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REQUIRED COMPETENCIES IN THE HOTEL INDUSTRY

IN RELATION TO HOTEL MANAGEMENT COURSES

IN TAIWANESE UNIVERSITIES

by

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A Dissertation Submitted in Partial Fulfillment of
The Requirements for the Degree of
Doctor of Education

Division of Educational Administration
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ABSTRACT

Shun-Chuan Lin, Ed. D., Educational Administration,
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Required Competencies in the Hotel Industry in Relation to Hotel
Management Courses in Taiwanese Universities

Dissertation directed by Dr. Mark Baron

Recently, Taiwan has moved into a position to advance in the travel and tourism industry. The hospitality industry needs not only trained managers, but managers with educational skills. This has led to the rapid growth of hospitality education at the college and university level. However, hospitality education has been considered a relative newborn in comparison to other programs. It would be relevant to investigate the current hotel management curricula found in universities and colleges. This study investigated the relationship between industry competencies and hotel management courses. Moreover, the competencies influencing career success and the courses contributing to career development in the hotel industry were determined. Finally, differences that existed between educators' and practitioners' perceptions toward hotel courses and industry competencies were identified.

Two researcher-developed survey instruments were used to collect data from 200 practitioners who were managers or assistant managers of 56 international tourist hotels and 150 hospitality educators at 29 institutions in Taiwan. Response rates of 48.0% and 44.7% from practitioners and educators, respectively, produced a well balanced sample. Instrument reliability and validity were reported. The frequency analysis was employed to provide demographic profiles of the survey participants. Inferential statistics, including t

tests, one-way analyses of variance (ANOVAs), factor analysis, canonical correlation analysis, and multiple regression were performed to answer the study research questions.

Following are the conclusions that emerged from the present study: (1) hospitality education in Taiwan provides adequate preparation for hospitality professionals with competencies required by the hotel industry, (2) both the general management skills and technical skills are critical to career success of graduates entering the hospitality industry, (3) the competencies relate to communication skills and interpersonal relations most influence career success in the hotel industry, (4) the courses relate to communication skills and management most contribute to career development in the hotel industry, (5) practitioners consider management-related competencies to be more important than do educators, and (6) the respondents' age years of employment, and functional area are the demographic characteristics that significantly influence their perceptions toward required competencies and hotel management courses.
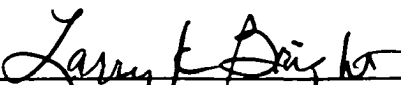
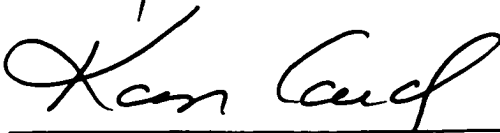This abstract of approximately 350 words is approved as to form and content. I recommend its publication.

Signed _MarkBohn_
Professor in Charge

DOCTORAL COMMITTEE

The members of the committee appointed to examine the dissertation of

Shun-Chuan Lin find it satisfactory and recommend that it be approved.

Dr. Mark Baron, Chair

Dr. Larry Bright

Dr. Karen Card

Dr. Bruce Milne

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I would like to dedicate this dissertation to my mother Chiao-Yun Yang and my father Chih-Chiang Lin who made sacrifice themselves for me. I also would like other family members Yo-Cheng (Kevin), Shun-Hwa (Peggy), Ming-Yu, Yi-Hong, and Yi-Ting to know that this dissertation would not have been possible without their love and support.

Finally, I would like to extend my appreciation to my colleagues and friends for supporting and encouraging me to study at The University of South Dakota. Without their assistance, this study would not have been completed.

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CHAPTER 1

Introduction

According to the World Tourism Organization (WTO), world tourism grew by 7.4% in 2000 compared to 1999. There were 698 million tourists worldwide, and tourist receipts totaled US $476 billion, an increase of 4.5% over 1999. The fastest developing area was East Asia and the Pacific with a growth rate of 14.5% and some 14 million more tourists than in 1999 (World Tourism Organization, 2001). WTO's *Tourism 2020 Vision* forecasts that 195 million tourists will choose a destination in Asia-Pacific by the year 2010. This figure, expected to reach 397 million by 2020, represents one-quarter of total international tourism (World Tourism Organization, 2000). Therefore, the Asia-Pacific region should prepare for an onslaught in the travel industry.

Taiwan has moved into a position to advance in the travel and tourism industry. The number of international visitors has been increasing annually since 1992; a high growth rate of 15% and 9.6% marked in 1994 and 1995, respectively. Even when Taiwan's tourism industry had been hard-hit by a huge earthquake in 1999, the number of international visitors still increased by 4.9% over 1998. With Taiwan's recovery from the huge earthquake, international visitors grew by 8.8% in 2000 (Tourism Bureau of the Republic of China, 2002a).

To meet the development of the international tourism market, international tourist hotels (hotels are denoted by four or five blossoms in a plum blossom rating system established by the Taiwanese government) have gradually replaced tourist hotels (hotels are denoted by two or three blossoms) in Taiwan. In 2001, there were 12 more international

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Table 1

Hotel Status in Taiwan

	International tourist hotel		Tourist hotel	
Year	Number of hotels	Number of rooms	Number of hotels	Number of rooms
1991	46	14,538	48	5,248
1992	47	15,018	42	4,706
1993	50	15,953	30	3,614
1994	51	16,391	27	3,135
1995	53	16,714	27	3,131
1996	53	16,858	25	2,908
1997	54	17,042	22	2,557
1998	53	16,557	23	2,653
1999	56	17,403	24	2,871
2000	56	17,057	24	2,871
2001	58	17,815	25	2,974

(First Commercial Bank, 2000; Tourism Bureau of the of the Republic of China, 2002b).

tourist hotels with 3,277 more rooms compared to 1991 (Table 1). The development of

Taiwan's hotel industry is moving toward internationalization.

However, the growth rate of international tourist hotels, in term of number of hotels

and number of rooms, has been decelerating and the hotel market has been stabilizing. The

number of rooms turned up a negative growth rate in 1998 and 2000. This phenomenon

indicates that international tourist hotel industry has entered into the maturity stage of the

product or industry life cycle. Table 2 illustrates this situation.

Table 2

International Tourist Hotel Industry Life Cycle of Taiwan

Year	Number of hotels	Growth rate (%)	Number of rooms	Growth rate (%)
1991	46	0.0	14,538	0.0
1992	47	2.2	15,018	3.3
1993	50	6.4	15,953	6.2
1994	51	2.0	16,391	2.8
1995	53	3.9	16,714	2.0
1996	53	0.0	16,858	0.9
1997	54	1.9	17,042	1.1
1998	53	(1.9)	16,557	(2.9)
1999	56	5.7	17,403	5.1
2000	56	0.0	17,057	(2.0)
2001	58	3.6	17,815	4.4

(First Commercial Bank, 2000; Tourism Bureau of the Republic of China. 2002b).

Recently, both China's Taiwan Affairs Office and the Beijing-based Straits Travel Agency released a survey announcing Taiwan as the most popular holiday destination for Mainland Chinese who want to visit abroad (*Taipei Times*, 2000b). In anticipation of officially opening Taiwan to Mainland Chinese tourists, implementing a two-day-weekend policy, and joining the World Trade Organization (WTO), the tourism market will boom again. This leads to the growth of international tourist hotels in 2001 (Table 2). According to the First Commercial Bank (2000), the Tourism Bureau of the Republic of China stated that, in the future, another 29 hotels with 7,302 rooms are going to be put into operation.

To promote and develop Taiwan as a primary destination for international tourism, the Ministry of the Republic of China chose tourism as a focal point for the new administration (*Taipei Times*, 2000a). Following the successful development of Taiwan into an "island of industry," Taiwan, in the 21st century, will be transformed into an "island of tourism." The hotel industry, therefore, needs a better-educated and more capable work force than before.

However, the hotel industry has been regarded as slow to recognize the value of training and investment in employees training. Approximately 77% of American lodging companies allocated less than 1% of their budget for training (Conrade, Woods, & Ninemeier, 1994). Fewer trainings, fewer types of training, and shorter trainings are also the phenomena of most international tourist hotels in Taiwan (Lin, 1998). The reason for this is that the leadership of international tourist hotels places little value on employee training (Zhu, 1991; Fu, 1993; Wang, 1997). The reason is that the hotel industry is characterized by a high turnover rate; almost every hotel is experiencing skilled labor shortage and increasing turnover of staff (Jeng, 2001). The situation creates a challenge in the development of employee training, as well as the absence of offering training opportunities for employees. However, the hotel industry is labor-intensive; employees of various skills are required in order to provide services to customers. As Alfus (1994) pointed out, the effective key to management of a hotel is the human resource component. As a result, formal education becomes the primary tool to prepare students for the competencies required by the industry.

Within the last five years, higher education in Taiwan for the hospitality and hotel

industry has grown dramatically. Hospitality program expansion keeps pace with the growth of the travel-and-tourism industry. There were nine universities and colleges granting baccalaureate degrees, and only one graduate school offering hospitality management programs in the 1995 academic year (Ministry of Education of the Republic of China, 1996). There were, however, 29 universities and colleges granting baccalaureate degrees, including six graduate schools having hospitality-related management programs in the 2001 academic year (Department of Higher Education, 2002). Those programs were called by many different names. Despite the variety of program names. almost every institution of education has certain "core" requirements that must be satisfied before a student can graduate. However, hospitality management education in Taiwan is still considered a relative newborn in comparison to other programs within universities and colleges.

When planning and developing curriculum, it is important to declare the purpose to be served (Foshay, 1995). According to Nelson (1994), hospitality education is designed to train and educate people with the professional knowledge and skills to enter the industry. However, Pizam (1987) also stated that hospitality education programs must broaden their curriculums and must not limit them to hospitality-specific content. Whichever the focuses are, it is imperative that educators offer a curriculum that satisfies the requirements of both the industry and the students (Deveau & Deveau, 1990).

To develop an effective program, it is critical to examine the important competencies that ensure graduates of hotel management programs success in the industry. Most managers in the hotel industry are trained in the classical management style, which

emphasizes the functions of planning, organizing, leading. and controlling (Tracey & Hinkin, 1994). As a result, there is little room for individual creativity and innovation because of adhering to rules and regulations (Warwick. 1975). However. innovation and creativity are the key attributes that distinguish one hotel from another. As Hanson (1993) pointed out, creativity is a quality necessary for hotel operations and management. In addition to Hanson, some other experts, such as Buergermeister (1983), Tas (1988), Okeiyi. Finley, and Postel (1994), and Kay and Rusette (2000), also addressed different viewpoints on skills or competencies needed by hospitality managers.

In Taiwan, the effectiveness of hotel management courses is also the most important issue that must be examined. The study conducted by Huang (1998) indicated that hoteliers of international tourist hotels criticize hospitality programs for not meeting the demands of industry. Consequently, it is critical to investigate the current hotel management curricula found in universities and colleges, and identify important competencies required in the hotel industry.

Statement of the Problem

University and college hotel management programs are the primary means to prepare students to have the competencies required by the industry; however, the industry has criticized educators for producing poorly prepared graduates. Just as the decade of the 1970s began, some industry experts criticized hotel and restaurant education as losing touch with the industry. The question of how to design effective programs remained unsolved in the 1970s and 1980s. Today, the same comments come from industry professionals (Casado, 1991). One of the problems is the gap between the perceptions of

educators and practitioners toward important industry competencies and curriculum. Additionally, Robinson (1992), Cotton (1991), and Leslie (1991) cited that a misconnection between actual skills of students and expectations of the industry is the major cause of poor retention rates among graduates in the industry.

Identification of the knowledge and competencies required to manage effectively in the hotel industry is prerequisite to any program development. Research needs to be conducted to determine important knowledge and competencies that practitioners are seeking to prepare students for meeting the industry's needs. Moreover, it would be crucial to identify the perceptions of educators and industry practitioners towards the industry competencies and the courses found in most hotel management curricula. If differences exist, then educational institutions and the hotel industry could be informed and appropriate adjustments may be considered.

Purpose of the Study

The overall purpose of this study was to provide direction in designing university and college hotel management programs in Taiwan. The specific purposes of this study were (1) to investigate the relationships between required competencies and the curricula of university and college hotel management programs, (2) to determine the relationships between competencies required in the hotel industry and career success, (3) to identify which courses relate to career development in the hotel industry, and (4) to examine whether a gap existed between the perceptions of educators and practitioners toward important competencies and hotel management courses.

Research Questions

In accordance with the purpose of the study, and based on the statement of the problem, the following questions guided this study.

1. What underlying factors and dimensions can be determined for hotel industry competency variables and hotel management program curriculum variables?

2. What relationships exist between the perceived importance of required competencies of hotel employees and university hotel management courses?

3. What relationships exist between the perceived importance of required competencies of hotel employees and career success for practitioners in the hotel industry?

4. What relationships exist between the perceived importance of university hotel management courses and their contributions to career development in the hotel industry?

5. What differences exist in the perceived importance of required competencies of hotel employees based on the following respondent characteristics:

   a. Educators versus practitioners,

   b. Gender,

   c. Age grouping,

   d. Years of employment, and

   e. Functional areas?

6. What differences exist in the perceived importance of university hotel management courses based on the following respondent characteristics:

   a. Educators versus practitioners,

   b. Gender,

c. Age grouping,

d. Years of employment, and

e. Functional areas?

Significance of the Study

In Taiwan, hotel management program are following either the European hotel education model, which emphasizes technical skills, or the American hospitality model with a focus on strategic management and leadership. However, because of the cultural and structural differences of the hotel industry in different countries, neither the American nor the European hotel education model should be directly transferred to Taiwan. Educators in Taiwan must develop their own programs to meet the industry needs.

To date, there has not been a research study published that is similar to the present study focusing on the relationships between Taiwanese hotel management courses and important competencies that influence career success in the industry. Using input from members of the industry, hopefully, this study will provide administrators and educators with a basis for curriculum development -- modifying or expanding university and college hotel management courses in Taiwan. This study may be presumed valuable to people in the hotel industry as a guide to understanding current trends in university and college hotel management programs in order to offer timely suggestions. This study is also assumed valuable to students currently in hospitality education. The study can serve as an advisory reference to students in understanding what knowledge or competencies the hotel industry is seeking in hospitality education graduates. Utilizing the knowledge of the educational opinion of practitioners and educators is important in establishing an effective program in

hotel management.

Definition of Terms

For the purpose of ensuring uniformity and understanding the context of this study, selected terms were defined as follows. Definitions were developed by the researcher unless otherwise noted.

Competencies: Those activities and skills judged essential to perform the duties of a specific position (Tas, 1988).

Competency Dimensions: The competency dimensions extracted from underlying factors of the present study including innovation and operational knowledge & techniques, management analysis techniques, communication skills and adaptation to environmental changes, and management of employees and jobs.

Curriculum Dimensions: The curriculum dimensions extracted from underlying factors of the present study including Food & Beverage Management, Specialized Subject, Facility Design and Maintenance, Hotel Finance/Marketing/Personnel Management, Foundation Courses, Front Office & Room Division Management, Strategic Management, Foreign Languages, Communications & Service Management, Marketing and Personnel Management, Resort Hotels Management, and Basic Concepts of Computers.

Factor: A factor is the outcome of discovering a group of variables having a certain characteristic in common (Child, 1970).

Front Office Department: Front office is regarded as the "nerve center" of a hotel. It coordinates reservations and room assignments and takes care of all customers' complaints and problems to ensure they are served well. Front Office personnel usually include

reservations, telephonist, receptionist, cashier, night audit, and guest services.

Hospitality / Tourism industry: The activity provides lodging, food and beverage, recreational services, and travel. The scope includes, but is not limited to hotels, motels, clubs, resorts, restaurants, recreation facilities, food service operation in businesses, schools, universities, stadiums, healthcare and other facilities, convention management and meeting planning, travel and tour operations, destination marketing, cruise lines, and attraction and theme parks (Riegel, 1995).

Hospitality program: A baccalaureate degree or baccalaureate plus graduate degree-granting program in a public or private institution with a curriculum that prepares students to be employed and to further develop professionally in hospitality management.

International tourist hotel: Hotels in Taiwan use a plum blossom rating system established by the government. International tourist class is denoted by four or five blossoms. A five-plum-blossom hotel is a hotel of the highest quality.

Tourist hotel: Tourist class hotel in Taiwan is denoted by two or three blossoms.

Limitation of the Study

The following factors may limit validity and / or generalizability of study findings.

1. Survey items of hotel management curriculum were those courses that the researcher searched from the websites of six institutions in Taiwan prior to April 4, 2001. The posted courses may have changed while the researcher conducted the study. As a result, some new courses may not be included in the curriculum survey items or certain courses in the survey might not be offered by any institution.

2. All scales of measurement items were self-reported rather than observed. There

might be a common method variance.

Delimitation of the Study

The scope of hotels was limited to 56 international tourist hotel operations and did not include tourist hotel operations in Taiwan. Although the results of this study might not be completely generalized to the hotel industry, the quality of the hotels comprising the sample of this study was among the best in Taiwan.

Organization of Remainder of the Study

Comprehensive literature reviews related to hospitality higher education in the United States and Taiwan, identification of required competencies of hotel employees in the industry, and the direction of hotel management curriculum development are presented in Chapter 2. The methodology regarding literature reviews, population, sampling, instrumentation, data collection, and data analysis are presented in Chapter 3. The results of analyses and findings that emerged from the study are formulated in Chapter 4. A summary, conclusions, discussion, and recommendations from the study and suggestions for further research are presented in Chapter 5.

CHAPTER 2

Review of Selected Literature and Research

This chapter presents a review of hospitality education literature pertaining to this study. The review of related literature encompasses relevant publications among three specific bodies of research. The first section offers a review of hospitality higher education in the United States and Taiwan. The second section discusses the required competencies of employees in the hotel industry. The third section explores the direction of hotel management curriculum development in terms of three areas: specialization versus general education, paradigm of the hotel management curriculum, and experiential learning in hospitality management programs.

Hospitality Higher Education in the United States and Taiwan

Higher education for the hotel and restaurant industry is a relatively recent concept (Casado, 1991). Before the 1920s there was no formal higher education programs for hospitality industry managers; managers had to learn the business on the job (Lundberg, 1976). In 1922, 41 years after the first business school was started at the University of Pennsylvania, Dr. Howard B. Meek established the undergraduate program in hotel and restaurant administration at Cornell University (Lukowski, 1972). This was the first foundation of a hospitality program launched at the university level (Lundberg, 1976). After Cornell, other universities began to offer baccalaureate, masters, and doctoral degrees in hospitality administration (Deveau, 1994).

Other academic programs were established in the latter 1930s. The University of

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Massachusetts, Pennsylvania State University, the University of New Hampshire. and

Washington State University began to offer hotel programs. Cornell's master's program

was established 35 years before the second master's program in hotel and restaurant

management was offered by Michigan State University in 1962. It was also most 60 years

until the next doctoral program was launched at Iowa State University in 1984 (Lundberg,

1976).

The 1970s and 1980s were a time of phenomenal growth in the hospitality industry

(Chesser, 1994). Hospitality management programs expanded to meet the individual's

educational needs. In the mid-1970s, only 40 four-year institutions offered hospitality

administration programs in the United States (Riegel, 1995). The number of programs

granting baccalaureate degree increased from 73 in 1977 to 128 in 1986 (Tanke, 1986).

By 1994 there were 181 four-year institutions having baccalaureate degrees in hospitality

programs (Chesser, 1994). In 1997, the number had grown to 200 institutions that offered

baccalaureate degrees in hospitality programs in the United States (Marshall, 1997).

The industry's educators did not organize professionally until the 1940s. Founded in

1946, the Council of Hotel, Restaurant, and Institutional Education (CHRIE) represented

the leading forum for hospitality educators and industry professionals in the myriad of

activities that represent all factions of hospitality and tourism education. The *Hospitality*

Research Journal established by CHRIE was the first nationwide empirical research

journal dedicated to a marginal service industry which previously had been attached to

manufacturing industries. Since that time educators and industry professionals nationwide

have mainly relied on the substantial amounts of scholarly research produced in the

Hospitality Research Journal (Bosselman, 1996).

In Taiwan, hospitality education was not recognized until 1966, when the number of visitors' arrivals reached 182,948. In 1968, the Chinese Culture University launched the first higher education tourism program. After the Chinese Culture University, other institutions begin to offer hospitality programs but with a focus on tourism (Huang, 2002). Recently, Taiwan has moved into a position to advance in the travel and tourism industry. The hospitality industry needs not only trained managers, but also managers with educational skills. This has led to the rapid growth of higher education in hospitality management programs. There were nine universities and colleges granting baccalaureate degrees, and only one graduate school offering hospitality-related management programs in the 1995 academic year (Ministry of Education of the Republic of China, 1996). Currently, there are 29 universities, colleges, and institutes granting baccalaureate degrees, including six graduate schools having hospitality-related management programs in the 2001 academic year (Department of Higher Education, 2002). Referring to the websites of institutions, the programs were called by many different names. See Table 3 for a list of their names.

The first undergraduate program in hotel and restaurant management was established at Chung-Hua University in 1998 (*Introduction to H.R.M. department*, 2002). After Chung-Hua University, Ming-Hsing Institute of Technology in 1998 (*History of hotel management department*, 2002); Altheia University, Ming Chuan University (Department of Hospitality Management, 2002), Tunghai University (*Introduction to department of hospitality management*, 2002), Yuanpei Institute of Science and

Table 3

List of Hospitality Programs

Name	Institution	Date
Airline Service	· National Kaohsiung Hospitality College	2002
Flight Service Management	· Aletheia University at Matou University	2002
Food and Beverage Management	· National Kaohsiung Hospitality College	2002
	· Yunpei Institute of Science and Technology	2002
Food Service Management	· Fu Jen Catholic University	2002
Hospitality Management	· Ming Chuan University at Taoyuan Campus	2001
	· MingDao University	2001
	· Tunghai University	2002
	· Ming Hsin Institute of Technology	2000
Hotel Management	· National Kaohsiung Hospitality College	2002
	· Aletheia University at Matou Campus	2002
	· Chia Nan University of Pharmacy and Science	2002
Hotel and Restaurant Management	· Chung-Hua University	2002
	· Hung Kuang Institute of Technology	2000
Kinesiology, Health and Leisure Studies	· National University of Kaohsiung	2001
Leisure Management	· Leader University	2002
	· Ming Hsin Institute of Technology	2001
	· National Penghu Institute of Marine and Management Technology	2000
Leisure & Recreation Administration	· Ming Chuan University at Taoyuan Campus	2001
Leisure and Recreation Management	· Da-Yeh University	2001
	· Taichung Healthcare and Management University	2001
Leisure, Recreation and Tourism Management	· Chaoyang University of Technology	2002
	· Shu-Te University	2002
Recreation and Health Care Management	· Chia Nan University of Pharmacy and Science	2002
Recreation Sports Management	· Tajen Institute of Technology	2002
Sports, Health & Leisure	· Yung Ta Institute of Technology & Commerce	2001
	· Chinese Culture University	2002
	· Ta Hwa Institute of Technology	2001
	· Kai Nan University	2002
Tourism Management	· Providence University	2000
	· Shih Chien University at Kaohsiung Campus	2001
	· Shih Hsin University	2000
	· Southern Taiwan University of Technology	2001
	· Ming Chuan University at Taoyuan Campus	2001
	· National Kaohsiung University of Applied Sciences	2002
Tourism and Leisure	· Diwan University	2002
Travel Management	· National Kaohsiung Hospitality College	2002

Technology (*History of food & beverage management department*, 2002), and Kai Nan

University in 2000 (*Introduction to department of tourism management*, 2002); FuJen

Catholic University (*History of applied life science*, 2002), Chia Nan University of

Pharmacy and Science (*Introduction to department of hotel & restaurant management*),

Hung Kuang Institute of Technology, and MingDao University in 2001 (Department of

Higher Education, 2002) began to offer baccalaureate degrees in hotel and restaurant

management programs. National Kaohsiung Hospitality College, the first national

professional school devoted exclusively to food service and travel industry management,

was established in 1995 (*Brief history of the college NKHC*, 2002). In September 2000, it

started a baccalaureate degree program in Hotel Management (*Introduction to department*

of hotel management, 2002). To have developed to this point, the model of university

hospitality management programs in Taiwan has formed.

Identifying Required Competencies of Hotel Employees in the Industry

Since the first college-level program in hospitality management was established at

Cornell University in the 1920s, educators had sought industry leaders' advice and

feedback regarding the essential competencies that graduates needed for career success

(Kay & Russette, 2000). The question of which competencies employees needed to be

effective has been asked by different management groups, and the answers seem to have

changed over time from technical skills to personnel characteristics (Tas, LaBrecque, and

Clayton, 1996). Some experts have attempted to identify the skills needed by hospitality

mangers.

Required Competencies in the Hotel Industry from the Late 1970s to 1990

Katz (1974) addressed that technical, human, and conceptual skills are required by all managers. The extent to which a manager needed each skill related to the level of managerial responsibility. Mariamplski, Spears, and Vaden (1980) recommended that restaurant management curricula should emphasize technical and human skills. Research conducted by Gundrum (1978), Buergermeister (1983), and Tas (1988) identified competencies needed by entry-level hospitality managers. Gundrum (1978) declared that providing quality service and demonstrating ethical and professional behavior were important competencies for entry-level foodservice managers. Buergermeister (1983) asserted the most critical competencies for all beginning managers were effectively supervising and communicating with personnel, maintaining effective communication with clients, customers, and community, realizing profit is an important goal, and treating customers as a top priority. Tas (1988) identified important competencies essential for management success from a hotel industry perspective including managing guest problems, professional and ethical standards, professional appearance and poise, effective oral and writing communication, positive customer relations, and positive working relationships.

Knight and Salter (1985) surveyed hospitality educators and foodservice trainers to investigate traits that a good manager should possess. The result revealed that good hospitality managers should have excellent communication skills. Cioch, Downey, and Van Kleek(1989) suggested that the characteristics required by hospitality graduates included technical skills, analytical skills particularly related to finance, marketing, law,

and interpersonal skills (Lefever, 1989). Jonker and Jonker (1990) indicated that

potential hospitality managers must have good oral skills, computer skills, technical skills,

and guest relations.

Required Competencies in the Hotel Industry – 1991 and After

The study of required competencies in the hospitality industry, particularly in the

hotel industry, had been dynamic during the 1990s (Chung, 1999). Hsu, Gilmore, and

Walsh (1992) stated that the essential competencies to prepare graduates for a successful

career in the hospitality industry including customer satisfaction, supervision of

personnel, communication skills, ethical and professional standards in work,

decision-making, and positive working relationships. According to Dana (1992),

maintaining effective communication with personnel and service quality were essential

competencies for managers. Hanson (1993) suggested creativity is a quality necessary for

hotel operations and management. A survey of industry, alumni, faculty, and students

conducted by Enz, Renaghan, and Geller. (1993) determined what they considered as the

factors needed to succeed in the industry. They found the top skills identified by the

respondents as necessary to success were leadership, ability to identify a problem, and

organizing and writing skills. Harrison (1996) declared that interpersonal skills were

ranked as the highest domain of workplace competencies for middle-management

employees.

The importance of general management knowledge and skills was identified in the

study conducted by Okeiyi's team (1994), Ashley et al. (1995), and Breiter and Clements

(1996). Okeiyi's team (1994) conducted a study to determine the importance of food and

beverage competencies expected of hospitality management graduates from the point of view of practitioners, educators, and students. In this study, human relations and managerial skills were rated more important than technical skills. Ashley et al. (1995) asserted that the top 10 areas of general management knowledge included (1) people skills, (2) creative-thinking ability, (3) financial skills, (4) written and oral communication skills, (5) developing a service orientation, (6) total quality management, (7) listening skills, (8) problem-identification and problem-solving skills, (9) customer-feedback skills, and (10) individual and system-wide computer skills. The study also identified four competencies covering creative thinking and problem solving, communication, adapting to change, and teamwork as crucial for an effective program. Breiter and Clements (1996) investigated the perceptions of hotel and restaurant managers toward the importance of managerial skills related to success in management. The results indicated leadership, managerial communication, and employee relations were the most important skills required by hospitality managers.

In the mid-1990s, Tas and his colleagues studied the important competencies for property management managers. Researchers grouped managerial competencies into five areas: conceptual-creative (the cognitive skills), leadership (the ability to turn ideas into productive action), interpersonal (skills for effective interaction with others), administrative (personnel and financial management of the business), and technical (knowledge and skills essential to producing the product or service). The highest-rated competency statements fell into the interpersonal, leadership, and conceptual-creative areas (Tas et al., 1996).

Chung (1999) conducted a similar study in Korea. He divided competencies into six dimensions and investigated their contribution to the career success of alumni graduated from universities offering hotel management programs and who have or had working experience at hotels in Korea. The findings revealed general management skills having the same importance as technical skills. All competency dimensions including "management of employees and job," "management analysis techniques," "innovation," "adaptation to environmental changes and procurement of knowledge." "problem identification and communication," and "operational techniques and knowledge" related to career success in the hotel industry in Korea. The competencies covering directing and supervising the work of others, enhancing socialization and interpersonal relationship with employees, selecting and assigning personnel, taking a chance of more job enlargement, and maintaining professional appearance and poise were the most influential competency attributes to career success. The results also indicated gender, years of employment, educational levels, age, functional areas, and position were significant in discriminating between several competencies.

Kay and Russette (2000) conducted a study to determine the specific competencies required within food and beverage, front desk, and sales division, and entry and middle management levels. Eighteen competencies were important for all six combinations of functional area and management level. They grouped those 18 competencies into four domains: leadership, interpersonal, technical, and creative. The results revealed that "leadership" competencies were paramount to all managerial functions. They further subdivided the "leadership" domain as customer-centered, role-modeling, ethical, and

trust. The competencies related to the "customer-centered" domain were dominant over the other three competency domains. In this study, for the first time, "working knowledge of product-service" and "adapting creatively to change" were rated as essential competencies for all managers.

In Taiwan, it was only a recent phenomenon to study competencies required for the persons serving in the hospitality industry. Wang (2001) conducted a study to determine the professional competencies needed for the front-house employees of the food and beverage department. The results revealed that language skills, and professional appearance and poise were two basic prerequisite qualities. Wu (2001) administered a survey to realize the competencies required for chain restaurant managers. She found that 46 competencies were evaluated as most essentials, and there were 27 competencies quite important for managers. Additionally, crisis management was identified as the most important component of managers' activities, and the most desirable competency required for prospective managers was marketing management skills.

Direction of Hotel Management Curriculum Development

Specialization Versus General Education

While hospitality programs were growing, program content was very diversified (Marshall, 1988). There had been a great deal of debate about the directions for curriculum development (Chung, 1999). This debate had been continuing since Cornell University began the first hospitality education program in 1922 (CHRIE, 1991). These arguments centered on the questions, "Are managers better prepared as specialists or as generalists?" "Should instructors impart theoretical challenges, or deliver information

by the practical, hands on experience?"(Rudolph, 1999)

The Ford Foundation and the Carnegie Corporation each funded a study of higher education as preparation for business careers in 1959. These studies were the first important in-depth investigations of collegiate schools of business in the United States. The two reports criticized business schools for their conventional courses in the curriculum, and especially the practical courses, such as hotel front office procedures. Because of narrow and misconceived interpretation of vocational education, students were not prepared to do the most useful work of which they were capable over their entire careers. The authors indicated that many of the business schools were not meeting the requirement of business firms for competent, creative, and flexible managers. They recommended an approach to business training inclined towards the traditional liberal arts. The two reports aroused a certain amount criticism from the advocates of professional type training for the business (Gordon & Howell, 1959).

Casado cited Herbert Tonne who criticized that the recommendations were not based on factual evidence, but the opinions of the authors (Casado, 1991). Since the publication of these two reports, there had been several studies designed to reassess the status of higher education for business. Studies conducted in the 1950s and 1960s found that there was a trend to reduce specialized courses in favor of basic liberal arts courses (Bond & Leabo, 1964), and this dilemma still remained unresolved into the 1970s and 1980s (Casado, 1991).

In the decade of the 1970s, some hotel and restaurant educators tended to reduce vocational and specialized hotel and restaurant administration courses in favor of

generalized education (Casado, 1991). Advocates of this philosophy believed there was a danger in turning out specialists who were focused only on quick-service or casino management. A university education that provided a general education base allowed its graduates to change their career focus with some confidences after leaving school (Pavesic, 1991). Some supporters inclined to cite its connection to the development of general and intellectual skills of judgment, creativity, and problem solving. Powers (1980) claimed that the development of problem-solving ability distinguished higher education from vocational training. Today's complex operations could not be managed with technical skills alone; managers should possess conceptual skills necessary to cope with an increasingly more complex environment of hospitality service. Course specialization narrowed the education of hospitality students by training the students in specific applications (Riegel, 1990).

Others strongly defended a specialized curriculum in hotel and restaurant administration based on well-defined and accepted professional goals. They asserted most innovations were a modification of existing practices. Therefore, if students knew current practices they could understand and accept improvements better than if they did not know anything (Lukowski, 1972). In addition, a rational firm was likely to pay a premium for specifically trained employees over those who were generally trained (Becker, 1993). Lendal H. Kotschever, a forerunner in foodservice management education, stated that the hospitality industry was a many-pronged industry such as recreation, hotels, restaurants, and fast foods; these were all specialized operations and needed specialization in courses for undergraduate students (Rudolph, 1999). As a result,

the center of argument was the question of the relationship between academic training and professional or vocational competence.

Paradigm of the Hotel Management Curriculum of Universities

Traditionally, hotel school programs are generally comprised of two main components: (1) courses concerning various operational aspects of the hotel properties, such as front desk and housekeeping operations, food and beverage management, and legal issues in hotel operations; and (2) courses related to various management aspects related to running a hotel, such as sales and marketing management, financial management, human resource management, hospitality accounting, and hotel management information system. However, the traditional hotel school model was designed only to prepare individuals to become managers in hotel and resort properties (Ritchie, 1995). Although technical skills were important for students when they were on the threshold of their careers, the hospitality curriculum should not emphasize technical skill at the expense of the more important thinking skills. Those thinking skills were essential for long-run career survival of the students (Olsen & Reid, 1983).

Bright (2000) indicated that one of the purposes of education was to help students to get a breadth of knowledge for a career. Powers and Riegel (1993) stated, "Hospitality education's job is to provide that broad framework and to give the students the ability to make an effective start and to grow, to fulfill their own potentials"(p. 304). Therefore, hospitality education must be designed to teach students with general knowledge and skills that could be applied in most business situations in addition to hospitality-specific knowledge. Otherwise, hospitality graduates would be limited to the fields they could

enter and many of them would have difficulties even in traditional fields such as food and beverage control (Palmer, 1982). Hospitality degree programs should maintain a balance between liberal arts and specialized education (Casado. 1991)

There have been some suggestions regarding the content and emphasis of hospitality education curricula. Tas (1988) stated that courses such as hospitality law, food sanitation, and management of such areas as front office, hotel and restaurant operations, food and beverage, and finance should be focused. Bardi (1990), Schrock and Schrock (1991), and Buergermeister and Van Loenen (1992) emphasized the importance of computer skills in the hospitality curriculum. Umbreit (1992) asserted six major content areas need to be included in curricula to prepare graduates for successful careers in the hospitality industry including financial analysis, human resources management, leadership, service marketing, total quality management, and written and oral communication skills. Reich (1994) suggested the inclusion of a strategic planning course in hospitality education.

Casado (1991) surveyed industry recruiters, alumni, and faculty to investigate their perceptions of 22 professional courses offered at the School of Hotel and Restaurant Management at Northern Arizona University. Results of the study indicated hospitality programs should provide curricula emphasizing cost controls, principles of management, and human resources management. In general education courses, the three groups were in complete agreement as to the relative importance of speech communication, hospitality ethics, and foreign language; economics, and psychology; and, all were considered quite important. The study also revealed that the course concentration for students to reach the executive level in the hospitality industry that was preferred by most of the recruiters and

faculty was comprised of one-third professional courses, one-third general education, and one-third business education. He suggested a similar proportion of professional, general, and businesses education courses for hotel and restaurant management programs.

McGrath (1993) measured foodservice administrators' perceptions toward 13 subject areas. He found that the service operations management, accounting, marketing, and human resources management were considered as the most important subject areas to study. In the study, McGrath also suggested subject areas to be included in a four-year hospitality curriculum were customer relations, communication skills, cooking-culinary skills, nutrition, and facilities/plant management.

Faiola (1994) recommended that the curricula should offer both technical and conceptual courses capable of developing skills and knowledge in a wide variety of areas, while, at the same time, having liberal education components required. The courses such as general management, purchasing, and accounting should be emphasized more than technical food and beverage courses; courses in writing and public speaking were strongly suggested.

To develop the curriculum segment focusing on the competencies embracing creative thinking and problem solving, communication, adapting to change, and teamwork, Ashley et al. (1995) suggested a six-course core curriculum with three elective courses for the baccalaureate-level hospitality education. The first two core courses in the six-course core are called Guest Services Management I and II. The first course focused on the study of organizational decision-making from the guest's point of view. The second guest-service course connected the functional area of marketing with an emphasis

on the convention and meeting-planning industry. The four other core courses were named Hospitality Operations I, II and Hospitality Enterprise I, II. Hospitality Operations I combined the operational issues and procedures of food preparation with room-division management and front office operations. Hospitality Operations II exposed students to the operational issues concerning conference and convention operations, as well as those in the travel and tourism industry. Hospitality Enterprises I focused on financial and accounting issues specific to the hospitality industry. It included designing and using management information and decision systems. Hospitality Enterprises II emphasized human resources management. The course built on strategic analysis of the travel and tourism environment. Beyond the six core courses, students could select courses that focused on a particular segment of the hospitality industry such as conventions, food service, lodging, and tourism.

Su (1996) surveyed administrators of baccalaureate degree-granting hospitality programs and industry professional to examine their perceptions of importance of 13 subject areas and of general management skills. He found that interpersonal communication, marketing, human resources management, management information system, and financial management were perceived by respondents as more important than other courses. In his study, the importance of general management skills was confirmed by both administrators and professionals. Significant differences were found in that respondents' demographic characteristics, with the exception of gender, affected their perceptions of importance of some subject areas and some general management knowledge items.

Bach and Milman (1996) recommended four areas in hospitality management curriculum: (1) skills related to hospitality functions, such as food service, and conventions and conferences; (2) skills related to business functional areas, such as marketing, accounting, and finance; (3) personality skills related to the individual characteristics or traits of effective managers; and (4) analytical skills, or the ability to use various types of information through computer literacy, reports or research. Heller (1997) suggested that general administration, operations management, food and beverage management, accounting/finance/law, information systems, human resources management, marketing/sales, and tourism/travel management are commonly required areas of the hotel and restaurant programs. The study conducted by Su, Miller, and Shanklin (1997) found that the fields such as interpersonal communication, marketing, personnel management, management information systems, financial management, and ethical consideration are important areas of the hospitality curriculum in the views of university administrators and industry professionals.

Chung (1999) surveyed 422 alumni to determine new directions and components of the curriculum in Korea. He declared that the courses such as foreign language, basic concepts of computers, principles of service, statistics, principles of management, economics, general and hotel marketing and human resources, general and hotel accounting and finance, service quality management, interpersonal communication, front office management, hotel and restaurant case study, hotel project management, food and beverage management, menu planning, restaurant management, and convention and banquet management were important areas of study for career success in the hotel

industry.

As recently as 1999, the question of focus and direction for undergraduate

hospitality programs continued to be discussed in the literature. Lonam (1999) surveyed

industry professionals, hospitality faculty, and administrators to identify what courses

should be included in the undergraduate curriculum in the year 2010. He stated that any

program should not overlook the "Big 4" in future hospitality curriculum: (1) liberal or

general education, (2) sales and marketing with a service industry focus, (3) principles of

management, and (4) at least one second language requirement. Moreover, the results of

the study predicted an increasing emphasis on general business courses and internships

versus hospitality specific courses as the most likely components of a future

undergraduate hospitality curriculum.

Experiential Education in Hospitality Management Programs

The concept that knowledge is acquired from both theory and practice has a long

history (Chung, 1999). This became particularly clear when John Dewey emphasized that

theoretical abstractions have a connection with practical matter; however, theory becomes

abstract in the remote sense when it ignores practical application (Ozmon & Craver,

1997). Dewey maintained that experience and education are one and the same; his

pragmatic emphasis was in opposition to external imposition of ideas, facts, and concepts

that are divorced from real-world experiences (Milne, 2000). He strongly believed in the

importance of giving students direct experience in solving real-world problems (Card,

2000). In *Experience and Education* (1938), Dewey considered experiential learning is

the way to bridge the gap between education and experience. Dewey's educational

philosophy guides different types of experiential learning in higher education (Breiter, 1992).

The hospitality industry has historically demanded practical skills in addition to theoretical knowledge (Whitney, 1984). Accordingly, experiential learning has always been an important feature of hospitality education in higher education (Breiter, 1992). There were several names attached to experiential learning such as internship, co-op, field work, practicum, and work experience (Foucar-Szocki, 1992). Experiential education exposes students in the environment to experience inside and outside activities that directly relate to the application of knowledge (Petrillose & Montgomery, 1998). Without industry experience, students have difficulties in understanding how all elements of the operation and all courses, form an integrated whole (Powers & Riegel, 1984).

Many studies discussed the importance and advantages of experiential learning. Bruce (1987), Wisch (1989), and Cannon and Smith (1998) stated that the kind of internship educational experience provides the students the best opportunity of applying the theory learned in the classroom to practical working situation. Shenker and Heinemann (1987) addressed that students could develop greater independence and responsibility, as well as benefit from the skills they have gained during the work experience while entering the labor market. Moreover, students had the opportunities to test their career choice (Nelson, 1994). Somers (1986) suggested that retention in the industry might be enhanced by participation in certain types of experiential learning. Craig and Evers (1981) asserted that employers could benefit from the opportunities of assessing potential workers through experiential education. Thiel and Hartley (1997)

further stated that internships could not only help students to acquire professional experience and help industry to gain excellent interns, but also enable the institutions to receive tuition and enhance image.

Wisch (1989) declared that internship experiences teach students how to cultivate communication, tolerance, and interpersonal skills. Harris (1994) reported internships provide graduates with the opportunities to step into entry-level management positions because of their on-the-job experience. The study conducted by McMullin III (1998) focused on undergraduates' internships as they related to employment skills. The finding of this study concluded the use of experiential learning was adequate preparation for job skills.

The study conducted by Meyer and Kent (1987), Antil (1988), Deveau (1988), and Breiter (1992) reported students had positive perceptions about the experiential learning component of the curriculum. Sivan, Wong, Gow, and Kember (1991), and Emenheiser, Clayton, and Tas (1997) examined undergraduate students' perceptions on the effectiveness of instruction techniques. Sivan et al. (1991) concluded that field-work experiences can achieve the highest level of synthesis and evaluation. Emenheiser et al. (1997) investigated students' perceptions of the effectiveness of the industry internship experience they were presented. The greatest significant impacts on their determinations to work in the hospitality industry were opportunities to work in the situations to challenge their abilities, feelings of acceptance by employees, and feeling that the academic courses were necessary for developing a successful internship experience. The study suggested that this type of work experience should be expanded to all CHRIE

member universities.

Recently, a study conducted by Fu (1999) investigated 100 students, 20 faculty, and 20 industry professionals' attitudes towards hospitality internships in Taiwan. The findings supported the importance of experiential learning. Nevertheless, in order to benefit both students and industry, Fu also suggested that internships in Taiwan should be highly structured. Faculty should assume assistant responsibility for students and industry professionals during the internship. Timely feedback from faculty and professionals is important for preventing students from serious mistakes during internships. In addition, this study revealed that the favorite period and hours of internship for most industry professional were fall semester and from 400 hours to 600 hours or more than 600 hours. The study provided a direction in designing hotel internship courses within universities and colleges in Taiwan.

Summary

Many experts addressed different viewpoints on skills or competencies needed by hospitality managers. Those competencies helping graduates of hospitality management programs to succeed in the industry include leaderships, decision making, diplomacy, personnel management, adaptation to changes, interpersonal sensitivity, professional and ethical standards, guest relations, providing service quality, creative-thinking ability, problem analytical skills, human-relations skills, financial skills, oral and written communication skills, and technical and computer skills.

With the diversified points about important competencies, there had been a great deal of debate about the directions for curriculum development. Some experts were in

favor of specialized courses; some of them suggested a focus on basic liberal arts courses. However, one of the educational purposes was to help students to get a breadth of knowledge to give them the ability to make an effective start and to grow, to fulfill their own potentials.

Although technical skills were important for students when they were on the threshold of their careers, the hospitality curriculum should not emphasize technical skill at the expense of the general management skills that are essential for long-run career survival and development of the students. Moreover, today's complex operations could not be managed with technical skills alone; managers should possess conceptual skills necessary to cope with a more complex environment of hospitality service. Therefore, hotel management programs should maintain a balance between liberal arts and specialized education.

CHAPTER 3

Methodology

The research design and procedures for the study are presented in this chapter. The

procedures consisted of sequential steps that included the review of related literature.

population and sample selection, instrumentation, instrument reliability and validity, data

collection, and data analysis. For clarity and consistency in the dissertation, the *Publication

Manual of the American Psychological Association*, 5th edition (2001) was utilized as a

guideline for form and style.

The purposes of this study were (1) to investigate the relationships between required

competencies and the curricula of university and college hotel management programs, (2)

to determine the relationships between competencies required in the hotel industry and

career success, (3) to identify which courses related to career development in the hotel

industry, and (4) to examine whether a gap exists between the perceptions of educators and

practitioners toward important competencies and hotel management courses.

Review of Selected Literature and Research

The review of related literature and research provided information on the

development of hospitality higher education in the United States and Taiwan, required

competencies of employees in the hotel industry, the direction of hotel management

curriculum development. The review of related literature utilized a variety of sources

including a computerized search of educational literature from Educational Resources

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Information Center (ERIC) and a computerized and manual search of materials identified by the *Current Index to Journals in Education (CIJE)*, *Resources in Education (RIE)*, Expanded Academic ASAP, EBSCO Online Citations, LEXIS-NEXIS Statistical Universe, Project for Automated Library Systems (PALS), and First Search, Proquest. *Dissertation Abstracts International (DAI)* and *University Microfilms International (UMI)* provided further review of the literature.

These resources led to professional journals and books that provided the researcher with background information related to the study, possible research designs and methodology, and preparation for analyzing the study data. The review of related literature was conducted at the Interlibrary Loan Office and the I. D. Weeks Library located on the campus of The University of South Dakota, Vermillion, Taiwan National Central Library Located in Taipei, Taiwan, World Wide Web, and Internet.

<div align="center">*Population and Sample*</div>

The target population for this study represented all industry professionals who were managers or assistant managers at a total of 56 international tourist hotels in Taiwan. The sample practitioners for the study only included 200 managers and assistant managers of Front Office, Food and Beverage, Housekeeping, and Room Division departments. The reason for selecting this specific sample is that the personnel of those four departments have similar job characteristics - their services directly reflect on guests' staying and dinning experiences. Practitioners of Front Office, Food and Beverage, Housekeeping and Room Division departments normally

started with entry-level positions and moved up to a managerial position after several years of experience. They normally had a broad understanding of different functional areas and hotel courses; hence, they were able to answer the survey instrument.

The population also included approximately 190 hospitality educators who teach and/or have a specialty in hotel administration, and food and beverage management at 35 institutions granting associate degrees, baccalaureate degrees, or baccalaureate plus graduate degrees in Taiwan. Educators who teach and/or specialize in hotel administration, as well as food and beverage management possessed understanding in hotel management curriculum. All educators were invited to participate in the survey.

Instrumentation

The study used Chung's 1999 survey design as a framework to develop the survey instruments. There were two reasons for using Chung's survey design as the basic structure for developing survey instrument. First, the purposes of the study were similar; both studies intended to identify the important competencies and their relationships to hotel courses. Second, with Cronbach's alphas of each competency and curriculum dimension greater than 0.60 (as suggested by Walsh, Betz, and Anastasi), Chung's survey instrument indicated acceptable reliability (as cited in Chung, 1999). Therefore, the researcher used Chung's survey design as the template to develop two survey instruments that were more appropriate for Taiwanese participants.

Two separate surveys were developed: one for educators, the other for

practitioners. Both surveys contained the same items except demographic information (Appendix A). Each survey was comprised of three sections. The first section contained 22 items relating to the degree of importance of required competencies in the hotel industry. The second section contained 52 items relating to the degree of importance of hotel management courses. The third section included personal demographic information.

Items in the first section were developed based on the review of literature (Appendix B). Survey items relating to hotel management curriculum in the second section were a result of synthesizing the hotel management courses of six institutions in Taiwan and the Hotel School of Cornell University in the United States (Appendix C). During the time of this study, these six institutions were the schools that offered complete undergraduate hotel management programs in Taiwan. The other institutions offered partial hotel management programs in the hospitality-related department. Therefore, curriculum survey items only referred to those six institutions offering complete hotel management programs.

A course was included in this study when more than two institutions offered it. If a course was offered by only one institution, it was kept in the study under two circumstances. First, it was also offered by the Hotel School of Cornell University. Second, the review of literature indicated the importance of that course. The reason for this was that the Taiwan's hotel industry was undergoing globalization and a reference to a well-known authoritative hotel management program in the United

States would be beneficial. The respondents were asked to rate the degree of importance of each competency and course item. A five-point Likert scale was used to rate both the competency and curriculum variables. The scales ranged from 1 being *very unimportant* to 5 being *very important*.

The third section of the survey requesting demographic information of educators had five questions including age, gender, years of employment, educational level, industry experience, and the degree to which university hotel management courses contribute to career development. The third section of the practitioner's surveys had eight demographic questions: the first four were the same as the educator's survey plus functional area, possession of a hospitality degree, the degree to which university hotel management courses contribute to career development, and self-appraisal of their career success at the present time. A five-point Likert scale was used to rate the degree of contribution of hotel courses to career development ranging from 1 being *contributed least* to 5 being *contributed most*. Self-appraisal of career success also used a five-point Likert scale ranging from 1 being *least successful* to 5 being *most successful*. The Chinese version of the questionnaire was distributed to participants after approval by the Human Subjects Committee at The University of South Dakota.

Instrument Reliability and Validity

Wiersma (2000) defined reliability as the consistency of the instrument in measuring whatever it measures. Reliability refers to the data collection, analysis, and interpretations being consistent in the research process. Reliability of the instrument was determined by

measuring the internal consistency of the instrument using the Cronbach's alpha. Alpha coefficients for the constructs as a whole of 0.969 were well above the .70 standard of reliability as suggested by Nunnally and Bernstein (1994). Hence, the internal consistency of the survey instrument was acceptable and reliable. All reliability analyses were performed using the Statistical Package for the Social Science, SPSS 9.0 for Windows (SPSS, Inc).

Wiersma also defined validity as the extent to which the instrument measures what it is designed to measure. Content validity refers to the logical analysis of the items, determining their representativeness; external validity concerns the extent to which research results are generalizable to populations and/or conditions. Instrument content validity was established through the inclusion of response items that have previously been reported in the literature and by the choice of items that related directly to the research items being investigated.

Two survey instruments, originally written in English, were translated into Chinese by the researcher, and then translated back into English by two educators who understand both English and Chinese, and have a specialty in hotel administration and/or food and beverage management. The second English translation was then compared to the original to ensure that both forms produced the same understanding. Before the survey instruments were finalized, the researcher asked two industry professionals and another two educators to critique the surveys (Appendix D) to determine the validity of the questions. The results of the critique were used to develop the final version of the survey.

The external validity of this study was assumed to be reasonably good in that the quality of the sample hotels of this study was among the best in Taiwan. Moreover, sample practitioners were part of the population who were managers or assistant managers at all international tourist hotels. Sample educators were the population who teach and have a specialty in hotel administration or food and beverage management at all institutions granting associate degrees, baccalaureate degrees, or baccalaureate-plus-graduate degrees. Therefore, due to the sample's representativeness, the result of the study reasonable can be generalized to the hotel industry and academic institutions.

Data Collection

The procedures used for collecting data were a respondent survey mailed out to a specific representative sample. The first step was to compile a list of 56 international tourist hotels from the *Hotel Guidebook* (1999) published by the Tourism Bureau of the Republic of China, and the information search from the website of the Tourism Bureau of the Republic of China. Each hotel was called to identify the actual number of available managers and assistant managers. After calling each hotel to identify the participants, the survey was administered to 200 practitioners who were managers or assistant managers of Front Office, Food and Beverage, Housekeeping department and Room Division at 56 international tourist hotels.

The second step was to compile a list of 35 institutions offering associate degrees, baccalaureate degrees, or baccalaureate plus graduate degrees in hospitality management programs from the website of the Ministry of Education of the Republic of China and

Yahoo Taiwan. Following this, the researcher searched the websites of every institution to identify educators who teach and/or specialize in hotel administration and food & beverage management. To avoid omitting any participant, the researcher also called each institution to confirm and update information. Educators' backgrounds could not be obtained from the Websites of 15 institutions; therefore, the researcher telephoned those schools to identify participants. Another 30 educators who teach and/or specialize in hotel administration, and food and beverage management were identified in nine universities and colleges. Educators' information could not be acquired from both calling and searching websites in five institutions. Moreover, while compiling educators' information, one institution did not offer courses such as hotel administration and food and beverage management. Finally, 150 educators were identified in 29 institutions.

The third step was the distribution of surveys to the 200 industry practitioners and 150 educators. The survey instrument, a cover letter explaining the purpose of the study (Appendix E), and a self-addressed stamped envelope were mailed to all practitioners and educators on the list. The summer vacation of colleges and universities in Taiwan usually begins at the end of June; however, final examinations started in mid-June. Considering the response rate, as well as the difficulty in reaching part-time educators in mid-June, all questionnaires were mailed out before May 15, 2001. A follow-up card (Appendix F) was randomly mailed to 100 non-respondents in June 5, 2001.

A code was developed for each questionnaire. Numbers 1-150 were educators and numbers 151-350 were practitioners. The code numbers was used to track responses by

correlating them with a master mailing list and all codes were destroyed upon receipt of

completed surveys.

Data Analysis

The frequency analysis was performed to provide demographic profiles of the survey

participants. Inferential statistics were employed to answer Research Question 1 through 6.

The conceptual model of data analysis is presented in Figure 1.

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┌─────────────────────────────────────────────────────────────────────────────┐
│                                                                             │
│   ┌─────────────────────────┐    a    ┌─────────────────────────┐          │
│   │  Important Competencies  │◄──────►│  Universities and Colleges │          │
│   │ Required in the Hotel    │         │  Hotel Management Courses  │          │
│   │       Industry           │         │                           │          │
│   └─────────────────────────┘         └─────────────────────────┘          │
│                    ▲  d                         ▲  e                         │
│                    │                            │                           │
│   ┌──────────────┐ │  ┌──────────────────────┐ │  ┌────────────────────┐    │
│   │ Practitioners│ │  │ Demographic Variables│ │  │ • Educators with    │    │
│   │  (n = 93)    │ │  │     (n = 163)        │ │  │   Industry Experience│   │
│   └──────────────┘ │  ├──────────────────────┤ │  │   (n =54)            │    │
│          ▲         │  │ • Educators versus    │ │  │                      │    │
│          │         │  │   practitioners       │ │  │ • Practitioners with │    │
│          │         │  │ • Gender              │ │  │   Hospitality-Related│    │
│          │         │  │ • Age grouping        │ │  │   Degrees (n = 29)   │    │
│          │         │  │ • Years of employment │ │  └────────────────────┘    │
│          │         │  │ • Functional area     │ │           ▲  c            │
│  b       │         │  └──────────────────────┘ │           │               │
│   ┌──────┴───┐  ┌──────────────┐  ┌────────────────────┐  │               │
│   │          └─►│Career Success│  │Career Development  │◄─┘               │
│   └─────────────┘              │  │                    │                    │
│                                                                             │
│  a: Factor Analysis, Canonical Correlation Analysis                         │
│  b: Multiple Regression Analysis                                            │
│  c: Multiple Regression Analysis                                            │
│  d: t tests, ANOVA                                                         │
│  e: t tests, ANOVA                                                         │
└─────────────────────────────────────────────────────────────────────────────┘
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Figure 1. Conceptual Model of Data Analysis

To generate responses from Question 1 to Question 6, the use of inferential statistics included t tests, analyses of variances (ANOVAs), exploratory factor analysis, canonical correlation analysis, and multiple regression. All significant ANOVAs were followed by Tukey's Honestly Significant Difference (HSD) post-hoc test to determine which demographic groups differed significantly from the others. The .05 level of significance was used for all t tests, ANOVAs, canonical correlation analysis, and multiple regression analyses. All descriptive and inferential analyses were performed using the Statistical Package for the Social Science, SPSS 9.0 for Windows (SPSS, Inc). Following is a description of the research questions and the statistical analyses for each.

Research Question 1: An exploratory factor analysis was performed to identifying which factors or dimensions can be determined for 22 hotel industry competency variables and 52 hotel management program curriculum variables. An exploratory factor analysis is employed to find some underlying meaning structure among the variables when the researcher has no a priori notion about the structural relationships among the variables (Lomax, 1992). Moreover, the general purpose of factor analysis is data reduction, in which the total number of variables is represented by a much smaller number of latent or underlying variables (Bohrnstedt, 1983, p. 89).

Respondents' ratings of the degree of importance of 22 competency items and 52 hotel management program curriculum variables were subjected to a principal components factor analysis with varimax rotation method to produce the simplest and most logical factor pattern, and produce the final factor solution. A factor scale score was computed

from the responses to each scale item. Although no exact measure is available for determining the extent to which an item must load on a factor to be significant, Baron (1991) suggested that item loadings exceeding ±.30 were considered significant loadings. The identification of each competency dimension is similar to that of Chung (1999) to make a comparison with his findings. The four dimensions for competency variables include innovation and operational knowledge & techniques, management analysis techniques, communication skills and adaptation to environmental changes, and management of employees and jobs (Appendix G). The 12 curriculum dimensions include Food & Beverage Management, Specialized Subject, Facility Design and Maintenance, Hotel Finance/Marketing/Personnel Management, Foundation Courses, Front Office & Room Division Management, Strategic Management, Foreign Language, Communications & Service Management, Marketing and Financial management, Resort Hotels Management, and Basic Concepts of Computers (Appendix H). The reliability of each scale was estimated by using Cronbach's alpha. The factor dimensions, reliability coefficient, percent of variance, and cumulative percentages were computed.

Research Question 2: A canonical correlation analysis was employed to determine the relationships between the perceived importance of required competencies of hotel employees and university hotel management courses. A canonical correlation is employed to study relationships between two variable sets when each variable set consists of at least two variables (Thompson, 1984). One represents a set of independent (or predictor) variables, and the other represent a set of dependent (or criterion) variables (Lomax, 1992).

The hotel management course dimensions were the independent (or predictor) variables and competency dimensions were designated as dependent (or criterion) variable. According to Gall, Borg, and Gall (1996):

> In Canonical correlation, a combination of several predictor variables is used to predict a combination of several criterion variables ....yet canonical correlation appears with increasing frequency in the research literature, as researchers become interested in including more variables in their research projects. Canonical correlation can be used for educational problems involving prediction.... Canonical correlation is most often used when the researcher plans to undertake an exploratory relationships study to determine how a large number of variables measured at the same or different points in time relate to one another (pp. 441-442).

Research Question 3: A multiple regression was employed to determine the relationships that exist between the perceived importance of required competencies of hotel employees and career success for practitioners in the hotel industry. Career success was the dependable variable. Independent variables were the composite dimension means of the perceived importance of required competencies. According to Tate (1998), "multiple regression allows the inclusion of multiple independent variables in the same model for an outcome"(p. 68). As Gall et al. (1996) explained "It is one of the most widely used statistical techniques in educational research. The popularity of multiple regression stems from its versatility and the amount of information it yields about relationships among

variables" (pp. 433-434).

Research Question 4: A multiple regression was employed to determine the relationships that exist between the perceived importance of university hotel management courses and career development in the hotel industry. Career development was the dependent variable and the independent variables were the composite dimension means of the perceived importance of hotel management courses.

Research Question 5a: A series of t tests for independent means was used to determine the differences that exist in the perceived importance of required competencies of hotel employees between educators and practitioners.

Research Question 5b: A series of t tests for independent means was used to determine the differences that exist in the perceived importance of required competencies of hotel employees based on respondents' gender.

Research Question 5c: A series of t tests for independent means was used to determine the differences that exist in the perceived importance of required competencies of hotel employees based on respondents' age grouping. For the purpose of data analysis, two groups of respondents whose ages were under 30 and between 31 – 35 years old were combined.

Research Question 5d: A series of t tests for independent means was used to determine the differences that exist in the perceived importance of required competencies of hotel employee based on respondents' years of employment. For the purpose of data analysis, two groups of respondents who had less than three years of employment and from

four to seven years of employment were combined.

Research Question 5e: One-way analyses of variance were used to determine the differences that exist in the perceived importance of required competencies of hotel employees among Front Office, Food and Beverage. Room Division and Housekeeping departments. Independent variables were four functional areas: Front Office. Food and Beverage, Room Division and Housekeeping departments. Dependent variables were the composite dimension means of the perceived importance of required competencies.

Research Question 6a: A series of t tests for independent means was used to determine the differences that exist in the perceived importance of university hotel management courses between educators and practitioners.

Research Question 6b: A series of t tests for independent means was used to determine the differences that exist in the perceived importance of university hotel management courses based on respondents' gender.

Research Question 6c: A series of t tests for independent means was used to determine the differences that exist in the perceived importance of university hotel management courses based on respondents' age grouping. For the purpose of data analysis, two groups of respondents whose ages were under 30 and between 31 – 35 years old were combined.

Research Question 6d: A series of t tests for independent means was used to determine the differences that exist in the perceived importance of university hotel management courses based on respondents' years of employment. For the purpose of data analysis, two groups of respondents who had less than three years of employment and from

four to seven years of employment were combined.

Research Question 6e: One-way analyses of variance were used to determine the differences that exist in the perceived importance of university hotel management courses among Front Office, Food and Beverage, Room Division and Housekeeping departments. Independent variables were four functional areas: Front Office, Food and Beverage, Room Division and Housekeeping departments. Dependent variables were the composite dimension means of the perceived importance of university hotel management courses.

CHAPTER 4

Findings

The overall purpose of this study was to provide direction in designing university and college hotel management programs in Taiwan. The specific purposes of this study were (1) to investigate the relationships between required competencies and the curricula of university and college hotel management programs, (2) to determine the relationships between competencies required in the hotel industry and career success, (3) to identify which courses related to career development in the hotel industry, and (4) to examine whether a gap exists between the perceptions of educators and practitioners toward important competencies and hotel management courses. The following research questions guided this study:

1. What underlying factors and dimensions can be determined for hotel industry competency variables and hotel management program curriculum variables?

2. What relationships exist between the perceived importance of required competencies of hotel employees and university hotel management courses?

3. What relationships exist between the perceived importance of required competencies of hotel employees and career success for practitioners in the hotel industry?

4. What relationships exist between the perceived importance of university hotel management courses and their contributions to career development in the hotel industry?

5. What differences exist in the perceived importance of required competencies of hotel employees based on the following respondent characteristics:

a. Educators versus practitioners,

b. Gender,

c. Age grouping,

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d. Years of employment, and

e. Functional areas?

6. What differences exist in the perceived importance of university hotel management courses based on the following respondent characteristics:

a. Educators versus practitioners.

b. Gender,

c. Age grouping,

d. Years of employment, and

e. Functional areas?

Return on the Survey Instrument

The initial mailing of survey instrument packets for 150 educators and 200 industry professionals took place on May 11 and May 12, 2001. Of the 350 mailed packets of survey instruments, 90 usable answer sheets were returned from industry practitioners (45.0%) and 60 usable answer sheets were returned from educators (40.0%). A total of 150 survey usable answer sheets were returned for an initial response rate of 42.9 %. Follow-up postcards were randomly mailed to 100 non-respondents approximately three weeks following the initial mailing of the survey instrument packets. The follow-up mailing produced another six usable answer sheets from practitioners (3.0%) and another seven usable answer sheets from educators (4.7%), resulting in a total of 163 usable answer sheets returned for an overall response rate of 46.6 %. Response rates of 48.0% and 44.7% from practitioners and educators, respectively, produced a well balanced sample. Of the returned answer sheets, three were not completed (0.9%) and seven represented industry professionals (2.0%) not involved in the principal survey population. The data-gathering period formally ended on June 30, 2001.

Demographic Characteristics of Responding Educators and Practitioners

This section provides data regarding respondents' demographic characteristics.

Although frequencies for "No Response" categories are reported, their percentage are not

included in computations of percentages for categories of respondents' demographic

characteristic. Data regarding respondents' gender, age, years of employment and

educational level are summarized in Table 4.

Table 4

Respondents' Gender, Age, Years of Employment and Educational Level

Characteristic	Educators		Practitioners		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
Gender						
Female	39	58.2	28	29.2	67	41.1
Male	28	41.8	68	70.8	96	58.9
Age						
Under 30 years old	2	3.0	6	6.5	8	5.0
31 – 35 years old	39	58.2	17	18.3	56	35.0
Over 36 years old	26	38.9	70	75.3	96	60.0
No response	---	---	3	---	3	---
Years of Employment						
0 – 3 years	15	22.4	4	4.2	19	11.7
4 – 7 years	27	40.3	15	15.8	42	25.9
More than 7 years	25	37.3	76	80.0	101	62.4
No response	---	---	1	---	1	---
Highest level of Education						
Diploma or associate degree	---	---	42	44.7	42	26.1
Bachelor's degree	---	---	44	46.8	44	27.3
Master's degree	50	74.6	8	8.5	58	36.0
Doctoral degree	17	25.4	---	---	17	10.6
No response	---	---	2	---	2	---

The educator respondents included 39 (58.2%) females and 28 (41.8%) males. In contrast, the majority of responding practitioners (70.8%) were male. Educators who were under 35 years old (61.2%) comprised the largest age grouping of respondents, the majority of responding practitioners (75.3%), however, were over 36 years of age. In contrast with 20.0% of responding practitioners, the majority of responding educators (62.7%) had less than seven years of employment. Practitioners with bachelor's degrees (46.8%) comprised the largest age grouping of respondents, with the diploma or associate degrees category (44.7%) a close second. Most responding educators (74.6%) earned master's degrees. The responding educators with industry experience represented 83.6% of the educators (see Table 5).

Table 5

Responding Educators with Industry Experience

Characteristic	Number	Percentage
With industry experience	56	83.6
Without industry experience	11	16.4
Total	67	100.0

As Table 6 indicates, the responding practitioners of Front Office accounted for 39.6%, Housekeeping represented 21.9%, Food and Beverage accounted for 24.0%, and 14.6% of respondents were from Room Division. Only 33.3% of responding practitioners earned degrees in hospitality-related programs. Table 7 summarizes data regarding practitioners who are holding hospitality-related degrees.

Table 6

Responding Practitioners' Functional Area

Functional Area	Number	Percentage [a]
Front Office	38	39.6
Housekeeping	21	21.9
Food & Beverage	23	24.0
Room Division	14	14.6
Total	96	100.0

[a] Due to rounding, total percentage may not equal 100.0

Table 7

Responding Practitioner with Hospitality-related Management Degrees

Hospitality Management Degree	Number	Percentage
Yes	32	33.3
No	64	66.7
Total	96	100.0

Research Findings

Underlying Factors for the Competency Variables

The factor analysis was employed to answer Research Question 1. The search for

common factors underlying educators' and practitioners' responses to hotel industry

competency variables produced the scree plot presented in Figure 2. With Eigenvalues
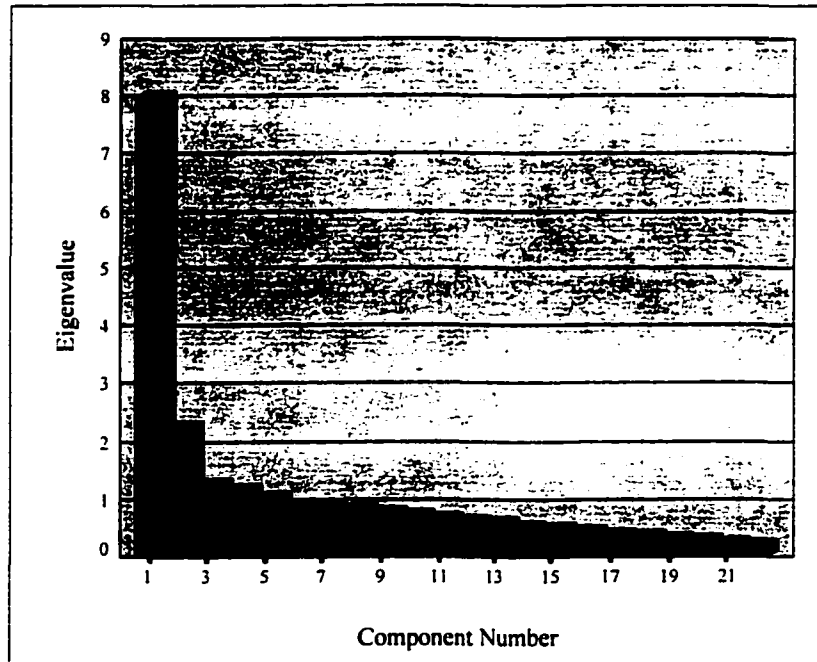
Figure 2. Scree Plot for Competency Variables

greater than 1.0, the scree plot revealed that there were four underlying dimensions of the competency variables. The factor pattern is shown in Table 8.

As Table 8 shows, all items loaded significantly on the intended scale and all of the attributes loaded on each factor. Cronbach's alpha of .9118 for the competency items construct as a whole indicated acceptable internal reliability. The four-factor solution represented 57.14% of the total variance accounted for by the 22 items. The results are shown in Table 9. Based on the significant item loadings on each factor, the following identifications were made:

COM 1 = Innovation and Operational Knowledge & Techniques

COM 2 = Management Analysis Techniques

COM 3 = Communications and Adaptation to Environmental Changes

COM 4 = Management of Employees and Jobs

Table 8

Factor Analysis for the Competency Variables

I t e m	COM 1	COM 2	COM 3	COM 4
- Building models and creative thinking	.772	*	*	*
- Identifying and defining problems of guest relations.	.666	*	*	*
- Developing innovative ways to work	.654	*	*	*
- Taking a chance of more job enlargement	.633	*	*	*
- Working knowledge of product-service	.589	*	*	*
- Recognizing and solving customer problems	.550	*	*	*
- Developing positive customer relations	.463	*	*	*
- Using financial analysis techniques	*	.811	*	*
- Forecasting future trends	*	.748	*	*
- Selecting and assigning personnel	*	.685	*	*
- Analyzing factors that influence the controllability of profits	*	.648	*	*
- Communicating with clients and customers	*	*	.781	*
- Managing guest problems with understanding and sensitivity	*	*	.771	*
- Communicating effectively with other employees	*	*	.690	*
- Adapting to changing circumstances	*	*	.564	*
- Maintaining a consistent service quality and work standards	*	*	.532	*
- Enhancing socialization and interpersonal relationship with employees	*	*	.413	*
- Maintaining professional appearance and poise	*	*	*	.547
- Directing and supervising the work of others	*	*	*	.641
- Acting in an ethical manner	*	*	*	.588
- Making decisions under pressure or in crisis situation	*	*	*	.479
- Identifying and defining problems of operation	*	*	*	.415

Note: $N = 163$ for each factor

Table 9

Reliability Data for Extracted Factors in the Competency Variables

Factor	Dimension	Number of Items	Reliability Coefficient	Percent of Total Variance
COM 1	Innovation and operational skills & techniques	7	.8445	17.906
COM 2	Management analysis techniques	4	.8579	14.846
COM 3	Communications and adaptation to environmental changes	6	.7950	14.549
COM 4	Management employees and jobs	5	.6725	9.842
Total		22	.9118	57.143

Note: $N = 163$ for each factor

Underlying Factors for the Curriculum Variables

The factor analysis was performed to answer Research Question 1. The search for common factors underlying educators' and practitioners' responses to hotel management program curriculum variables produced the scree plot presented in Figure 3. With Eigenvalues greater than 1.0, the scree plot revealed that there were 12 underlying dimensions of the curriculum variables. All item loaded significantly on the intended scale and all of the attributes loaded on each factor (Table 10). Cronbach's alpha of .9628 for the twelve factor dimensions as a whole indicated acceptable internal reliability. The 12-factor solution represented 73.3 % of the total variance accounted for by the 52 items. The result is shown in Table 11. Based on the significant item loadings on each factor, the following identifications were made:

CUR 1 = Food and Beverage Management

CUR 2 = Specialized Subject

CUR 3 = Facility Design and Maintenance

CUR 4 = Hotel Finance/Marketing/Personnel Management

CUR 5 = Foundation Courses

CUR 6 = Front Office & Room Division Management

CUR 7 = Strategic Management

CUR 8 = Foreign Languages

CUR 9 = Communications & Service Management

CUR 10 = Marketing and Personnel Management

CUR 11 = Resort Hotels Management

CUR 12 = Basic Concepts of Computers
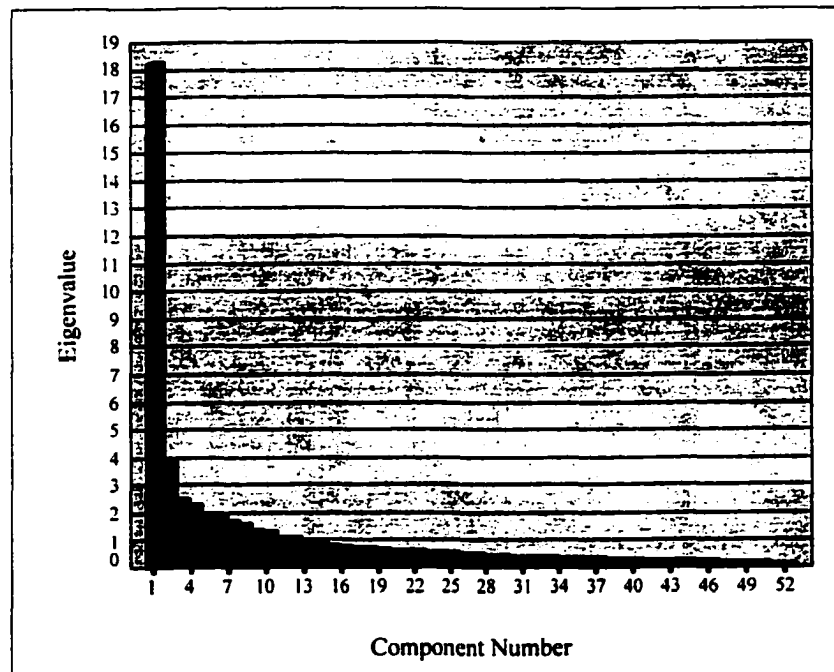
Figure 3. The Scree Plot for Curriculum Variables

Table 10.

Factor Analysis for the Curriculum Variables

Item	CUR 1	CUR 2	CUR 3	CUR 4	CUR 5	CUR 6	CUR 7	CUR 8	CUR 9	CUR 10	CUR 11	CUR 12
					F a c t o r							
-Food & beverage management	.804	*	*	*	*	*	*	*	*	*	*	*
-Restaurant management	.801	*	*	*	*	*	*	*	*	*	*	*
-Hospitality cost control	.702	*	*	*	*	*	*	*	*	*	*	*
-Beverage management	.706	*	*	*	*	*	*	*	*	*	*	*
-Food production & management	.694	*	*	*	*	*	*	*	*	*	*	*
-Food sanitation & nutrition	.673	*	*	*	*	*	*	*	*	*	*	*
-Menu planning	.641	*	*	*	*	*	*	*	*	*	*	*
-Club management	.595	*	*	*	*	*	*	*	*	*	*	*
-Purchasing	.470		*	*	*	*	*	*	*	*	*	*
-Hotel and restaurant case study	*	.797	*	*	*	*	*	*	*	*	*	*
-Seminar in hotel and restaurant management	*	.750	*	*	*	*	*	*	*	*	*	*
-Hotel project management	*	.710	*	*	*	*	*	*	*	*	*	*
-Hotel information system	*	.574	*	*	*	*	*	*	*	*	*	*
-Internships	*	.557	*	*	*	*	*	*	*	*	*	*
-Chain hotel and restaurant management	*	.406	*	*	*	*	*	*	*	*	*	*
-Hotel law	*	.390	*	*	*	*	*	*	*	*	*	*

(Table 10 continues)

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(Table 10 continued)

| | **F a c t o r** | | | | | | | | | | | |
Item	CUR 1	CUR 2	CUR 3	CUR 4	CUR 5	CUR 6	CUR 7	CUR 8	CUR 9	CUR 10	CUR 11	CUR 12
-Hotel engineering & maintenance	*	*	.769	*	*	*	*	*	*	*	*	*
-Hotel facility design & planning	*	*	.750	*	*	*	*	*	*	*	*	*
-Banquet & catering management	*	*	.655	*	*	*	*	*	*	*	*	*
-Convention and exhibition management	*	*	.650	*	*	*	*	*	*	*	*	*
-Hospitality French	*	*	.335	*	*	*	*	*	*	*	*	*
-Hotel financial management	*	*	*	.857	*	*	*	*	*	*	*	*
-Hotel marketing	*	*	*	.710	*	*	*	*	*	*	*	*
-Hotel accounting	*	*	*	.667	*	*	*	*	*	*	*	*
-Hotel personnel management	*	*	*	.613	*	*	*	*	*	*	*	*
-Financial management	*	*	*	.551	*	*	*	*	*	*	*	*
-Principles of statistics	*	*	*	*	.743	*	*	*	*	*	*	*
-Economics	*	*	*	*	.721	*	*	*	*	*	*	*
-Managerial accounting	*	*	*	*	.644	*	*	*	*	*	*	*
-Fundamental of accounting	*	*	*	*	.504	*	*	*	*	*	*	*
-Housekeeping operation & management	*	*	*	*	*	.718	*	*	*	*	*	*
-Introduction to hotel management	*	*	*	*	*	.697	*	*	*	*	*	*
-Front Office operation & management	*	*	*	*	*	.492	*	*	*	*	*	*
-Social protocol & etiquette	*	*	*	*	*	.467	*	*	*	*	*	*
-Principles of management	*	*	*	*	*	.424	*	*	*	*	*	*

(Table 10 continues)

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(Table 10 continued)

Item	F a c t o r											
	CUR 1	CUR 2	CUR 3	CUR 4	CUR 5	CUR 6	CUR 7	CUR 8	CUR 9	CUR 10	CUR 11	CUR 12
- Organizational theory	*	*	*	*	*	*	.607	*	*	*	*	*
- Franchising and negotiations in the hospitality industry	*	*	*	*	*	*	.601	*	*	*	*	*
-Group meals planning & management	*	*	*	*	*	*	.559	*	*	*	*	*
- Hospitality strategic management	*	*	*	*	*	*	.553	*	*	*	*	*
- Airline food service management	*	*	*	*	*	*	.537					
-Hotel English conversation	*	*	*	*	*	*	*	.856	*	*	*	*
-Hotel Japanese conversation	*	*	*	*	*	*	*	.838	*	*	*	*
-Service quality management	*	*	*	*	*	*	*	*	.720	*	*	*
-Ethics in the hotel industry	*	*	*	*	*	*	*	*	.604	*	*	*
-Interpersonal relations & communication skills	*	*	*	*	*	*	*	*	.507	*	*	*
-Marketing management	*	*	*	*	*	*	*	*	*	.738	*	*
-Consumer behavior	*	*	*	*	*	*	*	*	*	.674	*	*
-Human resources management	*	*	*	*	*	*	*	*	*	.503	*	*
-Resort hotels management	*	*	*	*	*	*	*	*	*	*	.578	*
-Hotel public relations management	*	*	*	*	*	*	*	*	*	*	.530	*
-Introduction to travel and tourism	*	*	*	*	*	*	*	*	*	*	.444	*
-Introduction to computers	*	*	*	*	*	*	*	*	*	*	*	.835

Note: $N = 163$ for each factor

Table 11

Reliability Data for Extracted Factors in the Curriculum Variables

Factor	Dimension	Number of Items	Reliability Coefficient	Percent of Total Variance
CUR 1	Food & Beverage Management	9	.9237	11.921
CUR 2	Specialized Subject	7	.8832	7.560
CUR 3	Facility Design and Maintenance	5	.8313	7.324
CUR 4	Hotel Finance/Marketing/ Personnel Management	5	.8407	7.152
CUR 5	Foundation Courses	4	.7724	6.365
CUR 6	Front Office & Room Division Management	5	.8108	6.132
CUR 7	Strategic Management	5	.8535	5.918
CUR 8	Foreign Languages	2	.8698	5.023
CUR 9	Communications & Service Management	3	.6951	4.586
CUR 10	Marketing and Personnel Management	3	.7398	4.302
CUR 11	Resort Hotels Management	3	.7728	4.196
CUR 12	Basic Concepts of Computers	1	---	2.828
Total		52	.9628	73.306

Note: N = 163 for each factor.

Relationships between the Perceived Importance of Required Competencies of Hotel

Employees and University and College Hotel Management Courses

The canonical correlation analysis was performed to answer Research Question 2. The result is shown in Table 12. Three canonical functions between the competency and curriculum variables that were significant at 0.05 levels were extracted and interpreted. The canonical correlations of the three functions were .780, .504, and .436, respectively.

In Function I, the dependent variables of COM 1 (-.668) and independent variables of CUR 5 (-.386) were correlated at the .000 significance level. The Foundation Courses dimension most related to competency dimension of " innovation and operational knowledge & techniques."

In Function II, the dependent variables of COM 1 (-.609), COM 2 (-.602), COM 3 (.980), COM 4 (.335) and the independent variables of CUR 5 (-.400), CUR 7 (-.912), CUR 8 (.379) and CUR 9 (.761) were correlated with their respective canonical variations at the .000 significance level. Foundation Courses and Strategic Management dimensions related most significantly to " innovation and operational knowledge & techniques" and "management analysis techniques" competency dimensions. Foreign Languages and Communications & Service Management dimensions most related to competencies of "communication skills and adaptation to environmental changes " and "management of employees and jobs."

In Function III, the dependent variables of COM 1(1.242), COM 2 (-1.204) and COM 3 (-.340), and the independent variables of CUR 2 (.633), CUR 4 (-.593), CUR 5 (.398), CUR 7 (-.858), CUR 9 (-.333) and CUR 11 (.700) were correlated with their respective canonical variations at the .004 significance level. Specialized Subject,

Table 12

Canonical Correlation Analysis for the Competency and Curriculum Variables

Factor Dimension	Standardized Canonical Coefficients[a]			Canonical Analysis					
	I	II	III	Canonical Loadings			Cross-Loadings		
COM 1 Innovation and Operational Knowledge & Techniques	-.668[b]	-.609[b]	1.242[b]	-.668[b]	-.609[b]	1.242[b]	-.958[c]	-.221	.182
COM 2 Management Analysis Techniques	-.092	-.602[b]	-1.204[b]	-.092	-.602[b]	-1.204[b]	-.710[c]	-.402[c]	-.578[c]
COM 3 Communication Skills and Adaptation to Environmental Changes	-.298	.980[b]	-.340[b]	-.298	.980[b]	-.340[b]	-.794[c]	.546[c]	-.172
COM 4 Management of Employees and Jobs	-.083	.335[b]	-.095	-.083	.335[b]	-.095	-.693[c]	.264	-.204
CUR 1 Food & Beverage Management	-.114	.164	-.028	-.114	.164	-.028	-.703[c]	-.105	.044
CUR 2 Specialized Subject	-.158	.017	.633[b]	-.158	.017	.633[b]	-.762[c]	.078	.293
CUR 3 Facility Design and Maintenance	-.003	-.058	.066	-.003	-.058	.066	-.622[c]	-.155	.164
CUR 4 Hotel Finance/Marketing/Personnel Management	-.135	-.129	-.593[b]	-.135	-.129	-.593[b]	-.712[c]	-.038	-.350[c]
CUR 5 Foundation Courses	-.386[b]	-.400[b]	.398[b]	-.386[b]	-.400[b]	.398[b]	-.821[c]	-.291	.195
CUR 6 Front Office & Room Division Management	.000	.098	.005	.000	.098	.005	-.720[c]	.120	.115
CUR 7 Strategic Management	-.078	-.912[b]	-.858[b]	-.078	-.912[b]	-.858[b]	-.747[c]	-.394[c]	-.214
CUR 8 Foreign Languages	-.211	.379[b]	-.165	-.211	.379[b]	-.165	-.562[c]	.373[c]	-.157
CUR 9 Communications & Service Management	-.148	.761[b]	-.333[b]	-.148	.761[b]	-.333[b]	-.690[c]	.421[c]	-.154
CUR 10 Marketing and Personnel Management	-.153	.273	.003	-.153	.273	.003	-.668[c]	.223	-.144
CUR 11 Resort Hotels Management	-.034	.095	.700[b]	-.034	.095	.700[b]	-.717[c]	.009	.376[c]
CUR 12 Basic Concepts of Computers	.057	-.141	.137	.057	-.141	.137	-.348[c]	.044	-.030
Canonical Correlations	.780[d]	.504[e]	.436[f]						
Wilks' Lambda	.225	.573	.768						
p-value	.000	.000	.004						

a: Three significant canonical functions were selected ($p < .05$)
b: Standardized coefficients higher than 0.30
c: Cross loadings higher than 0.30
d: $df = 48, 568$
e: $df = 33, 437$
f: $df = 20, 298$

Foundation Courses and Resort Hotels Management dimensions most related to "Innovation and operational knowledge & techniques" related competencies. Hotel Finance/Marketing/Personnel Management, Strategic Management, and Communications & Service Management dimensions significantly related to "management analysis techniques" and "communication skills and adaptation to environmental changes" competency dimensions.

When taking the cross-loadings into consideration, all the dependent variables of competency and all independent variables of curriculum were correlated with their respective canonical variations at higher than .30 cross-loadings. These results indicated that required competencies in the hotel industry and hotel management curriculum were related. In summary, all results revealed that Hotel Finance/Marketing/Personnel Management (CUR 4) and Strategic Management (CUR 7) most related to the "management analysis techniques" dimension (COM 2), and Foreign Languages (CUR 8) and Communications & Service Management (CUR 9) dimensions significantly related to the "communication skills and adaptation to environmental changes" dimension (COM 3).

Relationships between Required Competencies of Hotel Employees and Career Success in the Industry

The multiple regression analysis was conducted to answer Research Question 3. Multiple regression analysis was performed to determine the relationships that exist between required competencies of hotel employees and career success. Career success was the dependable variable and required competencies were the independent variables. Table 13 presents results of the analysis of variance that tested the regression model's ability to significantly predict values of the outcome variable. The analysis of variance was able to predict values of the outcome variable, $F(4, 88) = 4.098, p = .004$.

Table 13

Multiple Regression: Required Competencies and Career Success

Source	df	Sum of Squares	Mean Square	F	p
Model	4	5.322	1.331	4.098	.004*
Error	88	28.570	.325		
Total	92	33.892			

*p < .05.

As the analysis of variance demonstrated significance, coefficients for the regression model were computed and presented in Table 14. The finding illustrates that the "communication skills and adaptation to environmental changes" competency dimension ($t = 2.43, p = .017$) most significantly predicted career success, followed by "management analysis techniques" ($t = -2.18, p = .032$) and " innovation and operational knowledge & techniques" dimension ($t = 2.01, p = .047$).

Table 14

Required Competencies of Hotel Employees that Significantly Predict Career Success

Factor	Dimension	β	t	p
COM 1	Innovation and Operational Knowledge & Techniques	.315	2.012	.047*
COM 2	Management Analysis Techniques	-.323	-2.184	.032*
COM 3	Communication Skills and Adaptation to Environmental Changes	.339	2.431	.017*

Note. β: Standardized Coefficient
*p < .05.

Relationships between Hotel Management Courses and Career Development in the Industry

The multiple regression analysis was conducted to answer Research Question 4. Multiple regression analysis was employed to determine the relationships that exist between university and college hotel management courses and career development in the hotel industry. Career development in the hotel industry was the dependent variable and hotel management courses were the independent variables. Table 15 presents results of the analysis of variance that tested the regression model's ability to significantly predict values of the outcome variable. The analysis of variance was able to predict values of the outcome variable, $F(12, 70) = 2.484, p = .009$.

Table 15

Multiple Regression: Hotel Management Courses and Career Development

Source	df	Sum of Squares	Mean Square	F	P
Model	12	10.230	.852	2.484	.009*
Error	70	24.022	.343		
Total	82	34.252			

*$p < .05$.

As the analysis of variance demonstrated significance, coefficients for the regression model were computed and presented in Table 16. The finding illustrates that the Communications & Service Management dimension ($t = 2.95, p = .004$) most significantly predicted career development, followed by Hotel Finance/Marketing/Personnel Management ($t = 2.20, p = .031$) and Foreign Languages dimension ($t = 2.11, p = .038$).

Table 16

Hotel Management Courses that Significantly Predict Career Development

Factor	Dimension	β	t	p
CUR 4	Hotel Finance/Marketing/Personnel Management	.321	2.201	.031*
CUR 8	Foreign Languages	.245	2.110	.038*
CUR9	Communications & Service Management	.409	2.952	.004*

Note. β: Standardized Coefficient

*p < .05.

Differences in the Perceived Importance of Required Competencies of Hotel Employees Based on Demographic Variables

A series of t tests and one-way analyses of variance were conducted to generate responses to Research Question 5. the difference exist in the perceived importance of required competencies of hotel employees based on respondents' demographic variables.

Educators versus practitioners. Results of t tests revealed significant differences in educators' and practitioners' perceptions regarding the competency factor dimensions of "management analysis techniques" (t = -4.42, p = .000) and " management of employees and jobs" (t = - 2.87, p = .005). The results summarized in Table 17 indicate that practitioner respondents evaluated competencies related to " management analysis techniques" (M = 4.14) and "management of employees and jobs" (M = 4.36) higher than the educator respondents perceived the importance of "management analysis techniques" (M = 3.66) and "management of employees and jobs" (M = 4.14).

Table 17

Significant Differences in the Perceived Importance of Required Competencies Between Educators and Practitioners

Factor	Dimension	Educators (n = 67)		Practitioners (n = 96)		t	p
		M	SD	M	SD		
COM 2	Management Analysis Techniques	3.66	0.74	4.14	0.58	-4.422	.000*
COM 4	Management of Employees and Jobs	4.14	0.44	4.36	0.51	-2.867	.005*

*p < .05.

Years of employment. Results of *t* tests revealed a significant difference based on respondents' years of employment for the competency dimensions of the "management analysis techniques"(*t* = -2.74, *p* = .007). The results summarized in Table 18 indicates that respondents with more than seven years of employment (*M* = 4.06) perceived competency dimension of " management analysis techniques" more important than respondents with less than seven years of employment (*M* = 3.76).

Table 18

Significant Difference in the Perceived Importance of Required Competencies Based on Respondents' Years of Employment

Factor	Dimension	Less than 7 years of Employment (n = 61)		Equal to or More Than 7 Years of Employment (n = 101)		t	p
		M	SD	M	SD		
COM 2	Management Analysis Techniques	3.76	0.68	4.06	0.68	-2.736	.007*

*p < .05.

Functional areas. The ANOVA finding reported in Table 19 indicates a significant

difference in the functional areas for the competency dimension of "management analysis

techniques" (F = 3.66, p = .015). The result revealed Housekeeping respondents (M = 4.43)

perceived competencies of " management analysis techniques" dimension as significantly

more important than those from Front Office positions (M = 3.99).

Table 19

Significant Difference in the Perceived Importance of Required Competencies Based on Respondents' Functional Area

		Mean					
Factor	Dimension	F (n = 38)	H (n = 21)	B (n = 23)	R (n = 14)	F	P
COM 2	Management Analysis Techniques	3.99 (H)	4.43 (F)	4.03	4.32	3.66	.015*

Note. F: Front Office, H: Housekeeping, B: Food and Beverage. R: Room Division
* p < .05.

Differences in the Perceived Importance of University and College Hotel Management Courses Based on Demographic Variables

A series of t tests and one-way analyses of variance were performed to generate

responses to Research Question 6, the difference exist in the perceived importance of hotel

management courses based on respondents' demographic variables.

Educators versus practitioner. A series of t tests revealed a significant difference

(t = - 2.41, p = .017) between educators' and practitioners' perceptions for the curriculum

dimension of "Strategic Management." The result summarized in Table 20 indicates that

Table 20

Significant Difference in the Perceived Importance of Hotel Management Courses Between Educators and Practitioners

Factor	Dimension	Educators ($n = 67$)		Practitioners ($n = 96$)			
		M	SD	M	SD	t	P
CUR 7	Strategic Management	3.36	0.74	3.64	0.69	-2.412	.017*

*p <.05.

practitioner respondents (M = 3.64) evaluated "Strategic Management" more important than did educator respondents (M = 3.36).

Age grouping. A series of t tests revealed significant differences based on respondents' age grouping for the curriculum dimensions of "Food & Beverage Management" (t = -2.00, p = .047) and "Basic Concepts of Computers" (t = -2.34, p = .021). The results summarized in Table 21 indicate respondents who were 36 years of age or older (M = 4.15) evaluated " Food & Beverage Management" more important than respondents who were younger than 36 years old (M = 3.93). The older respondents (M = 4.21) also were more likely to agree that the curriculum dimension of "Basic Concepts of Computers" was more important than did younger respondents (M = 4.00).

Table 21

Significant Differences in the Perceived Importance of Hotel Management Courses Based on Respondents' Age grouping

		Under 36 years old ($n = 64$)		Equivalent to or older than 36 years old ($n = 96$)			
Factor	Dimension	M	SD	M	SD	t	p
CUR 1	Food & Beverage Management	3.93	0.61	4.15	0.69	-2.001	.047*
CUR 12	Basic Concepts of Computers	4.00	0.50	4.21	0.61	-2.337	.021*

*$p < .05$.

Functional area. The ANOVA findings reported in Table 22 indicated significant differences based on functional areas for the curriculum dimensions of "Facility Design and Maintenance" ($F = 4.45, p = .006$), "Foundation Courses" ($F = 4.57, p = .005$), "Front Office & Room Division Management" ($F = 2.84, p = .042$), and "Strategic Management" ($F = 3.44, p = .020$). Respondents of Housekeeping ($M = 4.30$) perceived " Facility Design and Maintenance" more important than those who worked in Front Office ($M = 3.65$). Both respondents of Housekeeping ($M = 3.86$) and Room Division ($M = 3.94$) evaluated "Foundation courses" higher than those who were from the Food & Beverage department ($M = 3.40$). Respondents of Housekeeping ($M = 4.65$) were more likely to agree that "Front Office & Room Division Management" was more important than those who worked in the Food & Beverage department ($M = 4.20$). Those who were from Housekeeping ($M = 4.02$) evaluated curriculum related to the "Strategic Management" dimension as more important than respondents of Front Office department ($M = 3.44$).

Table 22

Significant Differences in the Perceived Importance of Hotel Management Courses Based on Respondents' Functional Area

Factor	Dimension	Mean				F	p
		F ($n = 38$)	H ($n = 21$)	B ($n = 23$)	R ($n = 14$)		
CUR 3	Facility Design And Maintenance	3.65 (H)	4.30 (F)	3.85	4.01	4.45	.006*
CUR 5	Foundation Courses	3.52	3.86 (B)	3.40 (H, R)	3.94 (B)	4.57	.005*
CUR 6	Front Office & Room Division Management	4.31	4.65 (B)	4.20 (H)	4.44	2.84	.042*
CUR 7	Strategic Management	3.44 (H)	4.02 (F)	3.59	3.66	3.44	.020*

Note. F: Front Office, H: Housekeeping, B: Food and Beverage, R: Room Division
* $p < .05$.

CHAPTER 5

Summary, Conclusions, Discussion, and Recommendations

The purpose of this study was to provide direction in designing university and college hotel management programs in Taiwan. Chapter 5 is designed to present a summary that includes the statement of the problem for the study, the review of selected literature and research, methodology, and findings. Additionally, conclusions derived from the findings and a discussion regarding the findings are presented. Finally, recommendations from the study and suggestions for further studies are presented.

Summary of the Study

Statement of the Problem

Recently, Taiwan has moved into a position to advance in the travel and tourism industry. The hospitality industry needs not only trained managers, but also managers with educational skills. This has led to the rapid growth of hospitality education at the college and university levels. However, hospitality management education is still considered a relative newborn in comparison with other programs within universities and colleges. Therefore, it is critical to investigate the current curricula found in universities and colleges. To develop effective programs, research needs to be conducted to determine what important knowledge and industry competencies practitioners are expecting from the graduates of hotel management programs.

The present study had four purposes. The first was to investigate the relationships between required competencies in the hotel industry and the curricula of hotel management programs. The second purpose was to determine the relationships between required competencies and career success in the industry. The third purpose was to identify the relationships between hotel courses and career development. A final purpose was to examine if differences exist between educators and practitioners toward hotel courses and

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industry competencies. In order to accomplish these purposes, the following questions were developed as guidelines for this study:

1. What underlying factors and dimensions can be determined for hotel industry competency variables and hotel management program curriculum variables?

2. What relationships exist between the perceived importance of required competencies of hotel employees and university hotel management courses?

3. What relationships exist between the perceived importance of required competencies of hotel employees and career success for practitioners in the hotel industry?

4. What relationships exist between the perceived importance of university hotel management courses and their contributions to career development in the hotel industry?

5. What differences exist in the perceived importance of required competencies of hotel employees based on the following respondent characteristics:

    a. Educators versus practitioners,

    b. Gender,

    c. Age grouping,

    d. Years of employment, and

    e. Functional areas?

6. What differences exist in the perceived importance of university hotel management courses based on the following respondent characteristics:

    a. Educators versus practitioners,

    b. Gender,

    c. Age grouping,

    d. Years of employment, and

    e. Functional areas?

Review of Selected Literature and Research

A review of literature and research provided information on the development of the hospitality higher education in the United States and Taiwan, required competencies of hotel employees in the industry, and the directions of university and college hotel management curricula development. The exploration of hotel management curriculum design examined three areas: specialization versus general education, paradigm of the hospitality management curriculum, and experiential learning in hospitality management program.

In the United States and Taiwan, hospitality management programs were born out of the needs of industry. The numbers of hospitality management programs granting baccalaureate degree increased from 181 in 1994 (Chesser, 1994) to 200 in 1997 (Marshall, 1997). To meet the development of travel and tourism, hospitality higher education in Taiwan also has grown dramatically. There were nine universities and colleges granting baccalaureate degrees, and only one graduate school offering hospitality management programs in the 1995 academic year (Ministry of Education of the Republic of China. 1996). However, there were 29 universities, colleges, and institutes granting baccalaureate degrees, including six graduate schools having hospitality-related management programs in the 2001 academic year (Department of Higher Education, 2002). In order to develop effective hospitality programs, it is critical to examine the important knowledge and competencies for which industry practitioners are looking.

Experts such as Buergermeister (1983), Tas (1988), Okeiyi et al. (1994), Ashley et al. (1995), and Kay and Rusette (2000) provided different opinions on skills or competencies needed by hospitality managers. Those competencies helping graduates of hospitality management programs to succeed in the industry included leadership, decision making,

diplomacy, personnel management, adaptation to changes, interpersonal sensitivity, professional and ethical standards, guest relations, providing service quality, creative-thinking ability, problem analytical skills, human-relations skills, financial skills, oral and written communication skills, and technical and computer skills.

However, with the diversified points about important competencies, there had been a great deal of debate about the directions for hospitality education curriculum development. These arguments centered on specialized versus general education. Advocates of a specialized curriculum in hotel and restaurant administration asserted that if students knew current practices they could understand and accept improvements better than if they did not know anything. Others defended a general education believed that hospitality education should provide students with broad framework to give them the general knowledge and skills that could be applied in most business situations instead of only the hospitality-specific industry. It is true that technical skills were important for graduates who were on the threshold of careers in the industry; general knowledge and skills, however, were essential for students to grow and fulfill their potentials. As a result, hospitality management programs should maintain a balance between liberal arts and specialized education.

There have been various suggestions regarding the content and emphasis of hospitality education curricula. Tas (1988), Casado (1991), Umbreit (1992), Ashley et al. (1995), and Su et al. (1997) stated the important elements in forming an effective hospitality program. Lonam (1999) further predicted an increasing emphasis on internships as one of the most likely components of a future undergraduate hospitality curriculum.

To ensure effective learning transfer, experiential learning has always been an important feature of hospitality education in higher education. Hospitality educators have

written many articles about the benefits and importance of experiential learning (Powers
& Riegel, 1984; Deveau, 1988; Breiter. 1992; Emenheiser et al., 1997; Cannon & Smith.
1998; McMullin III, 1998). As recently as 1999, Fu conducted a study in Taiwan to
investigate student, faculty, and industry professional attitudes towards hospitality
internships that provided a direction in designing hotel internship courses.

Methodology

The sample in this study included 200 practitioners who were managers and assistant
managers of Front Office, Food and Beverage, Housekeeping and Room Division of a total
of 56 international hotels. The sample also included 150 hospitality educators who taught
and/or had a specialty in hotel management and food and beverage management at 29
institutions granting associate degrees, baccalaureate degrees, or baccalaureate plus
graduate degrees in Taiwan. Each practitioner and educator was sent a packet containing
the survey instrument, a cover letter, and a self-addressed stamped envelope for returning
the completed survey instrument. The response rate from the 200 industry professionals
was 48.0%, and from the 150 educators was 44.7%. There was a good balance of
practitioners and educators in the study.

Two researcher-developed survey instruments were employed for the collection of all
data for the study. Two separate surveys were developed: one for educators, and the other
for practitioners. Twenty-two items relating to the required competencies in the first
section were developed based on the review of the literature. Fifty-two items relating to the
hotel management courses in the second section were a result of synthesizing the hotel
management courses of six institutions in Taiwan and the Hotel School of Cornell
University in the United States, as well as including response items that had previously
been reported in the literature and by developing response items that related directly to the

research questions being investigated. The third section included personal demographic information. A five-point Likert scale was used to rate the degree of importance of competencies and courses, the degree of contribution of hotel courses to career development, and self-appraisal of career success.

Reliability of the instrument for the constructs as a whole of .969 was well above the .70 standard of reliability as suggested by Nunnally and Bernstein (1994). Hence, the internal consistency of the survey instrument was acceptable and reliable. Instrument content validity was established through the inclusion of response items that had previously been reported in literature and by the choice of items that relate directly to the research items being investigated. The two survey instruments, originally written in English, were translated into Chinese by the researcher. and then translated back into English by two educators who understand both English and Chinese, and have a specialty in hotel administration and food & beverage management. The second English translation was then compared to the original to ensure that both forms produced the same understanding. Before the survey instruments were finalized, the researcher asked two industry professionals and another two educators to critique the surveys to determine the validity of the questions. The results of the critique were used to develop the final version of the survey.

The external validity of this study was assumed to be reasonably good in that the quality of the sample hotels of this study was among the best in Taiwan. Moreover, sample practitioners were part of the population who were managers or assistant managers at all international tourist hotels. Sample educators were the population who taught and had a specialty in hotel administration or food and beverage management at all institutions granting associate degrees, baccalaureate degrees, or baccalaureate-plus-graduate degrees.

Therefore, due to the sample's representativeness, the results of the study reasonably can be generalized to the hotel industry and academic institutions.

Data gathered from the sample were used to generate responses for Research Question 1 through 6. Response data were subjected to an exploratory factor analysis to answer Research Question 1. A canonical correlation analysis exploring the relationships between industry competencies and hotel management courses was employed to answer Research Question 2. A multiple regression predicting career success and career development was conducted to generate responses to Research Question 3 and Research Question 4. Research Question 5 and Research Question 6 were answered by testing the differences in factor means based on respondent characteristics (t test, ANOVAs).

Findings

Based on the statistical testing, the following research findings were noted:

1. Four underlying dimensions including "innovation and operational knowledge & techniques," " management analysis techniques," "communication skills and adaptation to environmental changes," and "management employees and jobs" were determined for hotel industry competency variables.

2. There were twelve underlying dimensions for hotel management curriculum variables: Food & Beverage Management, Specialized Subject, Facility Design and Maintenance, Hotel Finance/Marketing/Personnel Management, Foundation Courses, Front Office & Room Division Management, Strategic Management, Foreign Languages, Communications & Service Management, Marketing and Personnel Management, Resort Hotels Management and Basic Concepts of Computers.

3. Two competency dimensions of "management analysis techniques" and "communication skills and adaptation to environmental change" were significantly related

to the four curriculum dimensions of Hotel Finance/Marketing/Personnel Management, Strategic Management, Foreign Languages, and Communications & Service Management. Hotel Finance/Marketing/Personnel Management, and Strategic Management dimensions especially related to "management analysis techniques" competency dimension, while the Foreign Languages and Communications & Service Management also most related to "communication skills and adaptation to environmental changes" competency dimension.

4. The competency dimension of "communication skills and adaptation to environmental changes" most significantly predicted career success in the hotel industry, followed by "management analysis techniques" and "innovation and operational knowledge & techniques."

5. Hotel Finance/Marketing/Personnel Management, Foreign Languages, and Communications & Service Management curriculum dimensions significantly predicted career development in the hotel industry. The Communications & Service Management curriculum dimension most predicted career development, followed by Hotel Finance/Marketing/Personnel Management and Foreign Languages dimensions.

6. Industry practitioners considered "management analysis techniques" and "management of employees and jobs" dimensions more important than did educators.

7. Respondents with more than seven years of employment perceived competencies related to "management analysis techniques" more important than did respondents with less than seven years of employment.

8. Respondents of the Housekeeping perceived the "management analysis techniques" dimension of competency as more important than those were from the Front Office.

9. Industry practitioners perceived the Strategic Management dimension as more

important than educators.

10. Respondents who were 36 years of age or older evaluated Food & Beverage Management, and Basic Concepts of Computers dimensions as more important than respondents who were younger than 36 years old.

11. Respondents of the Housekeeping department perceived Facility Design and Maintenance and Strategic Management dimensions of curriculum as more important than those from the Front Office. Respondents from the Housekeeping and the Room Division evaluated Foundation Course as more important than those worked in the Food & Beverage while respondents of the Housekeeping also were more likely to agree that Front Office & Room Division Management dimension of curriculum was more important than those who worked in the Food & Beverage.

Conclusions

The following conclusions are based upon the data obtained from the study and results for the statistical analyses of the data:

1. Because of the strong relationship between hotel management courses and required competencies of hotel employees, hospitality education in Taiwan provides adequate preparation for hospitality professionals.

2. Both the general management skills and technical skills are critical to career success of graduates entering the hospitality industry.

3. The competencies related to communication skills and interpersonal relations with employees and guests are the most influential competencies contributing to career success in the hotel industry.

4. Courses that relate to management and communication skills are the most influential courses contributing to career development in the hotel industry.

5. Practitioners consider management-related competencies to be more important than do educators.

6. The respondents' age, years of employment, and functional area are the demographic characteristics that most significantly influence their perceptions regarding the importance of required competencies and hotel management courses.

Discussion

This section presents a discussion of the relevant findings and conclusions emerging from the present study. For better understanding, the mean scores of 22 industry competencies and 52 hotel management courses are presented in Appendix I and Appendix J, respectively.

"Communication skills and adaptation to environmental changes" is the most important competency dimension that emerged from the present study. Considering the fact that communication skills are always emphasized in the business world, especially for the labor-intensive hotel industry, this finding is important but not unexpected. Individuals either in front of the house or back of the house are involved to some degree of communication with both guests and co-workers. As a result, the hotel industry demands employees with the ability to integrate personal and professional relationships and are able to communicate clearly and accurately with an appropriate level of emotion. Furthermore, service skills and hotel products are changing quickly; to satisfy guests, employees must be sensitive to guests' needs and environmental changes.

It is reasonable that communication and adaptability are the most important competencies that emerge from the study. It is also interesting to mention that the findings of "communication skills and adaptation to environmental changes" most relating to career success seems to coincide with the Chinese emphasis, "To speak and act as the

circumstances dictate." Perhaps. this is the reason that the importance of communication and adaptability stand out above the other competency dimensions. The results supports findings reported by Chung (1999) that competencies relating to communication and adaptation to environmental changes influenced Korean career success in the hotel industry. This finding also supports the opinions of Katz (1974), Gundrum (1978), Mariamplski et al. (1980), Buergermeister (1983). Knight and Salter (1985), Tas (1988), Cioch et al. (1989), Jonker and Jonker (1990), Hsu et al. (1992), Dana (1992), Enz et al. (1993), Okeiyi et al. (1994), Ashley et al. (1995), Tas et al. (1996), Breiter and Clements (1996), Harrison (1996), and Kay and Russette (2000) that diplomacy, communications. interpersonal sensitivity, human-relations skills, service quality. managing guest problems, and adaptation to changes are important competencies in helping graduates of hospitality management programs to succeed in their careers.

"Management analysis techniques" is the second important competency dimension that significantly predicts career success in the industry. However. it had a negative relationship with career success. It indicated that the more successful practitioners perceived themselves to be, the less important they perceived analytical techniques. Perhaps, administration is more of a component of high-level managers' activities instead of middle-level managers' activities. Middle-management employees spend more time in implementing routines in an organization and ensuring its smooth operation. As a result, middle-level managers may perceive the importance of analytical techniques to be less important to their present success in managerial positions.

Although "management analysis techniques" was identified with a negative statistical correlation, the importance of analytical techniques could not be overemphasized in such a turbulent and highly competitive environment. All sections of the hotel business, such as

marketing, sales, personnel, and accounting, require good analytical skills to make accurate and appropriate decisions. It is reasonable that Buergenmeister (1983), Cioch et al. (1989), Ashley et al. (1995), Tas et al. (1996), and Chung (1999) emphasized the importance of analytical skill in the hospitality industry.

The third most important competency dimension relating to career success is "innovation and operational knowledge & techniques." One logical explanation is that the operational knowledge and skills are the cornerstone for providing guests with quality service, as well as the foundation for developing innovative service. The competitive environment demands that hotel companies discover new ways of doing business to better serve guests, while simultaneously pursuing the profit goal. An enterprise should recognize that innovation and creativity continue to be the key attributes that distinguish one hotel from another. Therefore, creativity is an essential element for hotel operations and management. This result is similar to a finding reported by Chung (1999) that competencies of "operational techniques and knowledge" and "innovation" were related to career success in the hotel industry. The opinion that technical skills, ability to identify a problem, creative-thinking abilities, and positive customer relations were important competencies addressed by Katz (1974), Mariamplski et al. (1980), Tas (1988), Cioch et al. (1989), Jonker and Jonker (1990), Enz et al. (1993), Hanson (1993), Ashley et al. (1995), and Kay and Russette (2000) are supported by this finding.

Although "management of employees and jobs" competency dimension had no statistically significant relationship to career successes in the industry, all respondents, perceived it as an important competency dimension. This indicates that those competencies were considered basic qualities and requirements for people who pursue a career in the hotel industry. The results well support the conceptions of Gundrum (1978),

Buergermeister (1983), Tas (1988), Hsu et al. (1992), Enz et al. (1993), Ashley et al. (1995), Chung (1999), Kay and Russette (2000), and Wu (2001) that professional and ethical standards, supervision of personnel, problem identification, and crisis management were important competencies required in the industry.

Communications & Service Management, and Foreign Languages curriculum dimensions most associate with competencies of "communication skills and adaptation to environmental changes," while contributing more to competencies related to the "management employees and jobs." Those two course dimensions also fit into the role of contributing to career development. This finding implies that Communications & Service Management and Foreign Languages are the most important curriculum dimensions that lead to career success and contributed to career development.

Communications & Service Management was the first important curriculum contributing to career development due to the fact that the hotel industry is a service industry. This characteristic emphasizes the importance of being customer-focused. Consequently, service quality is that what drives successful companies. It is not difficult to understand why service concepts have become a corporate commitment at the managerial level in the hotel industry. The importance of communication and quality management emerging from the present study supports the opinions of Casado (1991), Umbreit (1992), McGrath (1993), Faiola (1994), Ashley et al. (1995), Su (1996), Su et al. (1997), and Chung (1999) that communication, quality management, and industry ethics are important subject areas to be included in a hospitality curriculum.

The Foreign Languages dimension attained an average mean of 4.58 indicating that it was perceived as the foremost course dimension by all respondents. The result differs from that of the studies conducted in the United States. However, this finding corresponds well

with that reported by Chung (1999). One possible explanation is that both Taiwan and South Korea, two of the emerging markets in the Asian Pacific. are generating most of the region's international travelers from Japan and the United States. Accordingly, the importance of Japanese and English to respondents is confirmed by both studies. On the contrary, as English is a popular language used in the U.S. hotel industry, hotel education in the United States does not emphasize any foreign languages to a greater extent than other courses.

Two curriculum dimensions, including Hotel Finance/Marketing/Personnel Management and Strategic Management, significantly relate to the "management analysis techniques" competency dimension. The Hotel Finance/Marketing/ Personnel Management dimension is the third curriculum cluster that fits into the role of influencing career development. While using a mean value of 3.00 as a neutral point, educators and practitioners perceived hotel personnel management, hotel marketing, and hotel financial management as important. The findings that Hotel Finance/Marketing/Personnel Management significantly related to career development and the "management analysis techniques" competency dimension coincides with results previously reported research by Chung (1999). This result also provides support for Wu's (2001) opinion that marketing management skills were the most desirable competencies required for managers than others in the future. Moreover. the role of Hotel Finance/Marketing/ Personnel Management contributing to career development well-supports the attitudes of Tas (1988), Umbreit (1992), Ashley, et al. (1995), Bach and Milman (1996), Su (1996), Su et al. (1997), Heller (1997), and Lornam (1999) that finance, and marketing and human resources management with an emphasis on the hotel industry are important fields in hospitality education.

Strategic Management is the other important curriculum dimension that most relates to the "management analysis techniques" competency dimension even though the Strategic Management curriculum had no statistically significant relationship to career development in the hotel industry. Consequently, the importance of the Strategic Management curriculum cannot be underestimated. As Reich (1994) and Ashley et al. (1995) suggested, a strategic analysis and planning course should be included in hospitality education.

The Foundation Courses and Strategic Management curriculum dimensions most related to the "innovation and operational knowledge & techniques" competency dimension. The courses such as fundamentals of accounting, managerial accounting, economics, hospitality strategic management, organizational theory, and group meals planning and management were perceived as moderately important. It is apparent that graduates of hotel management programs are expected to have a well-rounded background in business. As to Specialized Subject and Resort Hotels Management curriculum dimensions, they also nurture competencies related to "innovation and operational knowledge & techniques." Internships are perceived as the most important course with an average mean of 4.41 in these two curriculum clusters by all respondents. The importance of experiential learning is identified in the present study.

When referring to respondents' demographic characteristics, perhaps the most obvious characteristic of the practitioner respondent group was the years of employment. Most of the practitioners (80.0%) had more than seven years of employment, compared to 37.3% for educators. The majority of practitioners need at least seven years of employment to move up to a managerial position. Perhaps it is due to the fact that hotel jobs' demand for on-the-spot working experiences forces employees to cultivate the necessary and

appropriate skills through the workplace to become future managers. The fact that the career prospects cannot be seen in short-term efforts may partially explain the phenomenon of a high turnover in the hotel industry.

The demographic items including age, years of employment, and functional area significantly influenced respondents' perceptions regarding the importance of required competencies and hotel management courses. However, there was no statistically significant difference in the perceived importance of both industry competencies and hotel courses based on gender. This result, that males and females did not perceived the importance of competencies and curriculum differently, contradicted the finding of Chung (1999), but was similar to that reported by Su (1996). It is probable that hotel organization in Taiwan is still male-oriented even though an increasing number of women move up to managerial positions; women, therefore, learn to adopt stereotypically masculine behaviors to fit in the environment. On the other hand, perhaps, an increasing number of female travelers and a larger proportion of female personnel in the industry are leading male managers learn to develop policies or procedures to meet females' diverse needs. Consequently, women and men reached some level of agreement in the perceived importance of competencies and emphases of hotel education curricula. Further study can be conducted in Taiwan to probe this result of the present study.

The first significant difference based on demographics in the perceived importance of competencies is between educators and practitioners. Educators evaluated the "management analysis techniques" and "management of employees and jobs" dimensions to be less important than did practitioners. Perhaps, management skills are more important to industry professionals because of the perceived practical value of these competencies. In addition, educators also perceived the importance of the Strategic Management curriculum

dimension significantly lower than did practitioners. Perhaps, this curriculum cluster is the weakest field in college hotel management programs of universities and colleges in Taiwan.

When considering the characteristics of age grouping, age did not have a significant effect on the perceived importance of competencies. It seems that all respondents within different age groupings reached the same level of agreement in recognizing the importance of required competencies. However. the older respondents evaluated Food & Beverage Management and Basic Concepts of Computers curriculum dimensions as more important then did younger respondents. It is probable that the older respondents more recognize the fact that food and beverage revenues could bear more of the impact of the economic downturn, and a trend toward connecting food sales and network marketing in Taiwan.

Another finding emerging from the present study is that respondents who had more years of employment perceived "management analysis techniques"- related competencies to be more important than did respondents with fewer years of employment. The possible explanation is that the length of one's exposure to real-world experience has a bearing on the development of management analysis techniques in the hotel industry; yet, for respondents with fewer years of employment, mastering enough analytical skills in such a turbulent and competitive environment does not come easy. Hence, respondents with fewer years of employment tend to perceive "management analysis techniques"- related competencies less important to their present success than did respondents who had more years of employment. This result consist with the opinions of Huang (1998) and Chung (1999) that respondents who had more years of employment perceived the managerial techniques as more important than those who had fewer years of employment.

The final demographic item that significantly influenced respondents' perceptions

regarding competencies and curriculum was functional areas. The respondents of Housekeeping more adhere to the "management analysis techniques"- related competencies, as well as Facility Design and Maintenance, Foundation Courses and Strategic Management dimensions of curriculum. One of the logical interpretations is that Housekeeping must effectively use resources at the lowest possible costs while offering guests the best lodging experience. As a result, Housekeeping employees may perceive competencies regarding management analysis techniques and related curriculum such as Foundation Courses and Strategic Management dimensions to be more important than employees having other job functions. Moreover, poor facility design and maintenance is a major cause of accidents and inefficient operations. Perhaps, this is the reason that Housekeeping personnel emphasize the Facility Design and Maintenance dimension to a greater extent than employees having other job functions.

Finally, the importance of both technical skills and general management skills are identified in the present study. Obviously, in Taiwan a hotel education should balance general education and specialized education. Moreover, although educators and practitioners have little disagreement toward perceived importance of courses, there was a significant difference in perceptions regarding the Strategic Management dimension. In this area, the gap still somewhat exists between educators' and practitioners' perceptions toward hotel management courses, even when most educators have industry experience. Therefore, a continuing dialogue between educators and industry practitioners is crucial to keep curriculum current for meeting the needs of industry.

Recommendations for University and College

Hotel Management Programs in Taiwan

The following recommendations for university and college hotel management

curriculum development are based on the review of the literature, the analysis of the data,

the findings, and discussion.

1. Hotel Finance/Marketing/Personnel Management, Foreign Languages, and

Communications & Service Management curriculum dimensions most relate to the

" management analysis techniques," and "communication skills and adaptation to

environment changes" competency dimensions, while they also relate to important

competencies such as "innovation and operational knowledge & techniques," and

"management of employees and jobs." Obviously, hospitality educators should focus on

both the study of traditional management functions and attributes of leadership. The

curriculum clusters of Communications & Service Management, Foreign Languages, and

Hotel Finance/Marketing/Personnel Management should be given priority for hotel

education within universities and colleges.

2. The curriculum dimension of Communications & Service Management was

considered the most crucial course cluster leading to career success and contributing to

career development. It is suggested that courses such as interpersonal communication,

managerial communication, persuasive communication, conflict resolution, and quality

planning should be added to the curriculum. Oral and written skills should not be the only

focus in course content, but listening, observation, interpersonal, and team skills should be

emphasized on an equal basis. Furthermore, the training of foreign languages should be

directed to business writing instead of putting particular stress on oral expression.

3. Service should be used as a key concept in management courses such as human

resources, marketing, strategic management. front office and housekeeping management. and food and beverage management. Simultaneously. the concepts of cost analysis and control, communication, interpersonal skills, and innovation should be fully integrated into such courses. Moreover, service quality does not only address how efficiently a product is delivered to customers. but in what manner or attitude is delivered to them. Hence, both thoughts should be reinforced in courses content as well.

4. Hotel marketing and human resource management are considered more important courses than hotel accounting and financial management. More human resources and marketing courses should be added to the curriculum. including international human resources, innovation in hospitality marketing, internet marketing. marketing research. strategic marketing, services marketing, hospitality sales, and marketing communication. Moreover, marketing courses should not only focus on external markets but also on internal marketing such as understanding what expectations employees already have or have been created. Only after internal customers buy into a product well the promotional aspects of external markets reach their potential.

5. Considering the fact that the Strategic Management curriculum dimension contributes more to the "management analysis techniques"-related competency, which was considered the third most influential contributor to career success. the importance of such courses should not be ignored. Educators should put more emphasis on courses such as hospitality strategic management, organizational theory, and group meals planning.

6. Although the curriculum dimension of Foundation Courses did not significantly contribute to career development. "innovation and operational knowledge & techniques," the third most influential dimension to career success, also significantly relates to such courses. It is recommended that courses including the fundamentals of accounting,

managerial accounting, economics, and principles of statistics not be neglected in university and college hotel management curriculum design.

7. As the literature revealed, experiential learning is a critically important component of a hospitality curriculum. Internships give students the best opportunities to experience real-world matters. However, poorly designed internship programs will cause students to underestimate its value and the importance of the internship. Only when internship programs are highly structured can students, schools, and the industry benefit. Moreover, almost every institution requires students to write reports during or after internships. The writing of papers should be encouraged to move from routine operational skills to high-level thinking and analytical skills.

8. As the development of Taiwan's hotel industry is moving toward internationalization, the curriculum of hotel management programs needs to have a view of globalization to prepare students to be internationally knowledgeable and interculturally competent. The foreign culture and multi-cultural skills should be emphasized in course content. Courses such as economic, accounting, finance, marketing, human resources, communication and interpersonal skills should be integrated with an international perspective. Moreover, diversity should be also emphasized in course content. The quality of workers determines the quality of service that an enterprise gives to its customers. Customer can be provided with better service because of employees having more diverse perspectives.

9. The purpose of the present study was to provide a basis for planning hotel management curriculum in Taiwan. It is better to consider recommendations from the study as providing direction for curriculum design in universities and colleges, rather than suggesting absolute changes, that should be made. Resources, structure, and basic

philosophical position of an institution or curriculum's congruity and sequence also should be taken into consideration when developing curricula or making changes.

Recommendations for Future Research

The following recommendations are made for future study in this field.

1. This study should be replicated in other programs such as recreation, tourism. and food & beverage education.

2. This study should be replicated and expanded to include more representative samples from the population of hotel industry professionals. Opinions of sales/marketing department personnel and back of the house employees should also be evaluated.

3. This study investigated the perceptions of industry professionals and hospitality educators in Taiwan. However, this study did not determine the perceptions of alumni of Taiwanese hotel management programs. Alumni follow-up studies with respect to saliency and value of curriculum content and quality of instruction should be conducted to further probe the findings of this study.

4. Additional research should be conducted to examine the perceptions of industry professionals about what knowledge or skills can be learned from school. the internships, or from the individuals themselves.

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APPENDIX A

EDUCATORS AND PRACTITIONER

PERCEPTION ASSESSMENT SCALES

(ENGLISH AND CHINESE)

Educator Perception Assessment Scale Toward Required Competencies in the Hotel Industry and Hotel Management Courses of University

Part I

Using the scale below, please circle the answer you believe most corresponds to your attitude toward competencies required in the hotel industry.

<u>1 = Very Unimportant</u>   <u>2 = Unimportant</u>   <u>3 = Neutral</u>

<u>4 = Important</u>   <u>5 = Very Important</u>

1. Acting in an ethical manner.	1	2	3	4	5
2. Maintaining professional appearance and poise.	1	2	3	4	5
3. Directing and supervising the work of others.	1	2	3	4	5
4. Maintaining a consistent service quality and work standards.	1	2	3	4	5
5. Communicating effectively with other employees.	1	2	3	4	5
6. Communicating effectively with clients and customers.	1	2	3	4	5
7. Managing guest problems with understanding and sensitivity.	1	2	3	4	5
8. Forecasting future trends.	1	2	3	4	5
9. Developing positive customer relations.	1	2	3	4	5
10. Making decisions under pressure or in crisis situation.	1	2	3	4	5
11. Using financial analysis techniques.	1	2	3	4	5
12. Analyzing factors that influence the controllability of profits.	1	2	3	4	5
13. Identifying and defining problems of operation.	1	2	3	4	5
14. Working knowledge of product-service.	1	2	3	4	5
15. Adapting to changing circumstances.	1	2	3	4	5
16. Identifying and defining problems of guest relations.	1	2	3	4	5
17. Recognizing and solving customer problems.	1	2	3	4	5
18. Enhancing socialization and interpersonal relationships with employees.	1	2	3	4	5
19. Developing Innovative ways to work.	1	2	3	4	5
20. Selecting and assigning personnel.	1	2	3	4	5
21. Taking a chance of more job enlargement.	1	2	3	4	5
22. Building models and creative thinking.	1	2	3	4	5

Part II

Using the scale below, please circle the answer you believe most corresponds to your attitude toward hotel management courses of university.

1 = Very Unimportant   2 = Unimportant   3 = Neutral

4 = Important   5 = Very Important

Essential

1. Principles of statistics	1	2	3	4	5
2. Economics	1	2	3	4	5
3. Principles of management	1	2	3	4	5
4. Hotel English conservation	1	2	3	4	5
5. Hotel Japanese conversation	1	2	3	4	5
6. Hospitality professional French	1	2	3	4	5
7. Introduction to hotel management	1	2	3	4	5
8. Fundamentals of accounting	1	2	3	4	5
9. Managerial accounting	1	2	3	4	5
10. Financial management	1	2	3	4	5
11. Introduction to computers	1	2	3	4	5
12. Human resources management	1	2	3	4	5
13. Consumer behavior	1	2	3	4	5
14. Introduction to travel and tourism	1	2	3	4	5
15. Marketing management	1	2	3	4	5
16. Social protocol & etiquette	1	2	3	4	5

Hotel Operation

17. Front Office operation & management	1	2	3	4	5
18. Housekeeping operation & management	1	2	3	4	5
19. Hotel engineering & maintenance	1	2	3	4	5
20. Banquet & catering management	1	2	3	4	5
21. Hotel facility design and planning	1	2	3	4	5
22. Convention and exhibition management	1	2	3	4	5
23. Food & beverage management	1	2	3	4	5
24. Restaurant management	1	2	3	4	5
25. Club management	1	2	3	4	5
26. Purchasing	1	2	3	4	5
27. Food production & management	1	2	3	4	5
28. Food sanitation & nutrition	1	2	3	4	5
29. Beverage management	1	2	3	4	5
30. Menu planning	1	2	3	4	5
31. Hospitality cost control	1	2	3	4	5
32. Airline food service management	1	2	3	4	5
33. Group meals planning & management	1	2	3	4	5

1 = Very Unimportant   **2 = Unimportant**   **3 = Neutral**

4 = Important   **5 = Very Important**

Hotel Administration

34. Hotel accounting	1	2	3	4	5
35. Hotel marketing	1	2	3	4	5
36. Hotel personnel management	1	2	3	4	5
37. Hotel financial management	1	2	3	4	5
38. Interpersonal relations & communication skills	1	2	3	4	5
39. Hotel public relations management	1	2	3	4	5
40. Resort hotels management	1	2	3	4	5
41. Chain hotel and restaurant management	1	2	3	4	5
42. Hotel law	1	2	3	4	5
43. Service quality management	1	2	3	4	5
44. Hospitality strategic management	1	2	3	4	5
45. Organizational theory	1	2	3	4	5
46. Franchising and negotiations in the hospitality industry	1	2	3	4	5

Research and Specialized Subject

47. Hotel information system	1	2	3	4	5
48. Hotel and restaurant case study	1	2	3	4	5
49. Seminar in hotel and restaurant management	1	2	3	4	5
50. Hotel project management	1	2	3	4	5
51. Internships	1	2	3	4	5
52. Ethics in the hotel industry	1	2	3	4	5

Other suggestions _____

Part III

Instructions: Please check one response for each of the following questions.

1. Age:
   ☐ Below 30   ☐ 31-35   ☐ Above 36

2. Gender
   ☐ Female   ☐ Male

3. Years of Employment
   ☐ 0 – 3   ☐ 4 - 7   ☐ Above 7

4. Highest Level of Education
☐ Bachelor Degree   ☐ Master's Degree   ☐ Doctoral Degree

5. Do you have industry experience?   If your answer is **Yes**, please answer item 6.
☐ Yes   ☐ No

6. Based on your past experience, how did the hotel management courses in your university contribute to your career development in the hotel industry? Please **circling** the most appropriate figure.

Contributed Least	Contributed Less	Average	Contributed More	Contributed Most
1	2	3	4	5

Practitioner Perception Assessment Scale Toward Required Competencies in the Hotel Industry and Hotel Management Courses of University

Part I

Using the scale below, please circle the answer you believe most corresponds to your attitude toward competencies required in the hotel industry.
1 = Very Unimportant   2 = Unimportant   3 = Neutral
4 = Important   5 = Very Important

1. Acting in an ethical manner.	1	2	3	4	5
2. Maintaining professional appearance and poise.	1	2	3	4	5
3. Directing and supervising the work of others.	1	2	3	4	5
4. Maintaining a consistent service quality and work standards.	1	2	3	4	5
5. Communicating effectively with other employees.	1	2	3	4	5
6. Communicating effectively with clients and customers.	1	2	3	4	5
7. Managing guest problems with understanding and sensitivity.	1	2	3	4	5
8. Forecasting future trends.	1	2	3	4	5
9. Developing positive customer relations.	1	2	3	4	5
10. Making decisions under pressure or in crisis situation.	1	2	3	4	5
11. Using financial analysis techniques.	1	2	3	4	5
12. Analyzing factors that influence the controllability of profits.	1	2	3	4	5
13. Identifying and defining problems of operation.	1	2	3	4	5
14. Working knowledge of product-service.	1	2	3	4	5
15. Adapting to changing circumstances.	1	2	3	4	5
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18. Enhancing socialization and interpersonal relationships with employees.	1	2	3	4	5
19. Developing Innovative ways to work.	1	2	3	4	5
20. Selecting and assigning personnel.	1	2	3	4	5
21. Taking a chance of more job enlargement.	1	2	3	4	5
22. Building models and creative thinking.	1	2	3	4	5

Part II

Using the scale below, please circle the answer you believe most corresponds to your attitude toward hotel management courses of university.

1 = Very Unimportant   2 = Unimportant   3 = Neutral

4 = Important   5 = Very Important

Essential
1. Principles of statistics	1	2	3	4	5
2. Economics	1	2	3	4	5
3. Principles of management	1	2	3	4	5
4. Hotel English conservation	1	2	3	4	5
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7. Introduction to hotel management	1	2	3	4	5
8. Fundamentals of accounting	1	2	3	4	5
9. Managerial accounting	1	2	3	4	5
10. Financial management	1	2	3	4	5
11. Introduction to computers	1	2	3	4	5
12. Human Resource management	1	2	3	4	5
13. Consumer behavior	1	2	3	4	5
14. Introduction to travel and tourism	1	2	3	4	5
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1 = Very Unimportant   2 = Unimportant   3 = Neutral

4 = Important   5 = Very Important

Hotel Administration

34. Hotel accounting	1	2	3	4	5
35. Hotel marketing	1	2	3	4	5
36. Hotel personnel management	1	2	3	4	5
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45. Organizational theory	1	2	3	4	5
46. Franchising and negotiations in the hospitality industry	1	2	3	4	5

Research and Specialized Subject

47. Hotel information system	1	2	3	4	5
48. Hotel and restaurant case study	1	2	3	4	5
49. Seminar in hotel and restaurant management	1	2	3	4	5
50. Hotel project management	1	2	3	4	5
51. Hotel internships	1	2	3	4	5
52. Ethics in the hotel industry	1	2	3	4	5

Other suggestions _____

Part III

Instructions: Please check one response for each of the following questions.

1. Age
   ☐ Below 30   ☐ 31-35   ☐ Above 36

2. Gender
   ☐ Female   ☐ Male

3. Years of Employment
   ☐ 0-3   ☐ 4 -7   ☐ Above 7

4. Highest Level of Education
- [ ] Bachelor Degree
- [ ] Master's Degree
- [ ] Doctoral Degree
- [ ] Others (High school diploma, Associate degree)

5. Department
- [ ] Front Office
- [ ] Housekeeping
- [ ] Food & Beverage
- [ ] Room Division

6. Do you have any degree in hospitality administration? If your answer is **Yes**, please answer item 7 and 8. If your answer is **No**, please answerer item 8.
- [ ] Yes
- [ ] No

7. How did the hotel management courses contribute to your career development in the hotel industry? Please **circling** the most appropriate figure.

Contributed Least	Contributed Less	Average	Contributed More	Contributed Most
1	2	3	4	5

8. How would you evaluate your career success in the hotel industry at present time? Please **circling** the most appropriate figure.

Least Successful	Less Successful	Average	More Successful	Most Successful
1	2	3	4	5

餐旅教師對於旅館業員工應具備之能力及旅館管理課程之意見調查

本學術問卷旨在了解您對旅館業員工所應具備之能力和旅館管理課程的看法。 請將您的看法圈選或填入適當的欄位中。 本問卷無須具名,請安心作答。衷心感謝您的協助。

填寫說明: 使用下列評量方式,圈選一較接近您對旅館業員工應具備能力和旅館管理課程的相關意見。 請您盡可能依直覺回答.如果在正,反難抉擇之際,請朝"非常重要"或"非常不重要"選擇作答。

壹. 旅館業員工應具備之能力

		非常不重要	不重要	無意見	重要	非常重要
1	行為舉止符合職業倫理	1	2	3	4	5
2	維持專業外表及儀態	1	2	3	4	5
3	指示及監督他人的工作	1	2	3	4	5
4	維持穩定的服務品質和工作標準	1	2	3	4	5
5	與其它員工溝通良好	1	2	3	4	5
6	與客戶及顧客溝通良好	1	2	3	4	5
7	感同身受地處理客人問題	1	2	3	4	5
8	能夠預測未來的趨勢	1	2	3	4	5
9	發展與顧客之間積極正面的關係	1	2	3	4	5
10	在壓力或緊急狀況下做決定	1	2	3	4	5
11	使用財務分析的技巧	1	2	3	4	5
12	分析可以影響控制利潤的因素	1	2	3	4	5
13	找出並界定旅館作業上的問題	1	2	3	4	5
14	具有與工作相關的產品及服務的知識	1	2	3	4	5
15	具有臨機應變的能力	1	2	3	4	5
16	找出及界定顧客關係的問題	1	2	3	4	5
17	認清及解決客戶問題	1	2	3	4	5
18	增進與員工間的人際關係及社交	1	2	3	4	5
19	發展創新的工作方法	1	2	3	4	5
20	篩選及分派人員	1	2	3	4	5
21	接受工作範圍擴大的機會	1	2	3	4	5
22	建立工作模式與創新思考	1	2	3	4	5

貳. 旅館管理課程

1	統計學	1	2	3	4	5
2	經濟學	1	2	3	4	5
3	管理學	1	2	3	4	5
4	旅館英文會話	1	2	3	4	5
5	旅館日文會話	1	2	3	4	5
6	觀光專業法語	1	2	3	4	5
7	旅館管理概論	1	2	3	4	5
8	基礎會計	1	2	3	4	5
9	管理會計	1	2	3	4	5

		非常不 重要	不重要	無意見	重要	非常 重要
10	財務管理	1	2	3	4	5
11	電腦概論	1	2	3	4	5
12	人力資源管理	1	2	3	4	5
13	消費者行為	1	2	3	4	5
14	觀光遊憩概論(觀光學概論)	1	2	3	4	5
15	行銷學	1	2	3	4	5
16	國際禮儀	1	2	3	4	5
17	前檯管理及實務	1	2	3	4	5
18	房務管理及實務	1	2	3	4	5
19	旅館工程及維護	1	2	3	4	5
20	宴會及外燴管理	1	2	3	4	5
21	旅館設施配置與規劃	1	2	3	4	5
22	會議及展覽管理	1	2	3	4	5
23	餐飲管理	1	2	3	4	5
24	餐廳管理	1	2	3	4	5
25	俱樂部管理	1	2	3	4	5
26	採購實務	1	2	3	4	5
27	食物製備及管理	1	2	3	4	5
28	食物營養及衛生	1	2	3	4	5
29	飲料管理	1	2	3	4	5
30	菜單設計	1	2	3	4	5
31	餐飲成本控制	1	2	3	4	5
32	空廚經營管理	1	2	3	4	5
33	團體膳食計劃及管理	1	2	3	4	5
34	旅館管理會計	1	2	3	4	5
35	旅館行銷管理	1	2	3	4	5
36	旅館人力資源管理	1	2	3	4	5
37	旅館財務管理	1	2	3	4	5
38	人際關係及溝通技巧	1	2	3	4	5
39	旅館公共關係管理	1	2	3	4	5
40	休閒旅館管理	1	2	3	4	5
41	餐旅連鎖經營管理	1	2	3	4	5
42	餐旅業法規	1	2	3	4	5
43	服務業品質管理	1	2	3	4	5
44	餐旅策略管理	1	2	3	4	5
45	組織理論	1	2	3	4	5
46	餐旅加盟與談判	1	2	3	4	5
47	餐旅管理資訊系統	1	2	3	4	5
48	旅館及餐廳案例研討	1	2	3	4	5
49	餐旅專題講座	1	2	3	4	5
50	旅館專案管理	1	2	3	4	5
51	旅館實習	1	2	3	4	5
52	企業倫理	1	2	3	4	5

其它建議:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

參. 個人資料

　　填寫說明: 請將您認為最適當的答案在 "☐" 裡打 "√"

1 年齡　　　☐ 30 歲以下　　　☐ 31 歲 – 35 歲　　　☐ 36 歲以上

2. 性別　　　☐　女性　　　☐ 男性

3. 工作年資　☐　0–3 年　　　☐　4 –7 年　　　☐ 7 年以上

4. 最高學歷　☐ 學士學位　　　☐　碩士學位　　　☐　博士學位

5.您是否有在業界的工作經驗? 如果您有業界的工作經驗,請回答第 6 題.
　　　　☐ 是　　　　　☐ 否

6.請根據您過去的經驗, 評估旅館管理的課程對您在旅館業的職業發展的貢獻程度。
　請將您認為最適當的數字圈起來。

貢獻最小　　　　貢獻小　　　　普通　　　　貢獻大　　　　貢獻最大
　1--------------- 2 ------------------- 3 ------------------- 4 ---- ---------------- 5

旅館業者對於員工應具備之能力
和大學旅館管理課程之意見調查

本學術問卷旨在了解您對旅館業員工所應具備之能力和大學旅館管理課程的看法。 請將您的看法圈選或填入適當的欄位中。本問卷無須具名.請安心作答。衷心感謝您的協助。

填寫說明: 使用下列評量方式,圈選一較接近您對旅館業員工應具備能力和旅館管理課程的相關意見。 請您盡可能依直覺回答,如果在正,反難抉擇之際.請朝"非常重要"或"非常不重要" 選擇作答。

壹. 旅館業員工應具備之能力

		非常不重要	不重要	無意見	重要	非常重要
1	行為舉止符合職業倫理	1	2	3	4	5
2	維持專業外表及儀態	1	2	3	4	5
3	指示及監督他人的工作	1	2	3	4	5
4	維持穩定的服務品質 和工作標準	1	2	3	4	5
5	與其它員工溝通良好	1	2	3	4	5
6	與客戶及顧客溝通良好	1	2	3	4	5
7	感同身受地處理客人問題	1	2	3	4	5
8	能夠預測未來的趨勢	1	2	3	4	5
9	發展與顧客之間積極正面的關係	1	2	3	4	5
10	在壓力或緊急狀況下做決定	1	2	3	4	5
11	使用財務分析的技巧	1	2	3	4	5
12	分析可以影響控制利潤的因素	1	2	3	4	5
13	找出並界定旅館作業上的問題	1	2	3	4	5
14	具有與工作相關的產品及服務的知識	1	2	3	4	5
15	具有臨機應變的能力	1	2	3	4	5
16	找出及界定顧客關係的問題	1	2	3	4	5
17	認清及解決客戶問題	1	2	3	4	5
18	增進與員工間的人際關係及社交	1	2	3	4	5
19	發展創新的工作方法	1	2	3	4	5
20	篩選及分派人員	1	2	3	4	5
21	接受工作範圍擴大的機會	1	2	3	4	5
22	建立工作模式與創新思考	1	2	3	4	5

貳. 旅館管理課程

1	統計學	1	2	3	4	5
2	經濟學	1	2	3	4	5
3	管理學	1	2	3	4	5
4	旅館英文會話	1	2	3	4	5
5	旅館日文會話	1	2	3	4	5
6	觀光專業法語	1	2	3	4	5
7	旅館管理概論	1	2	3	4	5
8	基礎會計	1	2	3	4	5

		非常不重要	不重要	無意見	重要	非常重要
9	管理會計	1	2	3	4	5
10	財務管理	1	2	3	4	5
11	電腦概論	1	2	3	4	5
12	人力資源管理	1	2	3	4	5
13	消費者行為	1	2	3	4	5
14	觀光遊憩概論(觀光學概論)	1	2	3	4	5
15	行銷學	1	2	3	4	5
16	國際禮儀	1	2	3	4	5
17	前檯管理及實務	1	2	3	4	5
18	房務管理及實務	1	2	3	4	5
19	旅館工程及維護	1	2	3	4	5
20	宴會及外燴管理	1	2	3	4	5
21	旅館設施配置與規劃	1	2	3	4	5
22	會議及展覽管理	1	2	3	4	5
23	餐飲管理	1	2	3	4	5
24	餐廳管理	1	2	3	4	5
25	俱樂部管理	1	2	3	4	5
26	採購實務	1	2	3	4	5
27	食物製備及管理	1	2	3	4	5
28	食物營養及衛生	1	2	3	4	5
29	飲料管理	1	2	3	4	5
30	菜單設計	1	2	3	4	5
31	餐飲成本控制	1	2	3	4	5
32	空廚經營管理	1	2	3	4	5
33	團體膳食計劃及管理	1	2	3	4	5
34	旅館管理會計	1	2	3	4	5
35	旅館行銷管理	1	2	3	4	5
36	旅館人力資源管理	1	2	3	4	5
37	旅館財務管理	1	2	3	4	5
38	人際關係及溝通技巧	1	2	3	4	5
39	旅館公共關係管理	1	2	3	4	5
40	休閒旅館管理	1	2	3	4	5
41	餐旅連鎖經營管理	1	2	3	4	5
42	餐旅業法規	1	2	3	4	5
43	服務業品質管理	1	2	3	4	5
44	餐旅策略管理	1	2	3	4	5
45	組織理論	1	2	3	4	5
46	餐旅加盟與談判	1	2	3	4	5
47	餐旅管理資訊系統	1	2	3	4	5
48	旅館及餐廳案例研討	1	2	3	4	5
49	餐旅專題講座	1	2	3	4	5
50	旅館專案管理	1	2	3	4	5
51	旅館實習	1	2	3	4	5
52	企業倫理	1	2	3	4	5

其它建議: ————————————————————————

參. 個人資料

　填寫說明: 請將您認為最適當的答案在 "□" 裡打 "∨"

1. 年齡　　　□ 30 歲以下　　□ 31 歲 – 35 歲　□ 36 歲以上

2. 性別　　　□ 女性　　　　□ 男性

3. 工作年資　□ 0 – 3 年　　□ 4 - 7 年　　□ 7 年以上

4. 最高學歷　□ 學士學位　　□ 碩士學位
　　　　　　　□ 博士學位　　□ 其它 (專科.高中.高職)

5. 部門　　　□ 前檯(客務部)　□ 房務部　　　□ 餐飲部　□ 客房部

6. 您是否擁有和旅館與餐廳管理相關的學位? 如果您沒有旅館管理相關學位, 請直
　接回答第 8 題。 如果您具有旅館管理相關學位, 請回答第 7 題及第 8 題。
　　　□ 是　　　　　　　　□ 否

7. 請評估您在學校所上的旅館管理的課程對您在旅館業的職業發展的貢獻程度。
　請將您認為最適當的數字圈起來。

　貢獻最小　　　　貢獻小　　　　　普通　　　　　貢獻大　　　　貢獻最大
　　1------------------- 2 -------------------- 3 -------------------- 4 ----- ---------------- 5

8. 請評估您目前職業成就的程度。請將您認為最適當的數字圈起來。

　很沒有成就　　沒有成就　　　　普通　　　　　有成就　　　　很有成就
　　1------------------- 2 -------------------- 3 -------------------- 4 -------------------- 5

.

APPENDIX B
SURVEY ITEM AND REFERENCE MATRIX

Matrix

Survey Item	References
1. Acting in an ethical manner.	Gundrum, 1978; Tas, 1988; Hsu et al.. 1992; Chung, 1999, Kay & Russette, 2000
2. Maintaining professional appearance and poise.	Tas, 1988; Hsu et al., 1992; Chung, 1999; Kay & Ruseette, 2000; Wang. 2001
3. Directing and supervising the work of others.	Buergermeister, 1983; Hsu et al., 1992; Dana, 1992; Chung, 1999
4. Maintaining a consistent service quality and work standards.	Gundrum, 1978; Dana, 1992, Ashley et al., 1995; Chung, 1999
5. Communicating effectively with other employees.	Buergenmeister, 1983; Knight & Salter, 1985; Tas, 1988; Jonker & Jonker, 1990; Dana, 1992; Ashley et al., 1995; Chung, 1999
6. Communicating effectively with clients and customers.	Ashley et al., 1995; Buergenmeister, 1983; Knight & Salter, 1985; Tas, 1988; Jonker & Jonker, 1990; Chung, 1999
7. Managing guest problems with understanding and sensitivity.	Tas, 1988; Kay & Russette, 2000
8. Forecasting future trends.	Chung, 1999
9. Developing positive customer relations.	Tas, 1988; Jonker & Jonker, 1990; Kay & Russette, 2000
10.Making decisions under pressure or in crisis situation.	Tas et al., 1996; Chung, 1999; Wu, 2001
11.Using financial analysis techniques.	Cioch, Downey & Van Kleek, 1989;Ashley et al., 1995; Chung, 1999

Survey Item	References
12.Analyzing factors that influence the controllability of profits.	Buergenmeister. 1983; Tas. 1988; Ashley et al.. 1995; Chung. 1999
13.Identifying and defining problems of operation.	Enz et al., 1993; Ashley et al., 1995; Chung, 1999
14.Working knowledge of product-service.	Katz, 1974; Mariamplski et al.. 1980; Cioch et al., 1989; Jonker & Jonker. 1990; Chung, 1999; Kay & Russette, 2000
15.Adapting to changing circumstances.	Ashley et al., 1995; Chung, 1999; Kay & Russette. 2000
16.Identifying and defining problems of guest relations.	Enz et al., 1993; Ashley et al., 1995; Chung, 1999
17.Recognizing and solving customer problems.	Ashley et al., 1995; Kay & Russette, 2000
18.Enhancing socialization and interpersonal relationship with employees	Cioch et al., 1989; Chung, 1999
19. Developing Innovative ways to work.	Ashley et al., 1995; Chung, 1999
20. Selecting and assigning personnel.	Chung, 1999
21. Taking a chance of more job enlargement	Chung, 1999
22. Building models and creative thinking.	Hanson, 1993; Ashley et al., 1995; Chung, 1999

APPENDIX C

REVIEW OF UNIVERSITY AND COLLEGE HOTEL

MANAGEMENT CURRICULA IN TAIWAN

AND

HOTEL SCHOOL OF

CORNELL UNIVERSITY IN THE UNITED STATES

Review of the Hotel Management Curricula in Taiwan

Institution / Course	Aletheia University	Chung-Hua University	National Kaohsiung Hospitality College	Ming Chuan University	Ming-Hsin Institute of Technology	Tunghai University
Essential Courses						
Statistics	★	★		★	★	
Economics	★	★		★	★	
Principles of management [1]	★	★	★		★	★
Hospitality English conversation [2]	★	★	★	★	★	★
Hospitality Japanese conversation [3]	★	★	★	★	★	★
French [4]	★	★		★		
Hotel management [5]	★	★		★	★	★
Fundamentals of accounting [6]	★	★		★		
Managerial accounting		★			★	
Financial management					★	
Basic concepts of computer		★		★	★	
Human resources management	★			★	★	
Consumer behavior [7]	★	★		★	★	★
Introduction to travel and tourism [8]	★	★		★		
Marketing management	★					
Social protocol & etiquette					★	★
Leader and guide practice	★					
Tourism and travel geography				★		
Architecture in hotel management			★			
Hotel Operation						
Front Office operation and management [9]		★	★	★	★	★
Housekeeping operation and management [10]		★	★	★	★	★
Hotel engineering and maintenance [11]		★			★	★
Banquet & catering management [12]			★	★	★	★
Hotel facility planning and design [13]		★	★	★		★
Convention & exhibition management [14]	★	★		★	★	★
Food and beverage management [15]	★			★	★	★
Restaurant management & development [16]			★	★		

Institution / Course	Aletheia University	Chung-Hua University	National Kaohsiung Hospitality College	Ming Chuan University	Ming-Hsin Institute of Technology	Tunghai University
Club management [17]	★	★	★	★	★	★
Purchasing [18]	★	★	★	★	★	★
Food production & management [19]	★	★	★	★	★	★
Food sanitation & nutrition [20]	★	★		★		★
Beverage management [21]	★	★	★	★		★
Menu planning [22]	★	★	★	★		★
Hospitality cost control [23]		★			★	
Airline food service management	★					
Group meals planning and management	★					★
Laundry management and practice					★	
Fast food management						★
Hotel Administration						
Hotel accounting [24]	★		★	★	★	★
Hotel marketing [25]	★	★	★	★	★	★
Hotel human resources management [26]	★	★	★			★
Hotel financial management [27]			★	★		★
Interpersonal relations and communication skills [28]		★	★	★	★	★
Hotel public relation management [29]		★	★			
Resort hotel management [30]	★	★	★	★		★
Chain hotel management [31]		★			★	★
Hotel law [32]	★	★		★	★	★
Service quality management [33]	★	★		★		★
Strategic management [34]		★		★		
Organizational theory [35]				★	★	
Franchising and negotiations in the hospitality industry [36]				★	★	
Hospitality selling techniques		★				
Management for service enterprises		★				
Hotel administration and practice					★	
Hotel preopening management			★			
Cruise ship administration		★				
Labor-management relations					★	
The application of Time and Motion in hotel management					★	

Institution / Course	Aletheia University	Chung-Hua University	National Ksohsiung Hospitality College	Ming Chuan University	Ming-Hsin Institute of Technology	Tunghai University
Research and Specialized Subject						
Hotel information system [37]		★	★	★	★	★
Hotel and restaurant case study [38]	★					★
Seminar in hotel & restaurant management [39]	★	★	★	★	★	★
Internship [40]	★	★	★	★	★	★
Ethics in the hotel industry					★	
Hotel & restaurant market research and analysis		★				
Current status of hotel industry in Asia-Pacific		★				
Current status of food & beverage industry in Asia-Pacific		★				
Recreational facility planning & development		★				
Field tour			★			
Hospitality project management [41]	★	★		★		

Footnotes represent similar but differently named courses.

1. Business management;

2. Tourism English; Hospitality English

3. Tourism Japanese; Japanese; Hospitality Japanese

4. Hospitality French

5. Introduction to hotel management; Introduction to hospitality management

6. Fundamentals of accounting

7. Consumer behavior analysis; Tourism psychology; Consumer psychology

8. Introduction to tourism; Introduction to travel industry

9. Room division operation and management; Rooms-division management

10. Room division operation and management; Housekeeping management

11. Hospitality engineering and maintenance

12. Banquet management; Convention and banquet management; Catering management

13. Hotel facility & security management; Hotel planning and interior design; Hospitality facilities management; Foodservice facilities planning & design

14. International convention management; International convention and banquet management; Convention management; Convention and banquet management

15. Introduction to food & beverage management

16. Restaurant development

17. Club service management; Resort hotel and club management

18. Hospitality purchasing; Hotel purchasing management and internal control; Hotel purchasing and internal control; purchasing and material/supplies management; Selection, Procurement, and supply management

19. Food & beverage preparation; Chinese & Western cuisine production and management; Kitchen management; Culinary theory and practice

20. Food hygiene and safety; Food safety and sanitation

21. Bar & beverage management

22. Cost control & menu planning; Hospitality cost control & menu planning; Menu planning and cost control; Food & beverage controls and menu planning

23. Cost control and financial analysis

24. Hospitality managerial accounting

25. Tourism marketing; Hospitality marketing; Hotel marketing management; Hospitality marketing management; Service marketing in the hospitality industry

26. Human resource management of tourism; hospitality human resource management

27. Hotel financial control and planning; Hospitality financial management; Hotel / Restaurant financial management

28. Communication skills & leadership; communication and interpersonal relations; Organizational behavior and interpersonal skills

29. Public relation and crisis management

30. Resort hotel and club management; Resort hotel / restaurant management; Leisure enterprises operation and management; Resort and condominium hotel management

31. Chain hotel / restaurant management

32. Tourism administration and registration; Hospitality law; Business and hospitality law

33. Hospitality service quality management; Hospitality service

34. Hospitality strategic management; Strategic management in the hospitality industry

35. Hospitality organizational theory; Organizational behavior and interpersonal skills

36. Franchising in the hospitality industry

37. Hospitality information system; Tourism information system; Hotel information system; food & beverage information system; Information systems for the hospitality industry

38. Conflict resolution in hotel & restaurant management

39. Monograph in hospitality management

40. Hospitality practicum; Hotel internship; management intern program —operations

41. Hospitality investment & decision; Hospitality planning and development; Investment management for the hospitality industry; Hotel development and planning

Review of the Hotel Management Curricula
of Taiwan and Cornell University

	Cornell University	Aletheia University	Chung-Hua University	National Ksohsiung Hospitality College	Ming Chuan University	Ming-Hsin Institute of Technology	Tunghai University
Essential Courses							
Tourism German					★		
Introduction to guidance service		★					
Tourism geography					★		
Hotel Architecture				★			
Hotel Operation							
Airline food service management	★	★					
Laundry management and practice						★	
Fast food management							★
Hotel Administration							
Organizational theory	★					★	
Franchising and negotiations in the hospitality industry	★					★	
Suggestive selling techniques			★				
Management for service enterprises			★				
Hotel administration and practice						★	
Hotel management & opening preparation				★			
Cruise ship administration			★				
Employees relation management						★	
Research and Specialized Subject							
Ethics in the hotel industry	★					★	
Hotel & restaurant market research			★				
Current status of hotel industry in Asia-Pacific			★				
Current status of food & beverage industry in Asia-Pacific			★				
Recreational facility development			★				
Field tour				★			

APPENDIX D

CRITIQUE SHEET

CRITIQUE SHEET: PILOT SURVEY

Please check the most correct response for each of the following items. The information received from you will assist me in preparing the final form of the survey. which will be sent to the subjects in this study. Thank you for participating in this project.

1. I completed the survey in
   ____ Less than 10 minutes
   ____ 10 to 15 minutes
   ____ 16 to 30 minutes
   ____ More than 30 minutes

2. When I read the direction, I felt they were
   ____ Clear – easy to understand and follow
   ____ Too wordy – but could be followed
   ____ Confusing – hard to understand and follow
   ____ Others _____

3. When I read the survey items, I felt
   ____ All words were understandable
   ____ Some words were unfamiliar – but did not affect my ability to answer
   ____ Many words were unfamiliar and my ability to answer some of the items was adversely affected
   ____ Others _____

4. Please circle the number of any survey item(s) that you felt was (were) unclear or ambiguous. What changes could be make or correct or improve it (them)?

5. Please list the number of any survey item(s) that you feel should be omitted from this survey. Please indicate why you feel it (they) should be omitted.

COMMENTS:

APPENDIX E

COVER LETTER

Dear Hospitality Educator:

The purpose of this letter is to invite your cooperation in carrying out a research study on "Required Competencies in the Hotel Industry in relation to Hotel Management Courses of Universities in Taiwan," for my doctoral dissertation from The University of South Dakota. Recently, higher education in Taiwan for the hospitality and hotel industry has grown dramatically. However, hospitality management education is still considered a newborn in comparison to other programs within universities. Information from this research could provide a basis for curriculum development -- modifying or expanding university hotel management courses.

Your participation in this study is voluntary and you may withdraw from the study at any time. You are not to identify yourself and your responses will be confidential. Your survey has been coded with a three-digit number to determine who has returned the completed survey. The code number will be destroyed upon receipt of the completed survey. A follow-up letter will be sent approximately two weeks following the mailing of the survey.

I would appreciate your taking no more than 15 minutes to complete the questionnaire. Your completion and return of the enclosed questionnaire is critical to the success of this research. Please complete and return the questionnaire in the enclosed postage-paid envelope **by May 25, 2001.**

Thank you for your time and cooperation in assisting me with this study. Should you have any questions regarding the study, please feel free to contact me at 605-677-4137 or e-mail me at the following address: slin@usd.edu. If you have any question regarding the rights of human subjects, please contact Dr. James Richardson at The University of South Dakota Research Compliance Office at 605-677-6184 or e-mail jarichar@usd.edu.

Sincerely,

Shun-chuan Lin   Dr. Mark Baron,
Doctoral Candidate   Chairman and Committee Chair

This study is being conducted under the direction of and with the approval of the students' Doctoral Committee at the University of South Dakota.

Dear Industry Professional:

The purpose of this letter is to invite your cooperation in carrying out a research study on "Required Competencies in the Hotel Industry in relation to Hotel Management Courses of Universities in Taiwan," for my doctoral dissertation from The University of South Dakota. Recently, higher education in Taiwan for the hospitality and hotel industry has grown dramatically. However, hospitality management education is still considered a newborn in comparison to other programs within universities. With your input as one of industry professionals, information from this research could provide a basis for curriculum development -- modifying or expanding university hotel management courses.

Your participation in this study is voluntary and you may withdraw from the study at any time. You are not to identify yourself and your responses will be confidential. Your survey has been coded with a three-digit number to determine who has returned the completed survey. The code number will be destroyed upon receipt of the completed survey. A follow-up letter will be sent approximately two weeks following the mailing of the survey.

I would appreciate your taking no more than 15 minutes to complete the questionnaire. Your completion and return of the enclosed questionnaire is critical to the success of this research. Please complete and return the questionnaire in the enclosed postage-paid envelope by May 25, 2001.

Thank you for your time and cooperation in assisting me with this study. Should you have any questions regarding the study, please feel free to contact me at 605-677-4137 or e-mail me at the following address: slin@usd.edu. If you have any question regarding the rights of human subjects, please contact Dr. James Richardson at The University of South Dakota Research Compliance Office at 605-677-6184 or e-mail jarichar@usd.edu.

Sincerely,

Shun-chuan Lin   Dr. Mark Baron, Advisor
Doctoral Candidate   Chairman and Committee Chair

This study is being conducted under the direction of and with the approval of the students' Doctoral Committee at the University of South Dakota.

APPENDIX F

FOLLOW-UP CARD

Dear Hospitality Educator,

Two weeks ago, a survey was mailed to you focusing on your perceptions of required competencies of hotel employees and university hotel management courses. Your opinion is extremely important for the success of the study. Responses to this survey will be confidential.

If you returned my original survey, thank you for your input and disregard this mail. If you have not yet done so, please take a few minutes and complete the survey.

I appreciate the time you have taken and the opinions you have provided.

Sincerely,

Shun-chuan Lin
Doctoral Candidate

Dear Hospitality Practitioner,

Two weeks ago, a survey was mailed to you focusing on your perceptions of required competencies of hotel employees and university hotel management courses. Your opinion is extremely important for the success of the study. Responses to this survey will be confidential.

If you returned my original survey, thank you for your input and disregard this mail. If you have not yet done so, please take a few minutes and complete the survey.

I appreciate the time you have taken and the opinions you have provided.

Sincerely,

Shun-chuan Lin
Doctoral Candidate

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APPENDIX G

MATRIX MATCHING COMPETENCY DIMENSIONS

WITH SURVEY ITEMS

Matrix Matching Competency Dimension with Survey Instrument Items

Dimension	Competency	Survey Items
Innovation and operational knowledge & Techniques	- Developing positive customer relations.	9
	- Working knowledge of product-service.	14
	- Identifying and defining problems of guest relations.	16
	- Recognizing and solving customer problems.	17
	- Developing innovation ways to work.	19
	- Taking a chance of more job enlargement	21
	- Building models and creative thinking	22
Management Analysis Techniques	- Forecasting future trends.	8
	- Using financial analysis techniques.	11
	- Analyzing factors that influence the controllability of profits.	12
	- Selecting and assigning personnel	20
Communication Skills and Adaptation to Environmental Changes	- Maintaining a consistent service quality and work standards.	4
	- Communicating effectively with other employees.	5
	- Communicating effectively with clients and customers.	6
	- Managing guest problems with understanding and sensitivity.	7
	- Adapting to changing circumstances.	15
	- Enhancing socialization and interpersonal relationships with employees.	18
Management of Employees and Jobs	- Acting in an ethical manner.	1
	- Maintaining professional appearance and poise.	2
	- Directing and supervising the work of others.	3
	- Making decisions under pressure or in crisis situation	10
	- Identifying and defining problems of operation.	13

APPENDIX H

MATRIX MATCHING CURRICULUM DIMENSIONS

WITH SURVEY ITEMS

Matrix Matching Curriculum Dimension with Survey Instrument Items

Dimension	Course	Survey Items
CUR1 Food & Beverage Management	- Food & Beverage management - Restaurant management - Club management - Purchasing - Food production & Management - Food Sanitation & Nutrition - Beverage management - Menu planning - Hospitality cost control	23 24 25 26 27 28 29 30 31
CUR 2 Specialized Subject	- Chain hotel and restaurant management - Hotel law - Hotel management information system - Hotel and restaurant case study - Seminar in hotel and restaurant management - Hotel project management - Internships	41 42 47 48 49 50 51
CUR 3 Facility Design And Maintenance	- Hospitality professional French - Hotel engineering & Maintenance - Banquet & Catering management - Hotel facility design and planning - Convention and exhibition management	6 19 20 21 22
CUR 4 Hotel Finance/ Marketing/Personnel Management	- Financial management - Hotel accounting - Hotel marketing - Hotel personnel management - Hotel financial management	10 34 35 36 37
CUR 5 Foundation Courses	- Principles of statistics - Economics - Fundamentals of accounting - Managerial accounting	1 2 8 9

Dimension	Course	Survey Items
CUR 6 Front Office & Room Division Management	- Principles of management - Introduction to hotel management - Social protocol & Etiquette - Front Office operation & Management - Housekeeping operation & Management	3 7 16 17 18
CUR 7 Strategic Management	- Airline food service management - Group meals planning & Management - Hospitality strategic management - Organizational theory - Franchising and negotiations in the hospitality industry	32 33 44 45 46
CUR 8 Foreign Languages	- Hotel English conversation - Hotel Japanese conversation	4 5
CUR 9 Communications & Service Management	- Interpersonal relations & Communication skills - Service quality management - Ethics in the hotel industry	38 43 52
CUR 10 Marketing and Personnel Management	- Human resource management - Consumer behavior - Marketing management	12 13 15
CUR 11 Resort Hotels Management	- Introduction to travel and tourism - Hotel public relations management - Resort hotels management	14 39 40
CUR 12 Basic Concepts of Computers	- Introduction to computers	11

APPENDIX I

MEAN SCORES OF INDUSTRY COMPETENCIES

Mean Scores of Required Competencies

Dimension	Rank-ing	Mean	Rank-ing	Competencies	Mean
COM 3 Communication Skills and Adaptation to Environmental Changes	1	4.57	1	Maintaining a consistent service quality and work standards	4.69
			2	Communicating effectively with clients and customers	4.68
			3	Managing guest problems with understanding and sensitivity	4.63
			4	Communicating effectively with other employees	4.59
			5	Adapting to changing circumstances	4.58
			6	Enhancing socialization and interpersonal relationships with employees	4.25
COM 4 Management of Employees and Jobs	2	4.27	1	Acting in an ethical manner	4.64
			2	Maintaining professional appearance and poise	4.60
			3	Making decisions under pressure or in crisis situation	4.22
			4	Identifying and defining problems of operation	3.96
			5	Directing and supervising the work of others	3.92
COM 1 Innovation and Operational Knowledge & Techniques	3	4.15	1	Recognizing and solving customer problems	4.40
			2	Working knowledge of product-service	4.33
			3	Developing positive customer relations	4.26
			4	Building models and creative thinking	4.07
			5	Identifying and defining problems of guest relations	4.02
			6	Taking a chance of more job enlargement	3.99
			7	Developing innovation ways to work	3.94
COM 2 Management Analysis Techniques	4	3.95	1	Selecting and assigning personnel	4.04
			2	Forecasting future trends	3.98
			3	Analyzing factors that influence the controllability of profits	3.96
			4	Using financial analysis techniques	3.77

APPENDIX J

MEAN SCORES OF HOTEL MANAGEMENT COURSES

Mean Scores of Hotel Management Courses

Dimension	Rank-ing	Mean	Rank-ing	Courses	Mean
CUR 8 Foreign Languages	1	4.58	1	Hotel English Conversation	4.66
			2	Hotel Japanese Conversation	4.51
CUR 6 Front Office & Room Division Management	2	4.39	1	Front Office operation & Management	4.46
			2	Social protocol & etiquette	4.43
			3	Housekeeping operation & Management	4.36
			4	Principles of management	4.34
			5	Introduction to hotel management	4.31
CUR 9 Communications & Service Management	3	4.26	1	Interpersonal relations & communication skills	4.51
			2	Service quality management	4.39
			3	Ethics in the hotel industry	3.89
CUR 10 Marketing and Personnel Management	4	4.24	1	Human resources management	4.27
			2	Marketing management	4.24
			3	Consumer behavior	4.23
CUR 12 Basic Concepts of Computers	5	4.12	1	Introduction to Computers	4.13
CUR 4 Hotel Finance/Marketing /Personnel Management	6	4.12	1	Hotel personnel management	4.32
			2	Hotel marketing	4.29
			3	Hotel financial management	4.14
			4	Hotel accounting	3.95
			5	Financial management	4.14
CUR 1 Food & Beverage Management	7	4.06	1	Menu planning	4.84
			2	Food & beverage Management	4.34
			3	Restaurant Management	4.29
			4	Hospitality cost control	4.24
			5	Beverage management	4.00
			6	Food sanitation & nutrition	3.98
			7	Purchasing	3.93
			8	Club management	3.91
			9	Food production & management	3.89

Dimension	Rank-ing	Mean	Rank-ing	Courses	Mean
CUR 11 **Resort Hotels** **Management**	8	3.98	1	Hotel public relations management	4.19
			2	Resort hotels management	3.98
			3	Introduction to travel and tourism	3.77
CUR 2 **Specialized** **Subject**	9	3.95	1	Internships	4.41
			2	Hotel and restaurant case study	4.05
			3	Seminar in hotel and restaurant management	3.99
			4	Hotel project management	3.96
			5	Hotel law	3.94
			6	Hotel management information system	3.93
			7	Chain hotel and restaurant management	3.77
CUR 3 **Facility Design** **and Maintenance**	10	3.89	1	Convention and exhibition management	3.96
			2	Banquet & catering management	3.95
			3	Hotel facility design & planning	3.94
			4	Hotel engineering & maintenance	3.79
CUR 5 **Foundation Courses**	11	3.59	1	Fundamentals of accounting	3.80
			2	Managerial accounting	3.63
			3	Economics	3.52
			4	Principles of statistics	3.45
CUR 7 **Strategic** **Management**	12	3.52	1	Hospitality strategic management	3.93
			2	Organizational theory	3.57
			3	Group meals planning & management	3.54
			4	Franchising and negotiations in the hospitality industry	3.41
			5	Airline food service management	3.15