lower-case.	No change was made.
Leadership Skills:	Reword skills so they all agree in verbiage.	Skills were reworded.
	Remove the word <i>compelling</i> from the vision skill due to potential problem of misinterpretation (3).	<i>Compelling</i> was deleted.
	Outline the skills with a border so that they stand out.	The skill table was outlined.
Question No. 1:	Question is unclear and vague (3).	The question was reworded.
Question No. 2:	Make the question clearer (2).	The point was made clearer.
	The question arose whether the respondents were to rank all skills in the table or just those identified in Question No. 1 (3).	
Question No. 3:	Include an option of the respondent explaining why they feel the skill is unimportant.	The change was made.
	Change the anchors of the Likert-scaled component from low-high to least important-important (2).	The anchors were changed.
	Change from the 1-5 Likert scale to a 1-3 Likert scale.	The scale will be left as written.
Question No. 4:	Change <i>graduate</i> to <i>student</i> .	The term was changed.
	The question on the survey for the executives was not clear.	The question was rewritten.
General Comments:	The information gathered in Question 3 may make Questions 1 and 2 unnecessary.	The questions were left as written to provide a more detailed exam. of data.
	Add my name and phone number to the survey.	My name and phone number were added.

Discussion of Pilot in Test Results

As displayed by the matrix, every suggestion was not automatically adopted by the researcher, as indicated in the last column of the table. The group of testers agreed on several areas, while disagreeing on several areas. The changes made by the researcher were based upon the perceived importance of the change and the number of pilot judges that suggested the change.

Data Collection Procedures

The survey questionnaire was sent to a judgment sample of administrators and company executives. The initial mailing consisted of a cover letter, survey, and postage-paid, addressed return envelope. Responses were tracked; a follow-up postcard was sent to those who had not responded 14 working days after the initial mailing. Those who still had not responded 14 working days after the second mailing were sent another copy of the initial packet. Data were collected in the following manner: self-reported surveys including rank order questions, Likert-scale questions, and open-ended questions.

Data Analysis Procedures

Following receipt of the completed questionnaires, the data were entered into Excel for Windows, Version 5.0. The questions in the quantitative section were analyzed using summary descriptive methods and two versions of inferential analytic statistics, Spearman's Rho and Kendall's Tau, while the qualitative responses were compiled and clustered into a matrix. The responses were then compiled into a multimethod convergence table to display whether the two methods cross-validated each other. The results of the two research methods were compiled in a multimethod convergence table so that they could be compared and conclusions could be drawn.

Table 3 shows the match-up of the subproblems, survey questions, and data analysis procedures.

Table 3. Comparison of Subproblem, Survey Questions, and Data Analysis Procedure

Subproblem	Question for Hospitality School Administrators	Question for Hospitality Company Executives	Data Analysis Procedures
1. What are the leadership skills taught to graduates of 4-year hospitality schools & how do they compare with leadership skills hospitality executives state are important for grads hired by their company?	Which of the listed leadership skills are being taught to the students of your program?	Which of the listed leadership skills do you feel are important in the graduates from 4-year hospitality programs that your company hires?	Table of summary descriptive statistics; absolute frequency counts (Ns), relative frequency counts percents.
2. What are the differences in the order of importance of 10 leadership skills between hospitality school administrators and hospitality company executives?	Rank all of the above listed leadership skills, A-J, as you perceive the order of importance would be to hospitality company executives.	Rank ALL of the above listed leadership skills, A-J, in order of their importance.	Table of summary descriptive statistics; absolute frequency counts (Ns), relative frequency counts %, both by group and by skill for 3 pieces of information: a) whether the skill was mentioned at all; b) the rating of most important; c) the rating of least important.
3. How do the perceptions of hospitality school administrators compare with regard to the importance of the ten listed leadership skills with those of hospitality industry executives?	Rate what they perceive the importance of the skill would be to hospitality company executives on a scale from 1 to 5 (1 = low, 5 = high).	Rate the importance of the skill on a scale from 1 to 5 (1 = low, 5 = high).	Table of summary descriptive statistics comparing the relative rankings of both groups using both absolute frequency counts, relative frequency counts %. Two nonparametric versions of Pearson's correlation coefficient, Spearman's Rho and Kendall's Tau, to assess relationships on both sets of ranks.
4. How do the description of why each of the 10 listed leadership skills is important to hospitality company executives as perceived by hospitality school administrators, compare with how hospitality executives describe why each of the 10 listed leadership skills is important?	Briefly explain why you feel this skill would be perceived as important or unimportant to hospitality company executives.	Briefly explain why you feel this skill is important or unimportant.	The question collects complementary qualitative data to the accompanying survey question. The data were compiled into a matrix comparing the reasons by subgroup and skill including a summary of the descriptive phases and relative frequency counts for each group/
5. What are the leadership skills that hospitality school administrators believe are being taught at their school, but are not included in the study, and what are the leadership skills that hospitality company execs state are important for the graduates they hire but are not included in the study?	List the leadership skills into a matrix of key emergent graduates of your program that are not included in the study.	List the leadership skills that are being taught to important in the 4-year hospitality graduates that his/her company hires that are not included on the above list.	The data were compiled that they feel are important response themes by both groups of important leadership skills that were not included in the study.

The following statistical procedures were used to analyze the data:

Subproblem No. 1: Summary descriptive statistics comparing the relative rankings of both groups using both absolute frequency counts (N) and relative frequency counts (%) are illustrated in a table format. The use of frequencies allows the researcher to identify patterns of response homogeneity and heterogeneity within groups of subjects.

Subproblem No. 2: Summary descriptive statistics were formatted into a table using absolute frequency counts (N) and relative frequency counts (%), both by group and by skill for the following three pieces of information: a) whether the skill was mentioned at all as having some importance; b) the rating of most important; c) the rating of least important. Given the fact that the different participants in the study could choose to mention and rank the different numbers of the skills, either 2-3 or possibly all ten, the more accurate way to total and tabulate the data was to divide them into the three categories discussed above.

Subproblem No. 3: The data generated by this question were analyzed in two ways: first they were formatted into a table of summary descriptive statistics; and second, the researcher computed alternative inferential or analytical tests of per-skill differences in relative rankings of the two groups using the two non-parametric versions of Pearson's correlation coefficient: Spearman's Rho and Kendall's Tau.

Spearman's Rho and Kendall's Tau tests were used to determine whether or not there is a difference in the median (average) rank assigned by both groups: hospitality school administrators and hospitality company executives. Pearson's assesses the degree and direction of association and relationship between two variables (Hinkle et al., 1988). The ordinal nature of the data required the use of the non-parametric versions of Pearson's: Spearman's Rho and Kendall's Tau. High association implied little between-group difference.

The fact that the ten skills used in the study were not independent could have caused multicollinearity among the items. The study used a more stringent alpha level of .005 to allow

for the possibility of intercorrelation among the skills ranked by both groups. The new p-value was calculated by dividing the old p-value by the number of possibly interrelated items:

$$\text{New Alpha Level} \rightarrow 0.05 (\text{old p-value}) / 10 (\text{Number of tests in the study}) = .005$$

Then .005 was used as the cut-off of a statistically significant relationship or association of the ranking of that item of the study by the two groups for tests of association of each individual item.

Subproblem No. 4: This question collected complementary qualitative data to the accompanying quantitative survey question. The question sought to examine the subject in a multi-method fashion, utilizing both qualitative and quantitative components. The data were compiled into a matrix comparing the reasons by subgroup and skill including a summary of the descriptive phases and relative frequency counts for each group.

Subproblem No. 5: The data were compiled into a matrix of key emergent response themes by both groups of important leadership skills that were not included in the study. The question sought to examine the subject in a multi-method fashion, utilizing both qualitative and quantitative components.

CHAPTER 4

FINDINGS AND RESULTS

The purpose of this chapter is to present the results of the analysis of the information that was collected in August 1994, using the survey instrument "Survey for Hospitality Company Executives and Hospitality School Administrators: The Importance of Leadership Skills to Hospitality Company Executives" (Appendices A and B).

Data analysis began with the computation of descriptive statistics: absolute frequency counts (Ns) and relative frequency counts (%s) for the hospitality school administrators and hospitality company executives for the ten listed leadership skills. The results were compared to see if hospitality schools are teaching the skills that hospitality company executives feel are important in the graduates they hire. The perceptions of the order of importance to hospitality company executives of the 10 listed skills by hospitality school administrators were compared to the order of importance as ranked by the hospitality company executives. The descriptions of why each of the ten listed leadership skills is important to hospitality company executives as perceived by hospitality school administrators, as compared with how hospitality company executives describe why each of the ten listed leadership skills is important, were clustered together for comparison. The leadership skills that hospitality executives feel are important, but were not included in the study, were compared with the leadership skills that hospitality school administrators identify that are being taught in their program but were not included in the study. Based on the evidence, there were differences among the groups surveyed.

Totals and Percentages of Responses to Instrument

Table 4 indicates the totals and percentages of response by the hospitality company executives and the hospitality school administrators to the instrument, and the percent of answers by group, as well as the pooled total and percentage. Had each subject in both groups responded, the sample size would have consisted of 100 hospitality school administrators and 100 hospitality company executives. The overall actual return was 95, or 47.5% of the 200 survey instruments sent.

Table 4. Total and Percent of Response to Instrument

Type of Respondent	Total Sent	Questionnaires Returned	Percent of Total	Percent of Group
Executives	100	46	23.0	46
Administrators	100	49	24.5	49
Total	200	95	47.5	

Some of the hospitality company executives who responded were vice-presidents, general managers, human resource managers and chief executive officers of both food service and lodging operations. Some of the companies represented were Walt Disney World, Hyatt Hotels, Disneyland, ARA, Marriott Corporation, Radisson Hotels and Amfac Resorts. The hospitality school administrators who responded to the survey represent a cross-section of the schools that are CHRIE members and that offer four-year degrees.

Analysis of Comparison of Skills Taught
With Those Considered Important

Subproblem No. 1: What are the leadership skills taught to graduates of four-year hospitality schools and how do they compare with the leadership skills that hospitality industry executives state are important for graduates hired by their company?

Table 5 lists the absolute frequency counts and relative frequency counts of the skills that were identified by the hospitality school administrators as being taught in their program and the hospitality company executives as being considered important in the graduates they hire. Both groups were asked to choose leadership skills from the list provided on the survey.

Table 5. Comparison of Skills Taught in Hospitality Schools with the Skills Considered Important by Executives

Skill	Administrators (N = 49)			Executives (N = 46)			Difference in Ranks
	N	%	Rank	N	%	Rank	
A. Vision development	37	78	5	31	67	9	-4
B. The inviting of dissent	18	39	10	22	48	10	0
C. Open lines of communication	46	96	1	42	91	4	-3
D. The capacity to motivate	42	88	4	43	93	2	2
E. Perseverance	36	76	6	38	83	5	1
F. Adaptability	46	96	2	38	83	6	-4
G. Trusting your subordinates	35	73	7	33	72	7	0
H. Accept responsibility	34	71	8	43	93	3	5
I. Encouraging risk taking	29	59	9	32	70	8	1
J. Problem solving	44	92	3	45	98	1	2

The relative frequencies of the skills being taught and the skills considered important were quite similar. The smallest difference among the two groups was 1 percent for the trusting your subordinates skill, while the largest was 12 percent for the willingness to accept responsibility skill. Five of the skills remained within 7 percent of each other between the two groups. The rankings of the relative frequency percentages demonstrated that the biggest differences were in vision development and adaptability. Both accepting responsibility and

vision development were ranked as less important by executives than by administrators. Accepting responsibility resulted in the biggest difference in ranking, with executives identifying it as more important than administrators.

The ranking of the relative frequency percentages indicates that the two groups differed most with respect to the skill of accepting responsibility, with executives rating it higher, and in adaptability, vision development, and open lines of communication, where administrators rated them higher. The average absolute value of the difference in ranks was 2.2, indicating that both groups generally agreed with respect to its relative importance.

The groups differed more in the skills that administrators said their school taught and executives stated as being important; 98 percent of the executives mentioned problem solving as the most important skill in the graduates they hire, whereas 93 percent of administrators mentioned it as a skill taught in their program. Ninety-six percent of the administrators surveyed responded that the skills of open lines of communication and adaptability were most important, making them the most frequently cited of the group, as compared to 91 percent and 83 percent of the executives who stated they were important in the students they hire.

Analysis of the Importance of Each Skill

Subproblem No. 2: What are the differences in the order of importance of ten leadership skills between hospitality school administrators and hospitality company executives?

Table 6 indicates the summary of the hospitality company executives' survey responses when asked to place the listed skills in order of what they considered most important to what they considered least important, as well as the summary of the hospitality school administrators' responses to the survey when asked to place the skills in the order they perceived the importance would be to hospitality company executives from most important to least important. To simplify the recording of the data the results from both groups were summarized into three groups and the resulting three columns: mentioned as having some importance, mentioned as MOST important, and mentioned as LEAST important.

Table 6. Identification of the Importance of Each Skill by Administrators and Executives

	Mentioned as Having Some Importance				Mentioned as MOST Important				Mentioned as LEAST Important			
	Execs		Admrs		Execs		Admrs		Execs		Admrs	
	N	%	N	%	N	%	N	%	N	%	N	%
A. Vision development	39	85	41	84	7	15	16	33	12	26	4	8
B. The inviting of dissent	29	63	36	73	0	0	0	0	12	26	17	35
C. Open lines of communication	44	96	43	88	8	17	5	10	0	0	1	2
D. The capacity to motivate	44	96	44	90	3	7	2	4	3	7	1	2
E. Perseverance	41	89	37	76	5	11	3	6	10	22	1	2
F. Adaptability	39	85	44	90	3	7	3	6	0	0	7	14
G. Trusting your subordinates	34	74	41	84	0	0	1	2	4	9	3	6
H. Accepting responsibility	45	98	45	92	9	20	1	2	0	0	2	4
I. Encouraging risk taking	37	80	40	82	2	4	2	4	4	9	8	16
J. Problem solving	45	98	49	100	9	20	16	33	1	2	5	10

The lists of skills that both groups identified in response to the question were quite similar. The absolute frequency and relative frequencies of both groups did not vary much. The largest variation, in the "mentioned as having some importance" column, was 12 percent for the skill of perseverance; whereas the skills vision development and accepting responsibility tied with the difference of 18 percent for the larger difference in the "mentioned as most important" column, and the skill of perseverance had the largest difference of 20 percent in the "mentioned as least important." The smallest variation, in the "mentioned as having some importance" column, was 1 percent for the skill of vision development; whereas the skills inviting of dissent and encouraging risk taking tied in the "mentioned as most

important" column, and the skill of open lines of communication had the smallest difference, of 2 percent, in the "mentioned as least important" category. Most skills were listed and ranked by both groups for this question.

The executives identified vision development, open lines of communication, accepting responsibility, and problem solving as the skills mentioned most often as most important, while administrators listed vision development and problem solving as the skills mentioned most often as most important. The distribution of the skills was much closer in the administrator group than in the executive group. The executives identified vision development, the inviting of dissent, and perseverance as the skills mentioned most often as least important, whereas the administrators identified the skill of inviting of dissent at least twice more often than the next highest skill in that category, encouraging risk taking.

The column that summarized which skill was listed as most important from the surveys of both groups provided some insight into the different views of the two groups. The biggest differences in the percentages of the times each group rated a skill as most important, for those skills which administrators rated higher than executives, occurred with the vision development and problem-solving skills. The biggest difference when executives rated a skill higher than the administrators occurred with the skill of accepting responsibility. Executives rated the skill of accepting responsibility as more important than the administrators. Administrators perceived the importance of the skills to hospitality company executives of vision development and problem solving as more important than the executives.

There was considerably more variability in the responses from the executives regarding which skill was most important than there was for the responses reported by the administrators. This indicates there was less agreement among executives as to the skills that were important than there was among the perceptions by school administrators of the importance of the skills. There was a distinct difference between the skills that each group rated as most important skills. The executives listed, in descending order, accept responsibility, problem solving, and communication as the top three most important. On the

other hand, the administrators chose problem solving, vision development, and communication as the skills they perceived would be the most important to executives. The only two areas of agreement between the two groups were with regard to the importance of the skill of problem solving and the lack of importance of the skill of inviting dissent; in both cases no one rated it as the most important.

The summary of the groups' ratings of which skills are least important provided some further insight into the differences in the groups. The difference in the number of times a skill was listed as least important was most pronounced, with executives choosing it more often as least important, the skills of vision development and perseverance. The difference was most pronounced, with administrators choosing it more often as least important, with the skill of adaptability. The skills that the executives listed as least important were rather evenly spread, 12, 12, and 10 percent, across the skills of vision, dissent, and perseverance, respectively. The administrators, on the other hand, rated the encouraging of dissent as the least important skill with a difference of 9 percent between that and the next-closest skill, encouraging risk taking.

Analysis of the Comparative Rankings of the Skills by Both Groups

Sub Problem No. 3: How do the the perceptions of hospitality school administrators compare with regard to the importance of the ten listed leadership skills with those of hospitality industry executives?

Table 7 indicates the comparison of the rankings of the skills by both groups. Both executives and administrators rated the listed skills on a Likert scale of 1-5, with one meaning low importance and 5 indicating high importance. Administrators were asked to rate the skill as to its perceived importance to executives. The absolute frequency and relative frequency of each skill were tabulated and placed in the table.

The biggest difference between the groups in skills ranked as having high importance were for the skills of vision development and the capacity to motivate, with 26 and 15 percent, respectively. In both cases the administrators rated the skill as more important than their executive counterparts. The skills cited as most important by the executives were problem solving, encouraging risk taking and open lines of communication, with percentages of 59, 57, and 52, respectively. The skills cited as most important by the administrators in the study were the capacity to motivate, open lines of communication, and accepting responsibility, with percentages of 61, 59, and 59, respectively. The only skill residing in the top three by both groups and cited as most important was open lines of communication. The smallest differences were in the categories of the skills of perseverance and problem solving, which were both ranked at 2 percent.

There was more agreement between the two groups in the skills ranked as having low importance. The biggest difference between the groups in the skills rated as having low importance were with vision development, cited more often by executives, and the inviting of dissent, cited more often by administrators. The skills ranked most often as having low importance by administrators were the inviting of dissent, vision development, and perseverance, with percentages of 16, 6, 6, respectively. The skills ranked most often by executives, on the other hand, were vision development, the inviting of dissent, perseverance, and the capacity to motivate, with percentages of 17, 7, 4 and 4, respectively. The skills of perseverance and inviting of dissent were the only two of the ten in the study that were in the top three cited most often by both groups. Neither group mentioned the skills of the capacity to motivate, adaptability, and problem solving as having low importance.

Table 7. Comparison of Relative Rankings of Importance of the Ten Identified Leadership Skills

Skill	Skill*									
	1		2		3		4		5	
	Admrs (N/%)	Execs (N/%)	Admrs (N/%)	Execs (N/%)	Admrs (N/%)	Execs (N/%)	Admrs (N/%)	Execs (N/%)	Admrs (N/%)	Execs (N/%)
A. Vision development	3	6	10	20	2	4	14	29	20	41
	8	17	8	17	9	20	14	30	7	15
B. The inviting of dissent	8	16	16	33	12	24	6	12	7	14
	3	7	11	24	14	30	7	15	11	24
C. Open lines of communication	2	4	2	4	6	12	10	20	29	59
	1	2	4	9	8	17	9	20	24	52
D. The capacity to motivate	0	0	3	6	5	10	11	22	30	61
	0	0	4	9	6	13	15	33	21	46
E. Perseverance	3	6	3	6	7	14	18	37	18	37
	2	4	4	9	6	13	16	35	18	39
F. Adaptability	0	0	3	6	2	4	19	39	25	51
	0	0	1	2	8	17	18	39	19	41
G. Trusting your subordinates	2	4	2	4	16	33	17	35	12	24
	2	4	1	2	10	22	15	33	18	39
H. Accept responsibility	2	4	1	2	7	14	10	20	29	59
	1	2	5	10	12	24	14	29	17	35
I. Encouraging risk taking	1	2	5	10	12	24	14	29	17	35
	0	0	5	11	6	13	21	46	28	57
J. Problem solving	0	0	2	4	7	14	12	24	28	57
	0	0	1	2	0	0	18	39	27	59

*1 = low importance, 5 = high importance.

Results of Correlation Analysis for Subproblem No. 3

The data from Table 7 are ranked according to the average score given for each skill. The details regarding the calculations of both Spearman's Rho and Kendall's Tau are presented in Appendix 3. Spearman's Rho is used to find the correlation between the responses of the ranks of the two groups. This coefficient of correlation, R_s , is relevant for handling ranked data. Spearman's Rho is preferable to the Pearson's coefficient of correlation as a true measure of association (Toh, 1991). The calculated Spearman's Rho was .218. Based on this value, at an

this relationship is statistically significant between the ranks of the leadership given by both groups in the study.

A serious competitor to Spearman's Rho is Kendall's Tau (Howell, 1992). Whereas Spearman treats the ranks as scores and determines the correlation between the two sets of ranks, Kendall's statistic is based on the number of inversions in the rankings.

The values for the rankings are taken from Table 4. The value is calculated by finding the sum of the product of ranking of the skill and the number of times it was used by each group. Table 5 was generated by pairing the number in increasing order of the responses of the administrators.

The calculation of Kendall's Tau was 0.0364. The proximity of the calculated Tau to zero corroborates the look-up procedure of "do not reject the null of $Tau = 0$," indicating that there is not a significant correlation. The look-up procedure is a way to assess the magnitude and significance of a calculated value or a test statistic. The test is determined if the calculated value is equal to or greater than the 'critical' value associated with the predetermined alpha in the look-up table.

Analysis of Qualitative Responses

Subproblem No. 4: How do the descriptions of why each of the ten listed leadership skills is important to hospitality company executives as perceived by hospitality school administrators, compare with how hospitality company executives describe why each of the ten listed leadership skills is important?

A blank space was left on the survey for each subject to respond to the question. The goal was to solicit qualitative, or verbal, responses to enrich the quantitative, or numerical, data that were gathered from the other questions.

A blank space was left on the survey for each subject to respond to the question. The goal was to solicit qualitative, or verbal, responses to enrich the quantitative, or numerical, data that were gathered from the other questions.

Table 8. Comparative Qualitative Comments Regarding the Skill of Vision Development

Administrators' Comments	Executives' Comments
Entry level supervisors do not have the authority to carry out vision [5].	Crucial in decision making, prioritizing—must have the 'big' picture [6].
Companies must have a goal and direction [3].	This skill comes over a period of time as a young person gains field experience [5].
The leader must provide vision—most hospitality execs worry about the bottom line [2].	Only important as multi-unit levels [4].
Corporate execs must be leaders...vision is critical. It is the basis for action.	I think the time in school can be better utilized developing less personally driven skills.
The hospitality industry does not believe very highly in vision development.	Vision is "P. R. B. S!"
Important as a strategic planning concept.	To be competitive you must be able to envision what your business can become. Having vision, as it relates to anticipation, is tantamount to being a leader in the competitive market place.

The response given most often by executives as crucial in decision making differs significantly from the number one reason given by administrators as to why entry level people do not have the authority to carry out vision. However, this does correspond to the number two most often stated reason given by executives that vision is a skill that is acquired over time as a person gains experience. The one statement that "the hospitality industry does not believe highly in vision development," by an administrator, is contradictory to the number-one response, given by executives, that vision is critical, but does correspond with the one response by an executive, that "Vision is P. R. B. S!"

Table 9. Comparative Qualitative Comments Regarding the Skill of Inviting Dissent

Administrators' Comments	Executives' Comments
Stress cooperation more than dissent [6].	Best left to a senior person [5].
Why try to upset your employees [4].	It is important to be able to manage dissent and criticism from subordinates [3].
Dissent is a negative concept [3].	Moderately important—the ability to look at all angles & accept alternatives [2].
Is a nice touch if other things are going well.	I feel it is of marginal importance.
Number one way to obtain feedback.	"No man is an island."
Its tough to swallow sometimes, but you must be able to listen to both your internal and external customers.	
Generally, hospitality executives do not welcome this.	
Important to avoid group thinking.	

The comment given most often by executives was that the inviting of dissent was best left to a senior person: this is contradictory to the most often cited response of administrators that one should stress cooperation more than dissent. The majority of administrators' comments were generally unfavorable regarding dissent, while executives' comments were a mix of positive and negative. The single comment that hospitality executives do not welcome this is a contradiction to six of the other executives' comments.

Table 10. Comparative Qualitative Comments Regarding the Skill of Maintaining Open Lines of Communication

Administrators' Comments	Executives' Comments
<p>Open communication facilitates trust [6].</p> <p>Communication is the lifeblood of the organization all levels up and down [5].</p> <p>If you do not communicate, the best plans will never go into action [3].</p> <p>Feedback and feed forward [3].</p> <p>Essential for unit and company success.</p> <p>Resolves many problems.</p> <p>Must know what's going on and make others aware.</p> <p>Communications will drive the plan. You will save time and money if you communicate accurately.</p>	<p>The success of business depends on effective, open communication; this skill is critical [4].</p> <p>The ability to communicate effectively in writing and speaking is vital [2].</p> <p>To be an effective leader, one must be an effective listener and empathetic speaker [2].</p> <p>Always remember you are in the people business.</p> <p>Those who cannot communicate are lost.</p> <p>90% of management = communication.</p>

The comments cited most often by both groups were in general agreement. Administrators commented that communications foster trust, while executives commented that the success of business depends on communication and the skill is critical. All of the comments made by both groups were positive. Executives mentioned that written and spoken communication is vital, as is listening, points that were also brought up by administrators. Administrators seemed to stress the organizational benefits to a great degree, while executives looked at the skill to a greater degree from the personal standpoint.

Table 11. Comparative Qualitative Comments Regarding the Skill of Capacity to Motivate

Administrators' Comments	Executives' Comments
The ability to motivate employees is critical [7].	The ability to determine what motivates people is important [6].
Motivation is the key to a smooth operation [4].	One must be able to meet <i>individual</i> needs as well as corporate objectives [4]. [Emphasis in original text.]
The ability to create an atmosphere where others motivate themselves.	If you cannot motivate, you cannot control, hence you cannot direct vision [2].
This is how the mission is carried out.	Critical to success and future development.
A supervisor can only provide the environment.	You are only as good as your people.
If you cannot motivate you cannot manage.	
Outweighed by other factors.	
Different levels of managers require different types of motivation.	

Both groups agreed on the importance of the skill, with only two negative comments, both from administrators, stating that motivation was outweighed by other factors and a supervisor can only provide the environment. The groups commented on the importance in different ways. Administrators replied most often that the ability to motivate was critical, while executives stated that the ability to determine what motivates people is important. Both groups stated that motivation was the key to managing successfully.

Table 12. Comparative Qualitative Comments Regarding the Skill of Perseverance

Administrators' Comments	Executives' Comments
Shows determination; it's too easy to give up [6].	Is important for hospitality managers; it is a long road to the top [5].
Crucial for all areas [4].	Success in business is accomplished through the overcoming of obstacles [3].
Necessary to complete goals [2].	Rarely is everyone going to agree; too many good ideas are lost when someone gives up.
Individually it is important, but it must be combined with flexibility.	Is a must if individuals seek long-term success.
People who persevere are the successful entrepreneurs of our time.	It can sometimes get in the way of admitting mistakes.
Not as important as the others.	

Both groups commented favorably about the importance of perseverance, with only one negative comment by an administrator, stating that it was not as important as the other skills. The comment given most often by administrators was that it shows determination. This was very similar to the most frequently made comment by executives, that it is important for hospitality managers because it is a long road to the top. The most frequently given response by executives was more personal in nature than the most frequent response of administrators: the latter were centered more around work performance.

Table 13. Comparative Qualitative Comments Regarding the Skill of Adaptability

Administrators' Comments	Executives' Comments
Necessary to handle changes successfully [6].	The only constant is change [5].
Change is constant in this industry [4].	If you cannot forecast/accept change, you will be left behind [3].
Constantly changing environments require changing approaches to be successful.	The market is ever-changing; adapt first and you win.
All employees are unique and require unique direction.	Some degree of flexibility is necessary.
Lack of flexibility can cause managers deep trouble during their first few years.	This skill can be learned on the job.
Today's work environment is such that this is and will remain to be an important skill.	Nothing goes as planned.
	Ability to be proactive and change on short notice is vital.

Both groups agreed with respect to the comments written about adaptability. All the comments were favorable, with the exception of one negative comment by an executive stating that it was a skill that could be learned on the job. The most frequently stated response by each group was similar: that it is necessary to handle changes successfully and the only constant is change. The second most frequently cited responses of each group were also quite similar: change is constant, and if you cannot forecast and accept change, you will be left behind.

Table 14. Comparative Qualitative Comments Regarding the Skill of Trusting Your Subordinates

Administrators' Comments	Executives' Comments
<p>One cannot do it all themselves [6].</p> <p>This is necessary to successfully delegate [4].</p> <p>Builds teamwork [4].</p> <p>Your people believe you have faith in them [3].</p> <p>You cannot be everywhere, but must follow-up.</p> <p>Will make everyone's life easier and will lead to achievement at all levels.</p> <p>It is best to trust no one.</p> <p>It must be a two-way street.</p> <p>Delegation and empowerment are concomitant to trust.</p>	<p>Where there is no trust there is no teamwork [5].</p> <p>People know when you do not and their performance drops [5].</p> <p>Delegation is the key [4].</p> <p>Your subordinates are a reflection of you [3].</p> <p>Trust and confidence is developed over time and is best learned on the job.</p> <p>Trusting also means you have trained them properly.</p> <p>This is very broad. A good executive will not trust blindly.</p>

The comments cited most often by both groups were generally positive and were similar. The leading response by administrators, one on his or her own cannot do it themselves, is similar to the leading response by executives that where there is no trust there is no teamwork. There were comments by both groups regarding the importance of trusting to teamwork, and delegation.

There were also several negative comments made by both groups. It is best to trust no one, and it must be a two-way street, contributed by administrators; and trust also means you have properly trained co-workers and subordinates, and a good executive will never trust blindly.

Table 15. Comparative Qualitative Comments Regarding the Skill of the Willingness to Accept Responsibility

Administrators' Comments	Executives' Comments
<p>Go beyond what is expected [5].</p> <p>More so today when more responsibility is placed upon younger managers [3].</p> <p>This can be interpreted as cooperative attitude.</p> <p>Required of all managers and supervisors at all levels.</p> <p>It will come so be ready.</p> <p>All employees should carry their own weight.</p> <p>Essential in today's workplace and business environment.</p>	<p>'Seeking' responsibility.</p> <p>The key to getting ahead; to me this is risk taking.</p> <p>This may be the most important skill that an employee can have.</p>

Administrators made ten more comments on this skill than executives did. The comments from both groups were similar. One executive stated that accepting responsibility may be the most important skill an employee can have, while administrators did not give the skill that much importance but did state that one must go beyond what is expected, the most frequent response by administrators. The second most frequently mentioned skill by administrators was that the willingness to accept responsibility was ever more important in today's business climate as increasingly more responsibility is placed on newer managers.

Table 16. Comparative Qualitative Comments Regarding the Skill of Encouraging Risk Taking

Administrators' Comments	Executives' Comments
<p>One achieves by taking risks [5].</p> <p>You have to have strong supervisors—I do not believe risk taking is encouraged in the hospitality industry [3].</p> <p>Not critical in early careers at lower levels: not generally expected of managers and supervisors [3].</p> <p>Done well it leads to success [2].</p> <p>This may not be one of the most important things necessary to be successful, but you also cannot be content with traditional ways all of the time either.</p> <p>It is beneficial to the organization to have supportive bosses that will coach behaviors.</p> <p>More important than 5-10 years ago, in today's fluid environment.</p>	<p>Business and careers grow through risk [3].</p> <p>One must take risks to be competitive [2].</p> <p>You can only move forward by taking risks.</p> <p>Risk taking costs money; you need experience before you make these moves.</p> <p>This can be learned and developed on the job and must be done intelligently and in the right circumstances.</p>

The comments by both groups were mixed between positive and negative. Administrators contributed ten positive and six negative comments on the topic, while the executives contributed five positive and only two negative comments. The comments mentioned most often by executives, mentioned five times, were both positive: that business and careers grow through risk, and that one must take risks to be competitive. The top two most frequently mentioned comments by administrators were that one achieves by taking risks, and also that one should have strong supervisors and that they did not feel it was encouraged in the hospitality industry. Administrators mentioned three times that it was not critical in early careers at lower levels, which corresponds to the executives' comment that risk taking costs money and experience is necessary prior to making these moves.

Table 17. Comparative Qualitative Comments Regarding the Skill of Problem Solving

Administrators' Comments	Executives' Comments
<p>Needed for success at all levels [6].</p> <p>A problem solver must be flexible [5].</p> <p>Managers should be able to identify and solve problems [3].</p> <p>It is all problems [3].</p> <p>Do not just solve but develop solutions to improve and maintain the operation.</p> <p>Problem solving is one of the reasons that supervisors are hired.</p>	<p>Ability to think and resolve problems separates entry-level managers from upper-level managers [3].</p> <p>Leaders must stay at least one step ahead of the rest [2].</p> <p>With downsizing, etc., it is ever more important to empower people to make decisions [2].</p> <p>This is why one goes to college, to learn ways to figure things out.</p> <p>This may be the most easily 'taught' skill and the easiest to measure the actual ability outside of the workplace.</p>

Both groups were unanimous in commenting favorably on the importance of problem solving. The comments given most often by executives were that problem solving separates entry-level from lower-level managers, and that leaders must stay at least one step ahead of the rest; in addition, that with downsizing, empowerment to make decisions is even more important. On the other hand, the top responses given by administrators were that problem solving is needed for success at all levels, that a problem solver must be flexible, and managers should be able to solve problems. Two comments were made by executives that stood out from the rest: that this is the reason one goes to college, to learn how to figure things out; and that this may be the most easily taught skill and the easiest to measure in terms of the actual ability outside of the workplace.

Analysis of Leadership Skills Not Included in the Study

Subproblem No. 5: What are the leadership skills that hospitality school administrators believe are being taught at their school, but are not included in the study, and what are the leadership skills that hospitality company executives state are important for the graduates they hire but are not included in the study?

Table 18 illustrates the skills both groups identified as important, but not included in the study. Skills that were mentioned by more than one member of the group are indicated by the number in the parentheses. An examination of the skills identified by both groups further demonstrates the different views. The two groups show very little agreement between them.

Table 18. Comparison of Skills Not Included in the Study

Administrators' Comments	Executives' Comments
Ethics [8]	Development of others [6]
Technical skills [5]	Maturity [5]
Team building [4]	Commitment [4]
Reflectionary skills [4]	Responsibility [4]
Conflict resolution [3]	Planning [3]
Interpersonal skills [3]	Honesty [3]
Managing diversity [2]	Reality [3]
Sensitivity [2]	Strategic management [2]
Goal oriented [2]	Patience to allow experience to catch up with one's education
Organizational loyalty	Ability to recognize one's shortcomings and how to plan to correct it
Insight	Organizing
Research	
Customer service commitment	
Perspective skills	
Creativity	
Analytical ability	
Empowerment	

Both groups identified numerous skills that they felt were important. The skills identified by both groups illustrate the varied backgrounds and diversity of skills that students will need to succeed in the hospitality industry. The table further indicates the differences in the view of what skills are important in graduates of four-year hospitality schools. For example, administrators chose ethics most often as the skill omitted from the study, while company executives did not mention the skill at all. Executives chose the development of others most often as the skill that was not included in the study, while administrators again did not mention the skill at all.

There was a lack of agreement in the skills cited by both groups of the study. The top three skills cited by the executives were ethics, technical skills, and team building, mentioned a total of 17 times; none of these were mentioned by administrators. The top three skills mentioned by executives a total of 15 times, development of others, maturity, and commitment, were not mentioned by the group of administrators. However, one could argue that the skill of commitment mentioned in Question 4 by executives could mean the same as the skill of perseverance examined in the study.

Table 19 is a summary of the convergence of the quantitative data and the open-ended qualitative responses of Question 4 of the survey instrument. The table illustrates each group's response toward the skill. The final column displays whether or not the two methods agreed with each other. There was agreement, or triangulation, on the importance of most of the skills by both groups. The study revealed disagreement, or divergence between the two research methods, pertaining to the importance of the skills of vision development, the inviting of dissent, and encouraging risk taking.

Table 19. Convergence of Qualitative/Quantitative Data Analysis Matrix

Leadership Skill	Quantitative Responses Toward the Importance of the Skill	Qualitative Responses Toward the Importance of the Skill	Comparison:
	Admin/Execs	Admin/Execs	Agree? Yes or No
Vision development	Negative Negative	Negative Positive	Yes No
The inviting of dissent	Negative Negative	Negative Positive	Yes No
Open lines of communication	Positive Positive	Positive Positive	Yes Yes
The capacity to motivate	Positive Positive	Positive Positive	Yes Yes
Perseverance	Positive Positive	Positive Positive	Yes Yes
Adaptability	Positive Positive	Positive Positive	Yes Yes
Trusting your subordinates	Positive Positive	Positive Positive	Yes Yes
Willingness to accept responsibility	Positive Positive	Positive Positive	Yes Yes
Encouraging risk taking	Negative Positive	Positive Negative	No No
Problem solving	Positive Positive	Positive Positive	Yes Yes

CHAPTER 5
SUMMARY, CONCLUSIONS, RECOMMENDATIONS
AND IMPLICATIONS

Chapter 5 is organized into five sections: (1) Summary of the Study, (2) Quantitative and Qualitative Conclusions formulated from the findings, (3) Recommendations for Practice, (4) Recommendations for Future Research, and (5) Implications. The summary of the study includes a synopsis of the problem, and a brief but comprehensive overview of Chapters 1 through 4. The conclusions formulated from the findings of the study provide suggestions for both schools and hospitality companies. The recommendation section focuses on specific and general recommendations for both practice and further research. Finally, the implications generally identify the benefits and beneficiaries of the research study.

Summary of the Study

The primary purpose of the study was to identify and compare the leadership skills perceived by hospitality school administrators as being provided by their programs with the leadership skills perceived as important by hospitality company executives. The objective of the study was to provide information to assist hospitality school management programs to adapt their programs to the needs of the hospitality industry. One of the roles of education is to prepare students to succeed in their careers. Educational institutions need to keep abreast of the changing needs of the industries that hire their graduates.

Chapter 1 presented some of the problems regarding the lack of leadership in the nation and how the changing conditions of the hospitality industry require strong leadership to

prepare for the challenges of the next century. The chapter also includes the statement of the problem, the subproblems and the research questions.

Chapter 2 summarized the literature relevant to leadership in four areas. The first area dealt with views of business and business leaders toward leadership and the roles of a leader. The second dealt with the views toward leadership in the hospitality industry. The third dealt with the important topic of leadership pedagogy—a point integral to the study. There would have been no need for the study if leadership could not be taught. The fourth area focused more specifically on the need for leadership training in the hospitality industry.

The review of literature identified the leadership skills that the leaders of three segments of the hospitality industry felt were important, but made no comment on whether or not these were the skills that they look for in the graduates they hire. The review revealed only one study that examined which leadership skills were being taught to hospitality school students, with no comparison of these skills with those that the companies that recruit their students feel are important. The review has also shown that there is a need for hospitality school curricula to adapt to the changes in the industry. This is considered crucial in order to ensure that hospitality programs are adequately preparing the future leaders of the hospitality industry. The review of related literature reveals the need for further research into the topic.

Chapter 3 discussed the plans for the research process and design. A description of the sample population was provided, the sampling procedure was examined, and validity and reliability were discussed. The chapter also presented the methods and procedures of the study. The chapter was divided into the following sections: restatement of the problem, subproblems, population and sample, research design, instrumentation, data collection procedures, and data analysis. The data analysis and statistical procedures were identified as descriptive and comparative in nature. Chapter 4 presented the results of the statistical analysis, as well as a compilation of qualitative responses and their interpretation.

Quantitative Findings and Conclusions

Based on the quantitative results of the study, the following findings and related conclusions are presented. The responses to each of the three subproblems are as follows:

Subproblem No. 1

What are the leadership skills taught to graduates of four-year hospitality schools and how do they compare with the leadership skills that hospitality industry executives state are important for graduates hired by their company?

Findings. For the groups surveyed, there is no significant difference in the leadership skills identified by hospitality school administrators as being taught to their students as compared with the leadership skills hospitality school executives state are important for graduates hired by their company.

The analysis of data indicated that the average difference in ranks of the two groups was 2.2. The two groups agreed most on the skills of inviting dissent—both indicated it was the least important—as well as the skill of trusting your subordinates. The groups differed more in the skills that administrators said their school taught and executives stated as being important: 98 percent of the executives mentioned problem solving as the most important skill in the graduates they hire, whereas 93 percent of administrators mentioned it as a skill taught in their program. Interestingly, 96 percent of the administrators surveyed responded on the importance of open lines of communication and adaptability, making them the most frequently cited of the group, as compared to 91 and 83 percent of the executives stating that they were important in the students they hire.

Conclusion. It can therefore be concluded that there was no difference between skills taught by hospitality schools and skills considered important by executives of hospitality companies.

Subproblem No. 2

What are the differences in the order of importance of ten leadership skills between hospitality school administrators and hospitality company executives?

Findings. For the group surveyed there is no significant difference in hospitality school administrators' perceptions of the importance of the ten listed leadership skills as compared with the hospitality industry executives' stated importance of the skills.

The analysis of data indicated no significant differences between the two groups toward the importance of the skills. Hospitality school administrators and hospitality company executives participating in this study were in general agreement as to the importance of the ten listed leadership skills.

The relative frequencies of the skills being taught and the skills considered were quite similar. Five of the skills remained within 7 percent of each other between the two groups. The smallest difference between the two groups was for the trusting your subordinates skill, while the largest was for the willingness to accept responsibility skill. The rankings of the relative frequency percentages demonstrated that the biggest differences were in accepting responsibility, vision development, and adaptability. Both accepting responsibility and vision development were ranked as less important by executives than by administrators. On the other hand, accepting responsibility resulted in the biggest difference in ranking, with executives identifying it as more important than administrators.

Conclusion. Therefore, it can be concluded that there is no difference in the order of importance of the leadership skills included in the study listed by the hospitality company executives, as compared with the order of perceived importance to executives by the administrators who participated in this study.

Subproblem No. 3

How do the perceptions of hospitality school administrators compare with regard to the importance of the ten listed leadership skills with those of hospitality industry executives?

Findings. For the group surveyed there is no significant difference in the perception of the order of importance of the ten leadership skills by hospitality school administrators as compared with the order of importance ranked by hospitality company executives. The two non-parametric tests provided the following information: the calculated Spearman's Rho was .218, and Kendall's Tau was 0.0364.

The biggest difference between the groups in skills ranked as having high importance were for the skills of vision development and the capacity to motivate. In both cases the administrators rated the skill as more important than their executive counterparts. The skills cited as most important by the executives were problem solving, encouraging risk taking, and open lines of communication. The skills cited as most important by the administrators in the study were the capacity to motivate, open lines of communication, and accepting responsibility. The only skill residing in the top three by both groups, cited as most important, was open lines of communication. This further illustrates the differences of opinion on the importance of the skills by the groups in the study. The two groups agreed most closely on the skills of perseverance and problem solving.

There was considerably more agreement between the two groups in the skills ranked as having low importance. The biggest differences between the groups were with regard to vision development, cited more often by executives, and the inviting of dissent, cited more often by administrators. On the other hand, the skills ranked most often by administrators as having low importance were the inviting of dissent, vision development, and perseverance, while the skills ranked most often by executives were vision development, the inviting of dissent, perseverance, and the capacity to motivate. The skills of perseverance and inviting of dissent were the only two of the ten in the study that were in the top three cited most often by both

groups. Neither group mentioned the skills of the capacity to motivate, adaptability, and problem solving as having low importance.

Conclusion. Therefore, it can be concluded that there were no differences among the two groups in the ranking of the order of importance. Based on this value, it appears that a positive relationship exists between the ranks of the leadership given by both groups in the study.

Qualitative Findings and Conclusions

Based on the qualitative results of the study, the following conclusions are presented.

Subproblem No. 4

How do the descriptions of why each of the ten listed leadership skills is important to hospitality company executives as perceived by hospitality school administrators, compare with how hospitality company executives describe why each of the ten listed leadership skills is important?

Responses for the Skill of Vision Development. For the groups surveyed, there was disagreement concerning the stated importance of the skill.

Therefore, it can be concluded that hospitality school administrators do not accurately perceive the importance of vision development to hospitality company executives.

Responses for the Skill of Inviting Dissent. For the groups surveyed, there was general disagreement concerning the stated importance of the skill. The majority of administrators' comments were negative toward the skill, while the responses by the surveyed group of executives were mixed with both positive and negative.

Therefore, it can be concluded that hospitality school administrators do not accurately perceive the importance of the skill of inviting dissent to hospitality company executives.

Responses for the Skill of Open Lines of Communication. For the groups surveyed, there was agreement concerning the stated importance of the skill. The administrators stressed the organizational benefits, while executives cited the personal benefit more often.

Therefore, it can be concluded that hospitality school administrators do accurately perceive the importance of open lines of communication to hospitality company executives.

Responses for the Skill of the Capacity to Motivate. For the groups surveyed, there was agreement concerning the stated importance of the skill. Both groups agreed on the importance of the skill, with only two negative comments, both from administrators.

Therefore, it can be concluded that hospitality school administrators accurately perceive the importance of the capacity to motivate to hospitality company executives.

Responses for the Skill of Perseverance. For the groups surveyed, there was agreement concerning the stated importance of the skill. Both groups commented favorably on perseverance, with the exception of one negative comment by an executive.

Therefore, it can be concluded that hospitality school administrators accurately perceive the importance of perseverance to hospitality company executives.

Responses for the Skill of Adaptability. For the groups surveyed, there was general agreement concerning the stated importance of the skill. The majority of the comments by both groups were favorable.

It can therefore be concluded that hospitality school administrators accurately perceive the importance of adaptability to hospitality company executives.

Responses for the Skill of Trusting Subordinates. For the groups surveyed, there was general agreement concerning the stated importance of the skill. The majority of comments were favorable, with several negative comments by each group.

Therefore, it can be concluded that hospitality school administrators accurately perceive the importance of the skill of trusting subordinates to hospitality company executives.

Responses for the Skill of Willingness to Accept Responsibility. For the groups surveyed, there was agreement concerning the stated importance of the skill. The comments made by both groups were similar.

Therefore, it can be concluded that hospitality school administrators do accurately perceive the importance of the skill of willingness to accept responsibility to company executives.

Responses for the Skill of Risk Taking. For the groups surveyed, there was agreement concerning the stated importance of the skill. The comments made by both groups were mixed. Administrators contributed ten positive and six negative comments on the topic, while the executives contributed five positive and two negative comments.

Therefore, it can be concluded that hospitality school administrators accurately perceive the importance of the skill of risk taking to hospitality company executives.

Responses for the Skill of Problem Solving. For the groups surveyed, there was agreement concerning the stated importance of the skill. Both groups responded unanimously in favor of the importance of the skill.

Therefore, it can be concluded that hospitality school administrators accurately perceive the importance of problem solving to hospitality company executives.

Subproblem No. 5

What are the leadership skills that hospitality school administrators believe are being taught at their school, but are not included in the study, and what are the leadership skills that hospitality company executives state are important for the graduates they hire but are not included in the study?

Findings. There was not a single skill identified by both groups as important or taught at their school and not included in the study. The skills that administrators state that are taught in their program, but not included in the study, did not correspond at all with the skills that executives stated were important, but were not included in the study.

Conclusions. This question resulted in the greatest variance in responses and illustrates the greatest difference in the importance of leadership skills between the two groups.

Administrators do not accurately perceive the skills that executives feel as important that were not included in the study.

There was a lack of agreement between the skills identified by both groups. Maturity, cited five times by executives in response to the question, could be considered a skill that would be hard to teach in an academic setting that would more likely be gained through growth and experience. Reality, cited three times by executives, would also be difficult to teach and would probably best be gained through both growth and experience. Both of these skills provide examples of the fact that the executives desire skills in graduates that may not be possible to teach in school and may not be the responsibility of the four-year schools to provide.

The researcher found the nature of several of the skills included by administrators in response to the question interesting. The administrators in the study included skills that are popular in the literature as pressing issues of the times: empowerment, managing diversity, ethics, and customer service. These were skills that could be taught in an educational setting, but interestingly, none of these were listed at all by executives in the study. Executives responded more frequently with skills that could be considered more as the basics and would mostly likely be difficult to teach in an academic setting.

Table 20. Review of the Findings and Conclusions of the Study

Subproblems	Findings	Conclusions
1. Identify the leadership skills taught to graduates of four-year hospitality schools and compare them with the leadership skills that hospitality industry executives state are important for graduates hired by their company.	No significant difference.	No difference.
2. Identify differences in the order of importance of ten leadership skills between hospitality school administrators and hospitality company executives.	No significant difference.	No difference.
3. Compare the perceptions of hospitality school administrators with regard to the importance of the ten listed leadership skills with those of hospitality industry executives.	No significant difference.	No difference.
4. Compare the description of why each of the ten listed leadership skills is important to hospitality school administrators, with how hospitality company executives describe why each of the ten listed leadership skills is important.	No significant difference in the skills, Communication, Capacity to Motivate, Perseverance, Adaptability, Trusting Subordinates, Accepting Responsibility, Risk Taking, Problem Solving.	No difference in the skills of Communication, Capacity to Motivate, Perseverance, Adaptability, Trusting Subordinates, Accepting Responsibility, Risk Taking, Problem Solving.
5. Identify the leadership skills that hospitality school administrators believe are being taught at their school, but are not included in the study, with the leadership skills that hospitality company executives state are important for the graduates they hire but are not included in the study.	There was significant difference in the skill identified by both groups, with no single skill identified by both groups.	This question illustrated the greatest difference in the views of what are necessary leadership skills.

Recommendations for Practice

Based on the conclusions of the study, the following recommendations are presented.

1. The results of the study should be disseminated to CHRIE, the professional organization of hospitality educators, for the purpose of discussion of how the results could impact curriculum design.

2. Hospitality company executives and hospitality school administrators should gather to discuss the findings of the study and to gain a better understanding of the skills students need to succeed in the hospitality industry. The meeting will help hospitality school administrators adapt their curricula to better prepare their students for the future.

Recommendations for Future Research

1. The study should be replicated with different groups within the same sample populations used in this study. The study should be done with professors at the schools where administrators were surveyed, and recruiters in the companies where executives were surveyed, to determine if there is agreement within companies and schools on the importance of the leadership skills.

2. The great variance in the data produced in Sub-problem No. 5 demonstrates that further study needs to be done to investigate the skills that hospitality company executives feel are important in the hospitality school graduates they hire.

3. Having illustrated some misunderstanding between the two groups on the perception of the importance of leadership skills, this study should be replicated to see if similar disagreement exists between the two groups in other skills taught in four-year hospitality programs. Both students and the hospitality industry will benefit when both groups can agree on the skills necessary for success.

4. The study should be replicated on a larger population, such as non-CHRIE, four-year hospitality schools, and with a larger number of hospitality company executives from schools that hire HRM graduates as well as from those that do not.

Implications

Based on the conclusions of the study, the following implications are presented.

1. In looking at the comparative analysis, both quantitatively and qualitatively, of the ten skill categories in the study, the researcher has reservations regarding whether the ten skill categories qualify as crucial skills. The disagreement demonstrated by the responses in Question No. 4 in the survey showed the lack of understanding of the two groups toward the skills necessary for success in the hospitality industry.

2. Hospitality company executives and hospitality school administrators need to meet and discuss the skills that students will need to succeed and bring the hospitality industry into the next century.

3. The lack of understanding between the groups on the importance of key skills drives a rift between the two groups that benefits no one. The two groups in the study have much to gain from each other and should work together to develop curricula and programs to better prepare the students of today to become the hospitality leaders of the future.

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APPENDIX A
COVER LETTER FOR HOSPITALITY
COMPANY EXECUTIVES

COVER LETTER FOR HOSPITALITY COMPANY EXECUTIVES

If the person to whom this packet was addressed is unable to fill out the enclosed survey please pass it on to an executive of equal rank in your company.

As an executive of a hospitality company, you have obtained a level of leadership in your company as well as the industry. Your experience and position places you to evaluate the leadership skills necessary for graduates of hospitality management programs to possess to enable them to be the hospitality leaders of 21st century.

By completing and returning the accompanying research instrument you will provide valuable information to assist hospitality schools in the future design of their curriculum.

The information you provided will be confidential and used for research purposes only. No individual or company will be identified by name in any report. This form is numbered for follow-up purposes only and will be destroyed after the data is recorded.

Thank you for your cooperation. Your response is very important. I would appreciate having the questionnaire by August 1.

Sincerely,

Wallace L. Rande
Researcher

APPENDIX B
COVER LETTER FOR HOSPITALITY
SCHOOL ADMINISTRATORS

COVER LETTER FOR HOSPITALITY SCHOOL ADMINISTRATORS

If the person to whom this packet was addressed is unable to fill out the enclosed survey please pass it on to an executive of equal rank in your company.

As a hospitality school administrator, you have obtained a level of leadership in your school as well as the industry. Your experience and position places you to evaluate the leadership skills provided to the students of your program and the importance of those skills as perceived by hospitality company executives.

By completing and returning the accompanying research instrument you will provide valuable information to assist hospitality schools in the future design of their curriculum.

The information you provided will be confidential and used for research purposes only. No individual or company will be identified by name in any report. This form is numbered for follow-up purposes only and will be destroyed after the data is recorded.

Thank you for your cooperation. Your response is very important. I would appreciate having the questionnaire by August 1.

Sincerely,

Wallace L. Rande
Researcher

APPENDIX C
SURVEY FOR HOSPITALITY
COMPANY EXECUTIVES

SURVEY FOR HOSPITALITY COMPANY EXECUTIVES

The Importance of Leadership Skills to Hospitality Company Executives

The purpose of this study is to determine the leadership skills being taught to the graduates of four-year hospitality management schools and compare them to the leadership skills that hospitality company executives feel are important in the graduates that they hire.

The information obtained is confidential and will be used for research purposes only. No individual or company will be identified by name in any report. This form is numbered for follow-up purposes only and will be destroyed after the data are recorded. Your responses will be kept confidential.

INSTRUCTIONS:
The leadership skills listed below will be used in the study. Use the letters A-J to identify the skill(s) to respond to Questions 1 & 2.

Leadership Skills

A. Vision development.	B. The inviting of dissent.
C. Development and maintaining of open lines of communication.	D. The capacity to motivate.
E. Perseverance, especially when others may give up.	F. Adaptability, flexibility of approach.
G. Trusting your subordinates.	H. Willingness (eagerness) to accept responsibility.
I. Encouraging risk taking.	J. Problem solving [critical thinking].

1. Which of the listed leadership skills do you feel are important in the graduates that your company hires from four year hospitality programs?

Indicate all the letters of the above listed skills that you feel are important

2. Rank ALL of the above listed leadership skills A-J, in order of their importance
List the letters from the above table in order from most important-to-least important

MOST IMPORTANT _____ LEAST IMPORTANT

APPENDIX D
SURVEY FOR HOSPITALITY
SCHOOL ADMINISTRATORS

SURVEY FOR HOSPITALITY SCHOOL ADMINISTRATORS

Leadership Training at Four-Year Hospitality Management Schools

The purpose of this study is to determine the leadership skills being taught to the graduates of four-year hospitality management schools and compare them to the leadership skills that hospitality company executives feel are important in the graduates that they hire.

The information obtained is confidential and will be used for research purposes only. No individual or college will be identified by name in any report. This form is numbered for follow-up purposes only and will be destroyed after the data are recorded. Your responses will be kept confidential.

INSTRUCTIONS:
The leadership skills listed below will be used in the study. Use the letters A-J to identify the skill(s) to respond to Questions 1 & 2.

Leadership Skills

A. Vision development.	B. The inviting of dissent.
C. Development and maintaining of open lines of communication.	D. The capacity to motivate.
E. Perseverance, especially when others may give up.	F. Adaptability, flexibility of approach.
G. Trusting your subordinates.	H. Willingness (eagerness) to accept responsibility.
I. Encouraging risk taking.	J. Problem solving [critical thinking].

1. Which of the above listed leadership skills are being taught to the students of your program?

List all of the letters of the above-listed skills that are taught to the students of your program

2. Rank the listed leadership skills, from the above table, as you perceive the order of importance would be to hospitality company executives.

List the letters of the skills, from the above table, in order from most important-to-least important

MOST IMPORTANT _____ LEAST IMPORTANT

Please turn the page

HSA2-Leadership Survey

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APPENDIX E
SPEARMAN'S RHO AND KENDALL'S TAU
TEST RESULTS

Table 21. Calculation of Spearman's Rho

Skill	Rank of Skill by Admr. (X)	Rank of Skill by Exec. (Y)	Rank Difference (X - Y)	(X - Y) ²
A. Vision development	8	10	-2	4
B. The inviting of dissent	10	9	1	1
C. Open lines of communication	5	5	0	0
D. The capacity to motivate	1	4	-3	9
E. Perseverance	6	8	-2	4
F. Adaptability	2	3	-1	1
G. Trusting your subordinates	9	6	-3	9
H. Accept responsibility	4	2	2	4
I. Encouraging risk taking	7	7	0	0
J. Problem solving	3	1	2	4
TOTAL				36

$$R_s = 1 - \frac{6 \sum (X - Y)^2}{n(n^2 - 1)} = .218$$

Table 22. Kendall's Tau Results

The Paired (X _i , Y _i) values in increasing rank order of the Xs	Number of "Concordant Pairs" Below this (X ₁ , Y ₁) from the Ys ABOVE	Number of "Discordant Pairs" Below this (X ₁ , Y ₁) from the Ys BELOW
(142, 185)	6	3
(150, 135)	9	0
(172, 182)	8	1
(184, 182)	8	1
(187, 213)	1	7
(188, 210)	3	6
(189, 209)	4	5
(191, 215)	0	9
(209, 213)	1	7
(252, 188)	5	4
Totals	45 = N _c	43 = N _d

$$T = N_c - N_d = 45 - 43 = 2.$$

$\text{Tau} = N_c - N_d / [n(n-1)] / 2$, where n = the total number of paired observations.

$$\text{Tau} = 2 / [10(11)] / 2 \text{ or } 2 / 110 / 2, \text{ or } 2 / 55, \text{ or } 0.0364.$$

BIOGRAPHICAL INFORMATION

NAME OF AUTHOR: Wallace L. Rande

PLACE OF BIRTH: Detroit, Michigan

DATE OF BIRTH: June 17, 1957

EDUCATIONAL DEGREES AWARDED

Michigan State University, BA, 1980

Johnson and Wales College, AOS, 1981

University of Rhode Island, MBA, 1990

PROFESSIONAL POSITIONS HELD

Northern Arizona University, 1990-present

Johnson and Wales University, 1985-1990

Houlihan's Restaurant, 1984, 1985

Marriott Hotel Corporation, 1981-1984