

**A COMPARATIVE ANALYSIS OF JOB COMPETENCY  
EXPECTATIONS FOR NEW HIRES: THE RELATIVE VALUE  
OF A HOSPITALITY MANAGEMENT DEGREE**

by

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## **ABSTRACT**

This study compared lodging managers' job competency expectations for newly hired employees in possession of four-year (baccalaureate) degrees from a college or university. Lodging managers mentally separated new hires into two distinct categories when rating the importance of specific job competencies: 1) new hires in possession of a hospitality management baccalaureate degree, and 2) new hires in possession of a non-hospitality management baccalaureate degree. Lodging managers who were current members of the Central Florida Hotel & Lodging Association (CFHLA) at the time of the survey participated and all were employed in the central Florida area at the time of the study.

In the fall of 2004, lodging managers (N=156) were sent an electronic mail correspondence requesting participation. Usable responses were received from 137 lodging managers for a response rate of 87.82%.

The survey instrument was developed from a literature review of hospitality job competencies and was refined to 3 content areas: knowledge, ability, and attitude.

Research questions were designed to identify differences, if any, in lodging manager new hire expectations based upon several criteria: a) type of baccalaureate degree held by the new hire (hospitality management versus other field), b) gender of the manager, c) number of years the manager had worked in the lodging industry, d) whether or not the manager possessed a baccalaureate degree at the time of the survey, e) if the manager possessed a baccalaureate degree, whether the degree was hospitality or non-

hospitality specific, and, f) the type of lodging facility employing the manager at the time of questionnaire completion. These comparisons were made between the two groups of new-hires with baccalaureate hospitality degrees and new-hires with non-hospitality baccalaureate degrees.

Consistently, lodging managers rated higher expectations for new-hires when the newly hired employees possessed a baccalaureate degree in hospitality or lodging management versus a non-hospitality discipline. Ramifications of these findings are discussed pursuant to higher education hospitality programs, the lodging industry, and human resource professionals recruiting future lodging managers.

Future research is suggested utilizing a wider regional, national, and/or international sample.

This work is dedicated in loving memory to my mother, Christine Ricci, and to my father, Peter Ricci, and stepmother, Frances Ricci. Through their guidance, emotional support, and financial assistance, I have been able to truly appreciate the value of an education. The achievement of a doctoral degree is one that can only be obtained with the strong faith, dedication, and direction that comes from a loving and caring family.

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# **CHAPTER ONE: PROBLEM AND RESEARCH DESIGN**

## **Introduction**

There has been notable growth in the hospitality industry over the past century along with commensurate growth in the number of institutions of higher education offering baccalaureate degree programs in hospitality management (Guide to College Programs, 2002, 2004). The maturation and growth of the industry, both in terms of number and type of jobs and number and type of academic programs, may cause great confusion in terms of what is expected from a graduate as he or she exits such a higher education hospitality management program and enters the workforce. Hospitality program graduates need to know what is expected of them by industry managers in order to succeed. Similarly, hospitality managers need to know which hospitality management baccalaureate-degree graduate expectations are deemed fair and reasonable by their managerial peers.

If the images and perceptions of working in the industry are correctly delivered to hospitality management students, these students may more easily obtain future career success in their particular field. Weeks and Muehling (1987) showed that a better understanding of students' perceptions of a career aided corporate recruiters in attracting a more qualified workforce. In addition to students, educators desire to transfer accurate images of the industry in which they teach to provide a more precise and reliable

description to students of their future workplace. An accurate transfer may help satisfy both the needs and expectations of students as well as future employers, possibly leading to higher job placement rates by the institution. Regular industry input given to educators from lodging managers may help correct false images or stereotypes, if any, in order to provide the potential workforce correct and realistic expectations of a career in the lodging industry.

An accurate understanding of job competency expectations of new hires by lodging managers is not only critical to the future success of these employees, but to the overall business operation itself (Getz, 1994; Lewis & Airey, 2001). According to Getz, young adults are important to the industry's long-term sustainability. Getz stated, "Cultivate youth as potential employees...ensure that resident population employment opportunity is one of the significant missions of area tourism development strategies" (p. 25). Hospitality programs offering internship opportunities or cooperative work experience programs provide their students the ability to gain work experience in the lodging industry prior to graduation; thus, allowing them to gain personal knowledge of the job competency expectations held by lodging managers. If the actual job competency expectations lodging managers' communicate as important to students during internships or cooperative work experiences are quite different from those taught to them by educators in the classroom, students may find it difficult to ascertain what is truly expected of them for future employment. This dissonance may lead to frustration, unhappiness, or burnout. Even worse for the lodging industry, students may choose to

steer clear of careers in lodging altogether if they are not taught reliable and useful job competencies for future success.

The same holds true for lodging managers. If students emerge from hospitality management programs lacking knowledge, skills, or attitudes which are *expected* by managers to have been instilled during baccalaureate degree pursuit, these managers will become frustrated and disappointed and seek new recruits from other more viable venues.

The closer the match between job competency expectations of lodging managers for new hires and the actual job competencies attained by these new hires during their baccalaureate-degree training, the better the chance for business success, lower employee turnover, and higher job satisfaction (Getz, 1994; Lewis & Airey, 2001; Weeks & Muehling, 1987).

### **Statement of the Problem**

Therefore, it appears necessary to investigate if a difference exists in job competency expectations held by lodging managers for newly hired employees between new hires with a baccalaureate degree in hospitality management and new hires with a baccalaureate degree in a non-hospitality management discipline.

Accurate job competencies need to be communicated to future professionals while these students are still enrolled in higher education programs. Research indicates that the closer actual employer job competency expectations are to what employees believe are the expectations, the better the chance for business success, the lower employee turnover

rates will be, and, the higher employees will rate overall job satisfaction (Getz, 1994; Lewis & Airey, 2001; Weeks & Muehling, 1987). Over the past three decades, lodging employee job competencies have been identified, tested, and refined (Tas, 1983, 1988).

In order to ascertain accurate and current job competency expectations from industry professionals, lodging managers were asked to rate the importance in their personal expectations of specific job competencies for future lodging managers. The job competency categories included: knowledge, ability, and attitude. The managers were asked to list the expected job competencies dependent upon whether new hires had a baccalaureate degree specifically in hospitality management or in a non-hospitality discipline.

### **Definition of Terms**

For the purpose of this study, the following terms and definitions were utilized:

*Lodging Manager:* An individual employed at the time of the survey as the manager of a lodging facility located in the central Florida region of the United States and who self-reported to hold the position of property manager or general manager.

*New Hire:* An employee who was in possession of a college or university degree (four-year baccalaureate degree) at the time of hire with the lodging facility and who had been employed at the lodging facility for no longer than 90 days (probationary period).

*Hospitality Management Degree:* A baccalaureate degree (normally obtained after four-six years of college or university-level academic pursuit) that has as its curriculum focus the training and knowledge required for future employment in the hospitality



industry; such degrees have hospitality management as their common theme and emphasis, yet these programs may be housed in a variety of departments or units on college or university campuses.

*Central Florida Hotel & Lodging Association (CFHLA)*: A professional, not-for-profit trade organization comprised of lodging and hospitality industry professionals primarily operating in the central area of the state of Florida within the southeastern United States; the association includes members from all segments of the hospitality industry; however, only active lodging managers were asked to participate in this survey. The CFHLA is the largest regional association of its kind in the world (Central Florida Hotel & Lodging Association, 2004).

*Lodging Facility*: A lodging facility is defined as any facility which provides commercial, public, overnight accommodations. The type of lodging facility was self-reported by the survey respondent. Following standard lodging industry classifications (Walker, 2004), these facility types were divided into seven distinct categories. The types of properties included: a) limited service (little or no food and beverage available for guests), b) extended stay (designed for travelers who stay an average of one week or longer), c) resort (a facility with recreation, entertainment, and/or related amenities usually catering to vacationers), d) full service (a facility with banquet, food, and beverage facilities as well as rentable meeting space), e) timeshare/vacation ownership (a facility where guests purchase or lease a particular unit for a specific time period each year – these facilities are often similar to resorts except for the ownership component), or

f) bed and breakfast (usually a large residential-style home where guests are entertained in an informal atmosphere).

*Job Competency:* “This is a knowledge, skill, ability, or characteristic associated with high performance on a job” (Mirabile, 1997, p. 74). For the purposes of this study, lodging managers exhibited their expectations for new hire graduates in possession of a baccalaureate degree on the three job competency concepts of knowledge, ability, and attitude.

*Knowledge:* A job competency held to some degree by recent graduates in possession of a baccalaureate degree; lodging managers demonstrated their expectations for this job competency through a mean score on a questionnaire; the mean score was garnered through the averaging of individual item responses on a Likert-type scale designed to measure this job competency. The Likert-type scale ranged from 1 Strongly Disagree to 5 Strongly Agree.

*Ability:* A job competency held to some degree by recent graduates in possession of a baccalaureate degree; lodging managers demonstrated their expectations for this job competency through a mean score on a questionnaire; the mean score was garnered through the averaging of individual item responses on a Likert-type scale designed to measure this job competency. The Likert-type scale ranged from 1 Strongly Disagree to 5 Strongly Agree.

*Attitude:* A job competency held to some degree by recent graduates in possession of a baccalaureate degree; lodging managers demonstrated their expectations for this job competency through a mean score on a questionnaire; the mean score was garnered

through the summation of individual item responses on a Likert-type scale designed to measure this job competency. The Likert-type scale ranged from 1 Strongly Disagree to 5 Strongly Agree.

*Service Level:* The overall quality, consistency, atmosphere, infrastructure, etc. offered to guests at the lodging facility in question; this concept is self-reported by lodging managers on one of five distinct levels: budget, economy, mid-scale, upscale, and luxury. These levels follow common industry segmentation of service levels provided in lodging facilities (Walker, 2004).

*Central Florida:* The middle section of the state of Florida in the United States of America; this region included the five Florida counties of Orange, Osceola, Polk, Lake, and Seminole; more specifically, this area was considered the greater Orlando metropolitan statistical area (MSA).

### **Limitations and Delimitations**

1. The data were delimited to those which were obtained from respondents' self-reported responses on a questionnaire administered via the worldwide web in an online distribution format.
2. The generalizability of findings was delimited to the central Florida lodging industry and, further, only to those lodging managers who responded to the questionnaire and who were current members of the Central Florida Hotel &

Lodging Association (CFHLA) at the time of the survey's administration during the fall of 2004 (Central Florida Hotel & Lodging Association, 2004).

3. The study was limited to responses from those who self-reported as holding the position of lodging facility manager, often titled, general manager, at the time of the study; non-managers were discouraged from completing the questionnaire. For additional measure, the online survey was designed to terminate one's ability from further completion of the questionnaire if he or she indicated not being currently employed in the position of lodging manager at the time of the attempted questionnaire completion.

### **Assumptions**

1. It was assumed that lodging managers within the central Florida region were representative of lodging managers in the United States of America; the central Florida region had a higher concentration of lodging facilities (measured by number of guest rooms) than any other locale in the United States except Las Vegas, Nevada; further, the central Florida region offered a wide variety of lodging facility types and lodging facility service levels (Central Florida Hotel & Lodging Association, 2004) which were commonly found throughout the lodging industry worldwide.
2. It was assumed that the individuals responding to the questionnaire self-reported their job competency expectations in an honest and complete manner.

3. It was assumed that the individuals responding to the questionnaire responded with accurate and complete information based upon their actual, real-life experience.
4. It was assumed that respondents participated in a fully voluntary and anonymous manner.
5. It was assumed that the majority of new hires with whom lodging managers would be familiar had graduated from institutions of higher education located in the United States of America.
6. It was assumed that expectations for new hires by lodging managers surveyed were based primarily on information, trends, and/or practices of hospitality management companies located in the United States of America, and, more specifically, in the central Florida region.
7. It was assumed that general managers were apposite individuals trained, capable, and knowledgeable to judge job competency expectations for newly hired employees entering the lodging industry. This assumption was based upon Walker's (2004) proposition which stated that the general manager is "ultimately responsible for the operation of the hospitality establishment and the supervision of its employees" (p. 747). Further, he or she is "held directly accountable by the corporation or owners for the operation's level of profitability" (Walker, p. 747). Walker deemed the general manager the professional who was fully in charge of a lodging facility's operational performance and, as such, the best individual in

such a facility to make hiring decisions, especially the hiring decisions of new managers.

### **Significance of the Study**

There has been high growth in the lodging industry over the past one hundred years with commensurate growth in the number of colleges offering baccalaureate degree programs in hospitality management (Guide to College Programs, 2002, 2004). The maturation and growth of the industry, both in terms of number and type of jobs and number and type of higher education baccalaureate degree granting programs, may lead to confusion on the part of lodging facility managers. Managers may be unsure of what to expect in terms of which specific job competencies are being taught and which specific job competencies may be reasonably expected of a recent graduate who is in possession of a baccalaureate degree from a hospitality management program. Further, lodging managers may not know what job competencies can be specifically expected of hospitality management graduates in comparison to baccalaureate-degree graduates from a non-hospitality management baccalaureate degree granting program.

Hospitality and lodging management curricula are often designed by academic administrators and educators in order to meet the perceived new hire expectations of managers in the lodging industry. However, as an industry in an almost continual state of change and growth, it is important to continually verify that the needs of the lodging industry are being properly met.

Lodging managers may not know what to expect from baccalaureate-degree graduates who possess a degree in hospitality management, especially when these graduates are compared to other baccalaureate-degree graduates from different disciplines. The relative youth of the lodging industry combined with the recent growth in the number of baccalaureate-level hospitality management programs could suggest that chronologically older lodging industry managers may not possess baccalaureate degrees in the field of hospitality management. As a matter of fact, the number of programs in hospitality management has gone from just one program started at Cornell University in 1992 to over 800 program offerings at the associate or certificate level and 170 program offerings at the baccalaureate degrees in 2004 (Guide to College Programs, 2004). “In the United States, the number of postsecondary institutions offering hospitality programs has more than quadrupled during the past 25 years” (Guide to College Programs, 2004, p. 5). The programs have often been criticized for having too varied of curricula styles and foci ranging from business to recreation to home economics. Additionally, the criticism has arisen for these variable programs not being able to produce graduates with industry-expected job competencies (Beckley, 2002; Blank, 2003; Change & Yeado, 2003; Harrison, 2003; Laurie & Laurie, 2002).

This both rapid and recent growth of hospitality baccalaureate-level programs has led to varied curricula and, ultimately, varied formal preparation of students. The programs are producing students prepared with a wide range of instructional methods, subject matter, and styles. As a matter of fact, the hospitality industry and lodging industry, in particular, has been slow to be accepted as an academic discipline. “For a

long time the industry has suffered from a lack of a common identity, and this has led to confusion among people in government, educators outside of hospitality education, and the general public” (Guide to College Programs, 2004, p. 5). This lack of a common identity, even as an industry, may lead lodging managers to be unsure of what to expect from baccalaureate-degree graduates emerging from these programs. Further, since many lodging facility managers were not formally educated in hospitality management programs, they may view higher education with skepticism.

One lodging industry challenge which may result from widely varying curricula lies in the area of employee turnover. The lodging industry has often been cited as having higher turnover than other industries (Bidir, 2002; Ghiselli, La Lopa, & Bai, 2001; Milman, 2002; Simons & Hinkin, 2001). One possible cause for such high turnover may be the lack of accurate or thorough preparation during baccalaureate degree pursuit. Another possibility for high turnover may be mismatched expectations between what a lodging manager *expects* of a new hire and what these new hires *believe* are the expectations of their new employers.

The ubiquitous lack of consistency and diversity in curricula among hospitality management baccalaureate programs has been noted in the literature (Jayawardena, 2001a, 2001b; Lam & Ziao, 2000; Smith & Cooper, 2000). These differences may present inconsistencies in formal training leading to widely varying levels of graduates’ knowledge, ability, and attitude. If there is little or no consistency among hospitality programs, lodging recruiters will be faced with the continual challenge of ascertaining exactly what levels of knowledge, ability, and attitude their applicants possess prior to



making a hiring decision. Instead, a more logical process would be the incorporation of current industry expectations into students' learning objectives while enrolled in a baccalaureate-level hospitality program.

This study focused on the expectations held by lodging managers for new hires based upon whether such new hires possessed a baccalaureate degree in hospitality management or a non-hospitality management degree. Lodging managers' expectations for new hires, especially based upon baccalaureate degree discipline, are not specifically mentioned in the literature; rather, previous studies on related lodging industry issues have stressed such issues as employee turnover rates, hiring practices and procedures, and identification and refinement of job competencies specific to the future lodging manager (Bidir, 2002; Chung-Herrera, Enz, & Lankau, 2003; Emenheiser, Clay, & Palakurthi, 1998; Guglielmino & Carroll, 1979; Gustafson, 2002; Katz, 1955; Kay & Russette, 2000; Lin, 2002; Milman & Ricci, 2004; Mirabile, 1997; Simons & Hinkin, 2001; Tas, 1983, 1988).

Results of this study will be useful to lodging managers, lodging recruitment executives, lodging educators, higher education hospitality management administrators, hospitality students, and recent hospitality management graduates. Knowing what is expected of new hires by lodging managers will help educational programs redesign and/or fine tune their program's curriculum to more accurately reflect the expectations of management. Further, lodging managers will be able to ascertain the expectations held by their peers in the industry to find some common ground. This knowledge will permit lodging managers to determine if their expectations are similar to other professionals and

to reevaluate their expectations for new hires from hospitality higher education programs in a professional and logical manner.

### **Research Questions**

The following research questions were addressed in this study:

1. Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees based upon the *mean scores on a questionnaire* measuring job competency expectations on the concepts of knowledge, ability, and attitude?
2. Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees based upon the mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude and the *gender of the lodging manager*?
3. Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees based upon the mean scores on a questionnaire measuring job competency

expectations on the concepts of knowledge, ability, and attitude and the *number of years the manager has worked in the lodging industry?*

4. Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management degrees based upon the mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude and the *type of lodging facility that employed the lodging manager?*

5. Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees based upon the mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude and the *level of service provided at the lodging property?*

6. Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees based upon the mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude and *whether or not the manager possessed a baccalaureate degree?*

7. Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate

degrees and new hires with non-hospitality management baccalaureate degrees based upon the mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude and *whether the baccalaureate degree possessed by the lodging manager was in hospitality management or a non-hospitality management discipline?*

## **Methodology**

### **Population**

The population for this study consisted of all current lodging manager members of the Central Florida Hotel & Lodging Association (CFHLA) as of the fall, 2004 time period. The CFHLA is credited as being the largest regional trade hospitality organization of its kind in the world (Central Florida Hotel & Lodging Association, 2004). As a member of the CFHLA, the author had access to a current membership listing and selected only current lodging managers for purposes of this survey.

The census of CFHLA lodging members included 156 individuals.

### **Data Collection**

Data were collected through the use of an online questionnaire (Appendix A) adapted from job competencies relevant to hospitality managers as found in a review of the literature. The questionnaire consisted of forty items that were created to ascertain demographic information and job competency expectations for lodging property new

hires on three key areas: knowledge, ability, and attitude. Lodging managers divided their expectations for new hires based upon whether the new hire had a baccalaureate degree in hospitality management or in some other discipline.

Items 1-8 pertained to demographic information including verification of management-level employment at a lodging facility, gender, years worked in the lodging industry, type of lodging facility where employed, service level of the lodging facility where employed, possession or non-possession of a baccalaureate degree and, if a degree was held, whether or not the manager's degree was specifically in hospitality management.

Items 9-13 examined the job competency concept expectation of knowledge; items 14-16 pertained to the job competency concept expectation of ability; and, items 17-24 looked at the job competency concept expectation of attitude. Items 9-24 applied to new hires who possessed a baccalaureate degree specifically in hospitality management.

Items 25-40 were a repeat of the identical items found in statements 9-24; however, for this repetition managers were asked to consider job competency concept expectations relating to new hires who were in possession of a baccalaureate degree in a non-hospitality management discipline. The job competency concept expectation of knowledge included items 24-29; items 30-32 were repeated pertaining to the job competency concept expectation of ability; and, 33-40 were restated for the job competency concept expectation of attitude.

Lodging manager members of the CFHLA were initially phoned to verify their electronic mail (email) addresses in July, 2004. Next, they were each sent an email in late

August, 2004 inviting them to complete the questionnaire in its online format. The email contained an electronic link which took the questionnaire respondent directly to the website with detailed directions and the actual questionnaire in its entirety. The initial email indicated the author's former position as a hotel general manager and the importance of participation for all current lodging members of the CFHLA.

A follow-up email was sent to all potential respondents in early September, 2004 and again in early October, 2004 to enhance response rate. Additionally, telephone calls were made to the lodging managers to verify receipt of the questionnaire and to drive response rate through a personal request from the researcher.

Of the total population (N=156), 137 surveys were returned. Of these 137 returned surveys, all 137 provided usable responses for a response rate of 87.82%.

### **Data Analysis**

Analysis of the collected data was completed by the researcher. All statistical computations were performed using the computer program, Statistical Package for Social Sciences, Version 11.5 (SPSS<sup>®</sup>, 2003).

### **Organization of the Study**

Chapter One of this study introduces the problem, the design of the study, and the research questions. Chapter Two contains a review of the literature which was relevant to the study. The procedures for collecting and analyzing the data are presented in Chapter

Three. Chapter Four contains a presentation of the results of the data analysis. Lastly, Chapter Five is dedicated to a summary of the findings, conclusions, implications for practitioners, survey limitations, and recommendations for future research.

## **CHAPTER TWO: REVIEW OF LITERATURE**

### **Introduction**

This chapter is a review of the literature related to this study. The focus of this review is presented under the following subheadings: (a) The Hospitality Industry and Hospitality Education, (b) Lodging Industry Growth and its Impact on Hospitality Education, (c) Lodging and Hospitality Curricula: Variety Abounds, (d) International Hospitality Management Programs, (e) Criterion-Referenced/Competency-Based Education and Testing, and, (f) Job Competencies for Hospitality Industry Managers.

### **The Hospitality Industry and Hospitality Education**

Hospitality is defined as “hospitable treatment, reception, or disposition” by *The Merriam-Webster Dictionary* (2003, p. 601). Hospitality management, however, is the comprehensive term for the business management disciplines which include the provision of hospitality-related services to travelers, visitors, and in some cases, local residents (Walker, 1999). Indeed, the hospitality industry is the business and management practice associated with the provision of hospitality as defined above. These services are commonly thought of as food and beverage, transportation, entertainment, recreation, or lodging. The terms lodging management, travel industry management, airline management, cruise line management, tourism management, theme park management,



food service management, restaurant management, et al. offer specific examples of the sub-segments prevalent within hospitality. These sub-segments operate and exist under the larger umbrella of the hospitality industry.

In the literature and in this manuscript, hospitality management will be used as the umbrella term to include any and all management functions within the travel, tourism, lodging, and food service industries. The focus, here, however, will be on aspects of lodging or accommodations management. Lodging management can be defined as those specific management activities which take place in the operation of facilities used for paid, public, overnight accommodations (Walker, 1999, 2004).

While the offering of a hospitality management degree at the college level (baccalaureate degree) is a relatively recent phenomenon, the tradition of hospitality is quite ancient. As Walker (1999) stated, “The concept of hospitality is as old as civilization itself, its development from the ancient custom of breaking bread with a passing stranger to the operations of today’s multifaceted hospitality conglomerates makes fascinating reading” (p. 4). Although people have traveled throughout history, “comfortable, convenient, and fast travel as we know it today has come into being only since the 1940s” (Lattin, 1995, p. 4). Increased technology, automation, and faster travel from point-to-point brought the increased demand for travel along with higher expectations for quality of service by travelers (Guide to College Programs, 2002, 2004).

With the increase in travel worldwide since the 1940s, the prospects for employment in the hospitality industry have risen (Lattin, 1995). This growth has led to the need for highly-educated and well-trained employees in the travel, tourism, and

hospitality industries. Within the overall hospitality industry, the lodging industry, specifically, provides a large proportion of the overall number of total jobs available (Guide to College Programs, 2002, 2004).

The hospitality industry, as discussed above, is comprised of numerous industry sub-segments. Indeed, many of these sub-segments are considered large industries in their own right. These sub-segments include, but are not limited to: the restaurant industry, the lodging industry, the attractions and theme park industry, the meeting planning, conventions, and special events industry, the cruise industry, the railroad industry, the airline industry, etc. The lodging industry and the restaurant industry provide the highest number of jobs within the overall hospitality industry (Walker, 1999, 2004).

The lodging industry, like many other sectors of the hospitality industry, is faced with the continual challenge of recruiting, motivating, and retaining educated employees. College programs offering baccalaureate degrees in hospitality management are often promoted and communicated as having the ability to produce graduates who will be better prepared to enter the lodging industry than other graduates who choose a non-hospitality baccalaureate degree program (Guide to College Programs, 2002, 2004).

Since the 1960s, the hospitality industry has experienced burgeoning growth at a rapid pace (Walker, 1999). Along with the industry's growth came a concomitant increase in the need for talented, educated staff persons. As world renowned hotelier J. W. Marriott, Jr. (2001) stated, "Finding and keeping employees has never been easy. But now full employment has converged with a service and information economy making

recruitment and retention the most pressing challenge facing American business today” (p. 18). Marriott, Jr. confirmed the need for growth in the number of baccalaureate-level hospitality administration programs. He commented, “Some may view the labor shortage as a passing problem, the consequence of a hot economy. But, I am convinced the challenge of recruitment and retention of the best talent will be with us for at least another 10-15 years” (p. 18). Marriott indicated his high expectations for both the type of knowledge gained in a hospitality management program as well as the high expectations held for graduates of such programs.

The need for increased management talent within lodging has led to hospitality management programs proliferating in all corners of the globe (Guide to College Programs, 2002, 2004). In an attempt to keep pace with the escalating demand for new employees entering the lodging industry, baccalaureate-level hospitality management programs have experienced exponential growth during the past few decades (Kent, Lian, Khan, & Anene, 1993). In the United States, the number of postsecondary institutions offering programs in hospitality administration has more than quadrupled during the past 25 years (Guide to College Programs, 2002, 2004).

### **Lodging Industry Growth and its Impact on Hospitality Education**

As the world entered the new millennium, hospitality continued its dominant position as the world’s largest industry. The World Travel and Tourism Council reported that the hospitality industry was the world’s largest industry with approximately \$3.8

billion in gross output in 1997 and an expectation of \$7.1 trillion by the year 2007 (World Travel & Tourism Council, 2001). Globally, the hospitality industry has grown even more substantially since the 1960s due, in part, to the availability of high-speed transportation, the increasing presence of inexpensive technology, and individuals' ongoing desire for travel experiences (Angelo & Vladimir, 2001; Walker, 1999, 2004). As technology enhancements permitted faster, further, and less-taxing travel, hospitality flourished in all corners of the globe. The 1960s and beyond saw hospitality truly identify itself as a viable career alternative (Tanke, 1984).

In the late 1990s, the travel and tourism industry directly generated over 7.5 million jobs. An additional 9.4 million jobs were supported by indirect and induced sales, resulting in a total of 16.9 million jobs (Travel Industry Association of America, 2000). To meet consumer demand, employment in major travel and tourism sectors was forecasted to grow in excess of 21% between 1996 and 2006 (Travel Industry Association of America). Even with the economic downturn of early 2001, and the devastating effects of the September 11, 2001 terrorist attacks on the World Trade Center in New York City, hotels soon rebounded and were having considerable challenges recruiting employees (Milman & Ricci, 2004).

While the hospitality industry continued its staggering growth, colleges and universities have only recently begun offering baccalaureate degrees specifically to train future hospitality professionals. Indeed, the first program at the baccalaureate level was offered by Cornell University in 1922 (Cornell University School of Hotel Administration, 2004). Shortly thereafter, other academic programs in hospitality

management opened up around the country including Purdue University in 1926, Michigan State University in 1927, and The Pennsylvania State University in 1937 (Guide to College Programs, 2002, 2004). It took over 50 years for lodging and hospitality management programs to grow to an even moderate number in the halls of academe. By 1974, there were just 41 programs in the United States offering baccalaureate degrees in hospitality management or hospitality administration (Brady, 1988).

The 1980s saw continued growth in the hospitality industry as financing dollars for new lodging projects were ubiquitous and major hospitality organizations continued with large expansion plans (Tanke, 1986). Further, Tanke stated that the number of baccalaureate degree granting programs continued to increase during the decade to 128 programs by the year 1986. For the first time, it appeared that lodging and hospitality programs were becoming present on college campuses that granted baccalaureate level degrees.

By 2004, the *Guide to College Programs in Hospitality, Tourism, and Culinary Arts* (8<sup>th</sup> ed.) listed 170 baccalaureate degree granting institutions in the United States. Further, there were over 800 programs listed which offered either associates degrees, professional certificates, or both. While growth in lodging or hospitality management baccalaureate degree granting programs from the very first program at Cornell in 1922 to 170 total programs in 2004 may appear at first glance to be considerable, one must note that hospitality management is still a very small slice of academia. If one considers that 2,009 institutions offered baccalaureate level degrees in the academic year 2000-01, then

hospitality baccalaureate programs were present on only 8.46% of college campuses offering baccalaureate-level degrees around the United States (Digest of Education Statistics, 2002). This recent program growth suggests that many senior managers currently employed in the lodging industry do not possess baccalaureate degrees specifically in hospitality management. On average, the career path from college graduation to hotel general manager level of a full service hotel takes approximately ten years (Guide to College Programs, 2002, 2004). The hospitality degree-granting programs have only been created over the past few decades; and, even with this seemingly rapid creation and expansion, they currently exist on just a small minority of campuses throughout the United States.

Similar to the process within other industries, continued growth and increased professionalism created demand for a trade organization affiliated with hospitality education. The International Council on Hotel, Restaurant, and Institutional Education (I-CHRIE) was founded in 1946 as a not-for-profit 501 (c) 3 organization and has since been acknowledged as the leading organization for educators and industry professionals in regard to hospitality management education (Guide to College Programs, 2002, 2004). According to the I-CHRIE, the rapid growth of the hospitality industry has “resulted in hospitality and tourism programs that differ widely in their philosophies and approaches” (Guide to College Programs, 2004, p. 5).

In just over 80 years since the creation of the first hospitality baccalaureate degree program in the United States at Cornell University (Cornell University School of Hotel Administration, 2004), hospitality education at the university level has greatly expanded

around the world. The true growth, however, has occurred between 1975 and 2004 when the number of baccalaureate-level hospitality management programs quadrupled (Guide to College Programs, 2002, 2004). This rapid growth has led to a wide variety in program offerings in terms of curricula, consistency, and program format.

Most hospitality management programs revolve around four different approaches. These approaches include: craft/skill, tourism, food service/home economics, or business administration. There are, in addition, several programs using combined approaches. There is no systematic approach to program development, curriculum design, or student preparation among the baccalaureate degree programs listed in the *Guide to College Programs in Hospitality, Tourism, and Culinary Arts* (8<sup>th</sup> ed.) (2004). Due to its production and publication by the professional organization I-CHRIE, this piece is often recognized by educators and industry practitioners as the official publication listing hospitality, lodging, and tourism baccalaureate-level academic programs.

The rapid and recent growth of the lodging education industry has led to apprehension regarding the lack of systematization and wide variety among baccalaureate-level college program curricula. Very early on during the extremely rapid growth period of the past 25 years, Guyette (1981) noted, “many hospitality educators view this parallel hospitality program growth [with hospitality industry growth] with a degree of concern for its effect upon educational quality and creditability” (p. 59). The proliferation of hospitality management programs between 1926 and 2004, and especially between 1985 and 2004, has led to a growing concern among education and lodging leaders in terms of the programs’ quality level (Guide to College Programs, 2002, 2004).

Currently, no systematic curricula exist among lodging management baccalaureate degree granting programs.

As an evolving industry with regularly changing job competency requirements, the hospitality industry itself has also produced confusion among those who have studied it from the outside looking in. This includes government agencies, educators outside of the field of hospitality, and the general public. Indeed, the hospitality industry does not have a common identity. “It has been a slow process, but the hospitality and tourism industry is finally emerging as a single, important, and global enterprise” (Guide to College Programs, 2002, p. 5).

As one attempted means to create systematic program structure at the higher education level, the I-CHRIE recommends two accrediting entities. These are the Accreditation Commission for Programs in Hospitality Administration<sup>TM</sup> (ACPHA<sup>TM</sup>) for baccalaureate level programs and the Commission for Accreditation of Hospitality Management Programs (CAHM) at the associate or equivalent level (Guide to College Programs, 2002, 2004). Similar in nature and design to overall university or college accrediting agencies, these hospitality-specific accrediting entities strive for program enhancement and attainment of specific academic and instructional goals for the betterment of the program and its graduates. “Accreditation has two fundamental purposes: to assure the quality of the program and to assist in the improvement of the institution or program” (Guide to College Programs, 2004, p. 33).

Even with this attempt to utilize accreditation as a means for standardization, educational institutions are permitted to have great flexibility in their mission statements,



goals, instructional methods, and educational objectives. A team of professional hospitality experts and qualified educators attempts to rate a specific institution's mission statement, goals, instructional methods, and educational objectives by affirming that the program meets predetermined quality standards of the accrediting agency. While this process is indeed an attempt at standardization, current curricula differ significantly depending on a plethora of variables such as: age of program, geographic location, specific discipline within which the program is housed, style of leadership, funding levels, overall goals of the larger university or college where the program is stationed, etc. Somewhat surprisingly, a majority of programs in the United States purposefully abstain from a formal hospitality accreditation process (Guide to College Programs, 2002, 2004) and may see the process as lacking in any ultimate benefit. Or, moreover, a truly creative program may not wish to succumb to the across-the-board standards which accreditation sometimes mandates.

Even with tremendous growth in the number of lodging management programs the current state of affairs remains one of wide variety in curricula, goals, and educational objectives across the United States. Without consistency in formal program structure, there is a subsequent lack of consistency in class offerings, programmatic emphasis on experiential learning, number of hours required for students' co-operative work endeavors, etc. With this lack of structure, it is quite possible that lodging managers and recruiters do not know which job competencies have been instilled in graduates from baccalaureate degree programs.

Beyond hospitality education, the overall hospitality industry's growth is equally exponential and noteworthy. "In a nutshell, regardless of the source consulted, travel and tourism is the world's largest industry and rivals any other in terms of size and economic impact" (Guide to College Programs, 2004, p. 6). The World Tourism Organization showed an increase in global tourism receipts from \$205 billion in the late 1980s to just under \$450 billion in the late 1990s (World Tourism Organization, 1997).

Both the growth in size of the lodging industry and the growth in number of graduates possessing baccalaureate degrees in hospitality management have caused confusion on the part of managers in the lodging industry regarding what expectations to hold for their newly hired employees upon graduation. The confusion does not rest solely with lodging managers. It is equally important for hospitality educators and students to know what lodging managers seek from a graduate possessing a baccalaureate degree in terms of key job competencies. By knowing in advance what expectations future employers hold, students can better select baccalaureate-degree programs that adequately instill these industry-expected job competencies and general knowledge. Additionally, administrators of baccalaureate-level hospitality programs can alter curricula accordingly to better match industry requirements for key job competencies.

Even with the explosive growth in number of lodging and hospitality programs over the past 20 years, it is quite possible and, indeed common, for a manager in the lodging industry to not possess a baccalaureate degree specifically in the field of hospitality. Lodging companies have attracted baccalaureate-degree graduates from other college disciplines such as accounting, education, finance, business administration,

marketing, psychology, sociology, etc. over the past several decades. While job competencies have been identified over the past several years for successful lodging managers (Kay & Russette, 2000; Lin, 2002; Tas, 1983, 1988) it is not yet demonstrated in the literature whether hospitality graduates are expected by hiring managers to perhaps hold special or different competencies in comparison to their peers from other disciplines. Or, furthermore, if they are expected to hold similar job competencies in differing amounts than their non-hospitality industry counterparts.

There are certainly managers in the lodging industry who started their careers before the proliferation of hospitality management programs were available to them. These managers may not be aware of which job competencies graduates should possess when currently emerging from a baccalaureate-degree program in lodging or hospitality management. These lodging managers likely learned the vast majority of their lodging job competencies while on the job and not through any type of formal education. Further, the variance in standards and curricula design across the multitude of baccalaureate-degree programs would make consistency in the instillation of any types of competencies weak at best; consternation for the lodging managers is an almost certainty.

### **Hospitality Management Curricula: Variety Abounds**

Although hospitality management degrees at the baccalaureate level have emerged fairly recently, the variety of programs and their curricula focus are quite numerous. There is no consensus in the literature on which type of curriculum design

makes for a perfect match based upon industry needs, student needs, and/or educator needs (Brownell & Chung, 2001; Jayawardena, 2001a; Woods, Rutherford, Schmidgall, & Sciarini, 1998).

One study analyzed the amount of hands on experience or experiential learning that should be necessary for hospitality management students while they are still enrolled in a baccalaureate-level program. The researchers investigated the optimal time allotment that hotel management students should spend in an experiential learning environment and to what extent such an environment is important in a hospitality management baccalaureate program. The authors, Ford and Lebruto (1995), stated that an agreement existed among many lodging industry leaders about the importance associated with cooperative work programs or internships for hospitality management students. However, when they compared groups of faculty with students, faculty with industry recruiters, and students with industry recruiters, there were no statistically significant differences between any group pair in terms of how much practical hotel management education is important or necessary for hospitality management students (Ford & Lebruto).

Hotel general managers have been the focus of several scientific studies, trade newspaper articles, and textbooks (Brownell, 1994; Leonard, 1993; Morey & Dittman, 1995; Nebel & Goodrich, 1991; Nebel, Lee, & Vudajivuc, 1995). Hospitality management students following a lodging track often identify the general manager position as their career goal. Indeed, the general manager has been the single most studied position in the United States lodging industry (Nebel & Goodrich). Researchers justify the study of the general manager (GM) by its distinct level of importance to a

lodging property. Woods et. al (1998) remarked, “researchers’ focus on GMs is not without good reason, for no other single position has greater effect on the success of a hotel property” (p. 38).

Several studies (Morey & Dittman, 1995; Nebel & Goodrich, 1991; Woods et al., 1998) have indicated key traits of successful general managers that include: requisite job skills learned in school, personality traits, ability to accept heavy work schedules, flexibility in one’s day-to-day duties, and high importance for a “business focus” in their educational training. These same studies also mentioned the multitude of educational backgrounds of successful lodging general managers chosen for selection, many of whom did not have any formal education whatsoever.

An entire treatise was written on the combination of skills and traits that lead to particularly high success for a hotel general manager (Nebel & Goodrich, 1991). Nebel and Goodrich, through the use of in-depth personal interviews with top United States general managers, were able to detail the day-to-day experiences these individuals experienced. In this text, multiple general managers frequently commented on the importance of experiential learning. They suggested that baccalaureate programs offer students the ability to see a real life viewpoint as well as a business focus within their educational pursuits. These general managers suggested that the accumulation of business skills were paramount to future success as a hotel general manager. All general managers studied by Nebel and Goodrich were ranked top in their field on a variety of criteria: income, their hotel company’s recommendation, size of property, years of experience, financial performance of their hotels, industry awards, etc.

Not surprisingly, several hospitality management programs focus on educating lodging majors to garner the traits which are proving most successful for general managers (Woods et al., 1998). Curricula are reexamined periodically to allow industry leaders to point out the industry's changing needs. Simultaneously, educators share recent research findings with industry executives. This two-way interaction allows for continual lodging management program reviews (Stutts, 1995). According to Stutts, curricula reviews should be frequent and recurring; "Annually, each course in a hotel, restaurant, and hospitality management programme [*sic*] should be reviewed collaboratively by educators and industry leaders" (p. ii). At Cornell University, home of the nation's oldest hospitality management program, continual curriculum review, leading to revisions and adjustments in line with industry expectations and needs, is the norm (Dittman, 1997). Referring specifically to Cornell University's hospitality program, Dittman reported, "the primary goal of the undergraduate curriculum review process is to ensure that the education provided by the School of Hotel Administration meets the needs of our students and the hospitality industry – for today and into the next millennium" (p. 3).

There is disagreement, however, on whether curricula for lodging students need to have such a focus on the business-related roles of a general manager. Indeed, over 40% of hospitality management programs are located on college campuses in various disciplines other than business administration; further, some of the baccalaureate programs considered leaders in hospitality and lodging management are housed outside of the college of business administration (Purdue University, Florida International

University, Cornell University, Auburn University, University of Central Florida, et al.) at their respective institutions (Guide to College Programs, 2002, 2004).

Brownell and Chung (2001) stressed the importance of a competency-based model rather than a model based specifically on training solely in business administration. The ideal design of a curriculum, in their viewpoint, would include skills that are developed through real-life applications, a core of fundamental communication and leadership processes, customization to the specific strengths and weaknesses of each particular student, and they emphasized that skill development would occur over a long period of time, not necessarily during baccalaureate-degree training. Brownell and Chung stressed the importance of experiential learning while creating the Master of Management in Hospitality program at the School of Hotel Administration at Cornell University.

In contrast, Ford and LeBruto (1995) did not identify statistical significance when comparing groups (faculty and student, student and recruiter, faculty and recruiter) on the importance of the experiential learning espoused by Brownell and Chung (2001). Indeed, Ford and LeBruto found no statistically significant difference among industry leaders, students, or educators in terms of the appropriate length of time for such experiences. Woods et al. (1998), however, noted that their survey respondents “wanted to see graduates with more ‘hands on’ experience” (p. 40).

While the general managers studied by Nebel and Goodrich (1991) were considered to be leaders in their field based upon multiple criteria such as age, income, property size, etc., there was no systematic curricula preparation for these individuals during their baccalaureate-degree training. As a fact, most had no formal education.

A portion of these general managers were educationally trained in business while others were trained in liberal arts areas unrelated to business practices. Only a small minority of these top-performing general managers had any type of training in hospitality management at the baccalaureate-degree level. Nebel and Goodrich often referred to their survey's participants as the best in the entire accommodations field on a global level.

The conundrum of what should and should not be included in hospitality curricula was also noted in a report by Selwitz (2000). In his limited analysis of 5 top hotel executives not one of them had baccalaureate degree-level training specifically in hospitality management; however, each of them suggested topics which would assist a future general manager or lodging executive in his or her pursuit of a career in the lodging industry. These respondents, which Selwitz described as "today's most successful hotel entrepreneurs" (p. 28), emphasized that students needed to examine their skills and match them most closely to a specific niche in the lodging industry. Further, they said that a strong interest in business and a commitment to long hours was a must. The majority of these leaders also emphasized that financial knowledge and "knowing the numbers" (p. 29) was of paramount importance. Other items discussed included passion, teamwork, and fair treatment of human capital. Indeed, there was no consensus on any one perfect training module for hospitality at the baccalaureate level. Instead, their focus was on matching the vast number of opportunities in the field with the specific traits and job competencies of the individual.

Lashley (1999) stated that instead of a particular hospitality curriculum being the important part to future success, "future managers need to be reflective practitioners" (p.



180). In his longitudinal study, student development was tracked and teaching strategies within hospitality management programs were matched to the preferred learning styles of students. His findings indicated that hospitality management students at the higher levels preferred concrete learning settings while, upon entrance to programs, theory and reflection were more important to student success. He noted that the pilot study had one major shortcoming; it was that only one team of educators was surveyed and that the author had not yet discovered the perfect way to develop educational strategies for hospitality management students (Lashley). While Lashley touched on the importance of learning styles and hinted at the importance of job competency skills being transmitted to students of hospitality, replication with a larger sample size would be necessary to draw further inferences.

Higley (2003) reported that the curriculum was not the determinant of success, but that it is up to the industry to provide an identified career path. While Higley discussed an identified path, Farkas (1993) reported that this path must be formed while gaining an education and that the particular curriculum and program is what mattered in producing high-quality lodging leaders. In his opinion, direct work experience was invaluable to future success. He contended, "In recent years some have turned to hospitality management schools where recruiters usually discover students eager for work. But, they often find the college-trained without much field experience and the programs less than up-to-date" (p. 65). Additionally, he stated, "Hospitality management school curriculums are sometimes criticized by the industry for being out of touch...[and]

hospitality educators quickly remind detractors that their mission is to give students a broad look at a chosen vocation - - and not to turn out experienced managers” (p. 65). Farkas agreed with Higley in that a career path should be identified, but there was disagreement between the two on just how the career path should be identified and whether the responsibility belongs to the company doing the recruiting or to the educational institution producing the hospitality management graduate.

Dermody and Holloway (1998) suggested that it is the responsibility of hotel companies to build future success, not the curricula found in various hotel management baccalaureate programs. In their case study of eight human resources managers from various national and international lodging companies, they identified respondents who were more concerned with industry image and pay problems than specifically with the curricula composition of the baccalaureate-level hospitality programs. Their respondents mentioned low pay, hard work, odd hours, and stress as the problems they had with recruitment to their various companies; none seemed to dwell on specific aspects of a baccalaureate-level program’s curriculum as producing any negative aspects of their future employees. When asked about baccalaureate-level hospitality programs, none of the group members expressed particular pros or cons. Instead, they stressed hiring from programs which were balanced, provided basic business skills, and offered the opportunity to learn valuable communications skills. While informative, this study also had limitations due to its use of a convenience sampling method and its small sample size. Nonetheless, the participants included in this effort by Dermody and Holloway were considered to be highly respected among their peers via anecdotal comments.

## **International Hospitality Management Programs**

The variance in types and number of programs and their curricula are not specific to the United States. In Australia, for example, the number of programs has mushroomed over the past 30 years. With this growth, several examples of varying curricula and program quality have been reported (McKercher, 2002). Lodging and tourism education began with the launching of a polytechnic institute in Melbourne in the late 1970s (Hobson, 1995). Programs slowly expanded through the 1970s and into the late 1980s with growth mainly focused on regional centers such as Gatton, New South Wales, and Queensland. By 1987, there were only four colleges with advanced programs (Hobson). However, explosive growth occurred shortly thereafter. By 1989, 15 universities were offering degrees, with several others planning new programs. Today's hospitality and lodging programs in Australia are in the stage of late maturity with possible program consolidation on the horizon. Even with this maturity, however, there remains a lack of consistency in terms of curricula and educational goals among programs just as within the United States (McKercher).

Europe, and in particular, the United Kingdom, has experienced a similar growth pattern to both Australia and the United States in the number of baccalaureate-level hospitality programs. According to Lawson (as cited in Formica, 1996), the university systems in England started hospitality programs within the country's two distinct university systems: one of an Anglo-Saxon style and one of a European style. The Anglo-

Saxon hospitality programs focused on personal and professional development in a similar fashion to the United States' programs whereas the more traditional European-style hospitality programs paid more attention to cultural norms, economics, and social effects.

Since the early 1970s, hospitality management programs flourished throughout England and the United Kingdom (Formica, 1996). This rapid growth led to the voicing of concern by several critics over the lack of a core body of knowledge in curricula. This variety and lack of systematization in curricula has led to varying quality and educational objectives and outcomes in these programs (Cooper, Scales, & Westlake, 1992; Dale & Robinson, 2001; Richards, 1998). Dale and Robinson stated that the variety of programs did not meet the evolving needs of industry stakeholders and that programs around Great Britain should have specialized in specific product mixes. Further, the researchers felt that three themes in tourism education should have emerged for the future needs of industry in Europe and the British Isles. These themes included: generic degrees, functional degrees, and market/product-based degrees. Both their functional and market/product-based degrees were structured as job competency type training for students, similar to the objectives of many U.S. programs (Dale & Robinson).

The German model emphasized geography, political economics, and business administration while the French model tended to prepare students for managerial jobs in the industry (Formica, 1996). A program started in Lausanne, Switzerland in 1893 was the first of many Swiss programs. Switzerland has gone on to develop tourism courses

within several business colleges and has a long-standing history of excellence in lodging and culinary training with a business and operations focus (Formica; Leslie, 1993).

It was not until the early 1990s that extremely rapid growth of hospitality programs took place on the European continent. Previous programs' curricula were focused mainly on development of skills and knowledge of operations, especially in the lodging segment. But, as in America, "tourism courses at [the] higher education level are a comparatively recent development evidencing rapid expansion in an *ad hoc* [sic] fashion" (Leslie, 1993, p. 102). This growth has led to questions of quality and consistency in tourism and hospitality offerings at the baccalaureate level throughout Europe (Cooper et al., 1992; Dale & Robinson, 2001; Formica, 1996; Leslie; Richards, 1998).

Historically, Japanese managers were trained in house within their companies. Not only are hospitality management programs absent in Japanese colleges, but even executive education for hoteliers is performed mainly within corporations instead of in executive education programs. Taylor and Berger (2000) noted, "Japan is a country where in-house management training has been the norm" (p. 85). The country's historical practice of lifetime employment - whereby employees would start working at one company in their youth and remain until retirement - often focused on management grooming and training in all areas. Seniority and promotion from within were the norm. As such, baccalaureate-level hospitality programs have not taken a stronghold within Japan.

In China, many of the hospitality programs are varieties of Western-style training programs. Tourism programs have grown from just one offering in the late 1970s to almost 1000 by 1997 (Xiao, 2000). As in the U.S., Australia, and Europe, curricula seem to vary greatly. Xiao remarked, “The first restraint [to programs’ future development] is the unclear differentiation of objectives for various educational levels, which has caused much overlap and waste in curriculum design” (p. 1052). Offerings of tourism programs have sprouted in both the professional/vocational schools as well as in higher education with no systematic design of curricula. “The diversity [in curricula] reflects the immaturity of tourism education as a field” (Xiao, p. 1053). In China, multiple governmental authorities have been involved in the creation and distribution of these educational programs. One is the China National Tourism Administration (CNTA) which played a valuable role from the 1970s to the 1990s. The China National Education Ministry (CNEM) (as cited in Xiao, p. 1053) is focusing on a national education reform to include: broadening disciplinary bases, redeveloping programs, and redesigning curricula. One effort they will undertake entering the 21<sup>st</sup> century is to “standardize tourism education practice, and to construct tourism management as a secondary study area within business administration schools” (Xiao, p.1053).

One current announcement in China includes a new joint venture with a United States university. The construction of a \$19 million hospitality management campus has begun in Tianjin, the third largest city in China. The 80-acre site will become part of the School of Hospitality at Florida International University (FIU) in Miami and is

expected to open in the year 2006. Students will study in English and receive their degrees from FIU both at the baccalaureate and master levels (Berta, 2004).

In Thailand, the first hospitality program did not open its door until 1993. Dusit Thani College, located in Bangkok, was the first school of hospitality in Thailand and it offered a two-year program (Goodo, 1993). A few Thai universities had previously offered hotel courses within their management schools, but “none of the existing schools had hotel facilities and none offered international standard food-and-beverage programs” (Goodo, p. 4). According to Goodo, the Singapore Hotel Association offered a joint program in conjunction with Cornell University, but this new program at Dusit Thani College would allow locals to study without the high cost associated with travel and would lead to a core of students on an ongoing basis. Since the school will be owned and operated by Bangkok’s Dusit Thani Corporation, its curriculum will possess a business administration style.

The limited discussion in the literature of hospitality management programs located outside the United States often addresses the programs’ content and the lack of any curricula systematization across countries. Some researchers have offered and discussed a united and systematic vision for future development in tourism education (Cooper et al., 1992; Dale & Robinson, 2001; Richards, 1998). While their discourses have attracted attention in various circles, it appears that programs in Europe, Australia, Japan, Thailand, and China currently lack any systematic approach to hospitality curricula. This is also the case in the United States.

The lack of consensus on what specific criteria should be included in a lodging management educational curriculum is an ongoing issue with which researchers continue to grapple. Both the rapid growth of lodging management baccalaureate-level programs worldwide and the lack of a systematic structure found within such programs make it highly unlikely that a lodging employer will know what specific knowledge, attitudes, or abilities will be possessed by a graduate of such a program. The variety and multiplicity of programs and curricula spanning the globe is well evidenced in the literature.

The ability to pursue a baccalaureate degree in lodging or hospitality management is a recent opportunity found in a minimum of locales around the globe. By 2005, even after considerable growth, the number of face-to-face lodging management baccalaureate-level programs remains miniscule. As evidenced in the literature review, variety is the norm in terms of curriculum design, instructional methods, or styles of student formal preparation.

It is the researcher's contention that the combination of lodging management's recent acceptance into mainstream academia, the small number of lodging and hospitality management programs worldwide, and the lack of systematic curricula design, all combine to create an environment wrought with a lack of consistency and similarity in graduates' job competency acquisition. A wide circle of audiences including hospitality management educators, curriculum designers, college administrators, lodging hiring managers, and students shall benefit from a comparison and analysis of job competency expectations for newly hired graduates from these baccalaureate-level programs. While the focus of this study is on the continental United States, it is worthwhile to note that a



systematic, global curriculum design for hospitality and tourism programs at the baccalaureate level does not currently exist as evidenced in the literature. With such high variety in curriculum design, style, and content, a focus on graduates' job competencies may assist in narrowing and refining what can intelligently be expected of program graduates in comparison to other baccalaureate-level disciplines.

### **Criterion-Referenced/Competency-Based Education and Testing**

Criterion-referenced education is often associated with Bloom and his colleagues (1956). A casual meeting of college and university examiners attending the 1948 American Psychological Association in Boston ultimately led to the development of a “theoretical framework which could be used to facilitate communication among examiners” (Bloom, Englehart, Furst, Hill, & Krathwohl, p. 4). With Bloom's participation and direction, a taxonomy was created. As editor of a committee, Bloom assisted in developing the first taxonomy which consisted of cognitive knowledge levels with which educators could implement various strategies at differing levels depending upon the level and learning experience of students in their classrooms. Bloom et al. developed a cognitive educational taxonomy with the progressive levels of knowledge, comprehension, application, analysis, synthesis, and evaluation. In this group's opinion, knowledge was the lowest level with which an educator could instruct. At this level, students were taught basic facts and nothing further. As a student progressed upward in the taxonomy based upon his or her experience and level of learning, the top level of

evaluation would mean that he or she could not only know and comprehend the information, but also apply it, analyze it, synthesize it, and make an educated evaluation of the material. Over time, Bloom et al.'s *Taxonomy of Educational Objectives, Handbook I, the Cognitive Domain* (1956) has remained a mainstay in American instructional circles.

In the *A Taxonomy of Educational Objectives, Handbook II: the Affective Domain* (1964), Krathwohl, Bloom, and Masia further developed Bloom et al.'s taxonomy (1956) based upon the affective nature of the brain. This taxonomy also featured a hierarchical learning domain based upon the mental processing that goes on as one learns and at what level the learner exists in the learning process. In this taxonomy, the lowest level is receiving; the learner is simply "willing to receive to attend" to stimuli at this stage (p. 176). The taxonomy moves from receiving to responding to valuing to organization and lastly, to characterization. Here, educators were asked to focus on the mental states and processes of a learner versus the cognitive or knowledge focus which comprised the initial handbook and its cognitive domain. In *Handbook II* the educator is encouraged to move from simply having a learner attend to his or her stimuli being demonstrated to higher levels where students have characterized their own personal values about life, the universe, etc. The students' attitudes and ideas are assumed to fit into a pattern of internal consistency based upon a fully encompassing mental thinking system within the individual rather than strictly focusing on facts and a knowledge perspective given from the outsider.

Since the debut of the taxonomies during the mid-20<sup>th</sup> century, educators have slowly shifted to a criterion-based learning process where information is provided dependent upon which level one is learning from within the taxonomy structure. The testing and giving back of expected knowledge and/or the ability to synthesize knowledge and make overall evaluations is quite evident even in today's classrooms. This change in education progressed also in relation to the testing arena.

In 1958, McClelland, Baldwin, Bronfenbrenner and Strodbeck first proposed looking at talent in society and began to query whether individuals should be tested on specific talents, competencies, or personal ability criteria versus standardized measures of intelligence; to these researchers, standardized measures of intelligence appeared vague and unreliable. Their treatise, *Talent and Society*, however, was vastly ignored by the educational community (McClelland, 1973).

By the 1973, McClelland fervently proposed testing for competence rather than for intelligence. His belief was that the testing movement was so ingrained in the American culture that it would take time to challenge the system. His strong viewpoint derived from research that illustrated general intelligence testing to not only be biased against certain socioeconomic groups, but to have dubious reliability and validity when used to predict future business success or life success for individuals. Stated concisely, his objective was to “review skeptically the main lines of evidence for the validity of intelligence and aptitude tests” (p. 1).

McClelland (1973) firmly believed that the general public was left unaware of the fact that grades in school and on so-called intelligence measures (such as IQ) were related

to “any other behaviors of importance – other than doing well on aptitude tests” (p. 2). He vigorously questioned the validity of such measures with the belief that these tests were not valid in predicting anything further than how one would perform on aptitude tests. He stated:

Criticisms of the testing movement are not new. The Social Science Research Council Committee on Early Identification of Talent made some of these same points nearly 15 years ago (McClelland, Baldwin, Bronfenbrenner, & Strodbeck, 1958). But the beliefs on which the movement is based are held so firmly that such theoretical or empirical objections have had little impact up to now (p. 7).

McClelland (1973) indeed became the champion for criterion-based testing and education. Stated rather cleanly, he clarified, “If you want to know how well a person can drive a car (the criterion), sample his ability to do so by giving him a driver’s test. Do not give him a paper-and-pencil test for following directions, a general intelligence test” (p. 7).

Initially challenged by multiple mainstream members of the educational community, McClelland (1974) continued to emphasize the usefulness of criterion-based education and testing. His research demonstrated that scores on intelligence measures or grades in school had very little connection with future success in life. These measures were, however, quite useful in predicting future scores on similar such measures of aptitude. Instead of generic intelligence measures and scholastic aptitude instruments, McClelland et al. (1958) and McClelland (1973, 1974) proposed to education and industry the concept of educating and testing for a specific criterion or multiple criteria

for a competency profile. In industry, this translated to competency testing being implemented at multiple levels and in multiple manners. If one wanted to hire a policeman or policewoman likely to perform in an exemplary manner, a competency test based upon key abilities, knowledge, and skills for law enforcement officers should be developed (McClelland, 1973). Under McClelland's (1958, 1973, 1974) paradigm, the same competency education and testing procedures would work well for airline pilots, retail store managers, taxi cab drivers, railroad engineers, teachers, or lodging managers. The mantra purported educating for specific and necessary competencies, dependent upon industry, and testing for those same competencies to indicate high-performing individuals.

Even as late as 1994, McClelland continued his fight against testing for generic intelligence and, instead, testing for specific knowledge or competencies. He suggested testing for "threshold competencies" (p. 68) as the way to create adequate testing measures based on specific job positions or industries. In his development of a competency testing measure for the Civil Service Commission in Massachusetts the resultant instrument correlated significantly with the specific criterion needed for job performance as a human service worker (HSW). McClelland identified a "cutting score on the test battery that would ensure that most of the people at that score or above would be classified as 'outstanding'" (p. 68).

According to Popham and Husek (1969), "a criterion-referenced test is used to identify an individual's status with respect to an established standard of performance" (p. 1). In their initial research of criterion-referenced testing within educational

measurement, they distinguished the particular needs in correct design of a criterion-referenced test compared to a norm-referenced test. “At the most elementary level, norm-referenced measures are those which are used to ascertain an individual’s performance in relationship to the performance of other individuals on the same measuring device” (p. 2). In contrast, “criterion-referenced measures are those which are used to ascertain an individual’s status with respect to some criterion, i.e., performance standard. It is because the individual is compared with some established criterion, rather than other individuals, that these measures are described as criterion-referenced” (p. 2).

When testing for competency of a future lodging manager, a hiring manager would likely not be as concerned with where one’s position appears on a continuum of general intelligence, say IQ, as with whether one possessed the knowledge, ability, and attitude (criteria) necessary to be a proficient lodging manager as determined by commonly accepted industry competencies. As Popham and Husek (1969) discussed, “criterion-referenced measures may be considered *absolute* [*sic*] indicators” (p. 3). Variability among individuals is irrelevant in criterion-referenced testing. “The meaning of the score is not dependent on comparison with other scores; it flows directly from the connection between the items and the criterion” (p. 3). Whereas an admissions director of a university may wish to see where an applicant falls in comparison to other applicants on a norm-referenced examination such as the Scholastic Aptitude Test (SAT), a hiring manager for a lodging company would more likely want to know whether or not the applicants possess specific knowledge, ability, and attitude (criteria) as demonstrated on a criteria-referenced measurement tool. When developing an instrument to measure a

specific competency (or competencies) within an industry, this subtle difference of importance to the instrument designer as researchers are often focused on variability among scores when testing for an instrument's reliability. Variability, in terms of criterion-referenced tests, may be "injurious to their proper development and use" (p. 4). "This is true because the treatments of validity, the suggestions about reliability, and the formulas for item analysis are all based on the desirability of variability among scores" (p. 4).

Criterion-based education and testing, then, appears to be a more modern version of testing and measurement for future job performance when compared with older, more general measures, such as intelligence (as measured by an IQ test). Kibler, Baker, and Miles (1970) stressed the importance of examining the educational taxonomies (Bloom et al., 1956; Krathwohl et al. 1964) and having educators turn their education objectives into a behavior-based system. They suggest specific behaviors (or competencies) to illustrate and indicate the mastery of different levels of knowledge.

Indeed competency based testing for the viability of future leaders in industry is now well established in the global practices of businesses. A review of literature indicates that job competency testing is used to determine good fit for future employees in a variety of industries including: trucking (Mele, 1993), banking, sports, parcel delivery, emergency road service, (Jaffee, 2000), tour operators, restaurants (Agut & Grau, 2002) and club management (Perdue, Woods, & Ninemeier, 2001) just to name a few. According to Weatherly (2004), "work now requires more knowledge and skills than ever before" (p. 1) and job competency identification instruments are a more exacting method

to locate appropriate and successful matches for future employees. Taylor (2004) similarly remarked, “Now that the economic tide is slowly turning, forward-looking companies are employing the use of tests to identify the core competencies and specific behaviors they’re looking for in new hires and future leaders” (p. G1). For those organizations seeking future lodging industry leaders, competency based testing appears to be a viable tool which is focused and targeted in comparison to more traditional norm-referenced testing of general intelligence or scholastic aptitude.

### **Job Competencies for Hospitality Industry Managers**

Although written in 1955, the following quotation from Katz has contemporary relevance in American business society today. Katz claimed:

Although the selection and training of good administrators is widely recognized as one of American industry’s most pressing problems, there is surprisingly little agreement among executives or educators on what makes a good administrator.

The executive development programs of some of the nation’s leading corporations and colleges reflect a tremendous variation in objectives.

At the root of this difference is industry’s search for the traits or attributes which will objectively identify the “ideal executive” who is equipped to cope effectively with any problem in any organization (p. 33).

This seminal piece by Katz (1955), titled *Skills of an Effective Administrator*, was an attempt to discuss an innovative movement away from personality- and trait-based



theories of thought on effective managers. Earlier schools of thought focused on specific talents, personalities, and innate traits and characteristics rather than on the work that was actually performed by managers (Mintzberg, 1973). Katz further reported:

It is the purpose of this article to suggest what may be a more useful approach to the selection and development of administrators. This approach is based not on what good executives *are* (their innate traits and characteristics), but rather on what they *do* (the kinds of skills which they exhibit in carrying out their jobs effectively). As used here, a *skill* implies an ability which can be developed, not necessarily inborn, and which is manifested in performance, not merely in potential (pp. 34-35).

Katz suggested a “three-skill approach” (p. 34). He clarified, “successful administration appears to rest on three basic skills, which we will call *technical*, *human*, and *conceptual* [sic]” (p. 34). At the outset, Katz stressed that while all managers needed all three of these basic skills, they would be utilized in different capacities based upon the level and specific job of the manager. At the lowest level of management, technical skills were considered the most important. “Technical skill involves specialized knowledge, analytical ability within that specialty, and facility in the use of the tools and techniques of the specific discipline” (Katz, p. 34).

Human skills were suggested as being necessary at all levels. “Human skill is the executive’s ability to work effectively as a group member and to build cooperative effort within the team he leads... The person with highly developed human skill is aware of his

own attitudes, assumptions, and beliefs about other individuals and groups” (Katz, 1955, p. 34).

Conceptual skills were used at the highest levels of management and executive work. “As used here, conceptual skill involves the ability to see the enterprise as a whole; it includes recognizing how the various functions of the organization depend on one another, and how changes in any one part affect all the others” (Katz, 1955, p. 34).

Katz (1955) posits the theory that these specific skill areas would direct how an executive manages, acts, and coordinates in his day-to-day job. He agreed that the “separation of effective administration into three basic skills is useful primarily for purpose of analysis. In practice, these skills are so closely interrelated that it is difficult to determine where one ends and another begins” (Katz, p. 37). This suggested move away from a born leader theory to one where, instead, specific skills could be taught, groomed, and polished was a new way of thinking for the mid-1950s reader.

While focusing mainly on executives and only males, Katz (1955) was able to identify the different requirements in skills necessary at different levels of management. He believed that technical skills had their “greatest importance at the lower levels of administration...At the top, technical skill may be almost nonexistent” (Katz, p. 37). Human skill, however, is “the ability to work with others [and] is essential to effective administration at every level” (Katz, p. 37). At the top, conceptual skill and the ability to see the entire operation were most important. “A chief executive may lack technical or human skills and still be effective if he has subordinates who have strong abilities in

these directions. But if his conceptual skill is weak, the success of the whole organization may be jeopardized” (Katz, p. 38).

Katz (1955) broke the ground on initial thinking in terms of skills or competencies for executives in his initial work. He stressed that companies should try to grow and develop these administrative skills rather than just impart information during training sessions. And, succinctly, Katz claimed, “It is more useful to judge an administrator on the results of his performance than on his apparent traits” (p. 39). He made a strong case for business professionals that it would be better to measure an executive by the “skills of doing rather than with a number of traits which do not guarantee performance” (Katz, p. 39).

While his concepts were in their infancy and were not yet well developed during the 1950s, Katz (1955) opened the eyes of American businessmen to the idea that skills might be a more valid way of assessing management and executive talent, than innate traits or personality. His three-skill approach emphasized “that good administrators are not necessarily born; they may be developed” (Katz, p. 42).

Stull (1974) stated that management had “come of age during the 1960s and the early 1970s” (p. 5) but that the decade of the 1980s would lead to changes in professional management. He emphasized that changes in decision making, equal employment practices, roles for women, profitability, and technology would all be occurring during the decade of the 1980s as management styles continued to change and mature. Agreeing with Katz (1955) and Mintzberg (1973), Stull felt that contemporary managerial training in the American business world was changing toward a different method of evaluating

management potential. Instead of whom a manager was in terms of biological makeup, the emphasis now was shifting toward one in which skills and competencies could be taught. Stull saw the future environment as one of positive change for successful managers (both men and women). Stull commented, “Through practice and research, management work is being identified, classified, and measured. As a specialized skill, management work is transferable, can be taught, and can be practiced in terms of recognized principles and an emerging common vocabulary” (p. 6). This statement counters earlier beliefs from schools of thought such as that of the “Great Man” which explained the fortune of great leaders as something granted them through their inborn talents, traits, or personality features different from the common man (see Mintzberg, 1973). Indeed, “the key point that should be emphasized is that we are not getting paid for our personality but for our performance” (Stull, p. 8).

In what was one of the first competency-based studies found in the lodging management literature, Sapienza (1978) convened a selected group of Nevada hotel executives to “assess the outlook in terms of what industry leaders think hospitality students ought to study” (p. 12). Although he merely listed course titles at the University of Nevada’s College of Hotel Administration and had managers rank order them on a Likert-style 5-point response continuum, this early study indicated the importance of practical hotel experience among his small convenience sample of 30 respondents. While not exactly measuring competencies directly, but inferring them through course titles, survey respondents indicated the importance of accounting, food and beverage, and human relations courses. Even though it was not specifically focused on job

competencies, the study moved in the direction of asking lodging managers what they considered important competency items for study by hospitality students. Confined to Las Vegas hotel and casino executives in the late 1970s, this study was quite limited in its generalizability (Sapienza).

Shortly after the work of Sapienza (1978), Guglielmino and Carroll (1979) attempted to replicate the 1950s work of Katz (1955). Believing in Katz's suggestion that what executives did was more important than their personality traits or inherited talents, the purpose of their study was to "identify, rank, rate and compare a list of skills needed by mid-level managers of large industrial firms in an effort to determine which type of skill was most important for mid-level managers" (p. 342). While the work of Katz focused on executives and the work of Guglielmino and Carroll focused on mid-level managers, their findings shed relevance to the current study of job competency traits for recent baccalaureate degree graduates. The findings of Guglielmino and Carroll "provided a clear indication that there appears to be a definite *hierarchy of management skills* [*sic*] in the development of an effective manager" (p. 342). The same skill types, technical, human, and conceptual, were necessary in all levels of management. However, the research indicated that conceptual skills were most relevant and important at the top level jobs while technical skills were most important at the lowest levels. The theory of three broad job skills proposed by Katz was not refuted by this later work. Instead, it was expanded to indicate the varying levels of skill competency needed based upon managerial level within an organization.

Early use of the term competencies in the hospitality literature was found in a 1980 study by Mariampolski, Spears, and Vaden. To emphasize the initial stages of competency usage in the hospitality industry the authors noted: “Despite the large number of institutions offering programs in hospitality management – and the continuing debate about what subjects hospitality curricula should emphasize – the authors’ literature search uncovered no competency statements developed specifically for food-service managers” (p. 77). The authors used an instrument designed to establish competencies for administrative dietitians (see Loyd & Vaden, 1977) and distributed it to officers, past presidents, and directors of the National Restaurant Association (NRA) as well as restaurateurs who belonged to the NRA and participants at one NRA seminar (Mariampolski et al.). The authors retained the three broad competency areas of knowledge/technical, attitude/human, and ability/conceptual utilizing the identical competency definitions for each as described by Katz (1955) 25 years prior.

Mariampolski et al. (1980) reconfirmed both the previous findings of Katz (1955) and Guglielmino and Carroll (1979) in that three broad job competency areas existed for hospitality (restaurant) students and future employees. These included technical, human, and conceptual. They closely agreed with the findings of Guglielmino and Carroll in that human and technical skills appeared to be most relevant to students and entry-level graduates. “Since the consensus of the respondents was that conceptual skills were beyond the responsibility of the beginning commercial food-service manager, such skills may be less important than technical and human skills in the hospitality curriculum” (Mariampolski et al., p. 81).

In the lodging area, the first major work on competency identities for hotel manager trainees was performed by Tas (1983). In agreement with the findings of earlier studies (Guglielmino & Carroll, 1979; Katz, 1955; Mariampolski et al., 1980) human relation abilities were deemed essential. As an initial endeavor in the area of job competencies required for hotel manager trainees, Tas commented, “no previously prepared instrument is suitable for the collection of data needed for this study. Hence, a multi-stage endeavor is used to develop the appropriate instrument” (pp. 31-32). The instrument was developed after an extensive literature review which led to seven competency categories: accounting procedures, hotel front office, hotel sales and promotions, housekeeping, food and beverage, personnel, and other managerial responsibilities (pp. 32-33). Respondents were asked to rate each of the 36 individual competency items created in the scale on a five-point rating scale ranging from essential (5) to no importance (1). The instrument was tested for validity and reliability using panels of experts as well as statistical procedures such as the Spearman-Brown “Prophecy Formula” (see Ahmann & Glock, 1975).

“The study sample was composed of 229 hotel general managers with active membership in the American Hotel and Motel Association. A total of 75 (33%) general managers returned the instrument” (Tas, 1983, p. 82). Tas computed percentages, means, and frequencies for all 36 competency items. A rank order of hotel manager trainee competencies was compiled. Those rated essential in importance were: “manages guest problems with understanding and sensitivity, maintains professional and ethical standards in the work environment, demonstrates professional appearance and poise, communicates

effectively both written and orally, develops positive customer relations, and strives to achieve positive working relationship with employees” (Tas, pp. 84-85).

Tas (1983) found that hotel managers rated the competencies with varying levels of importance and suggested that competencies could serve as a basis for curriculum development or refinement of existing curricula within hotel management programs. While the human relations competency was evident in many of the competencies rated as essential, knowledge/technical skills were also evident. Conceptual competencies were the least likely to be found among those rated as essential or of considerable importance. These findings were consistent with those of Katz (1955) and Guglielmino and Carroll (1979) in that knowledge (technical skills), attitude (human relations skills), and ability (conceptual skills) were all present, but to differing degrees dependent upon the level of manager under examination.

Expanding his work of 1983, Tas (1988) wanted to know if “would-be managers had attained competency in the specific areas that will make for an effective manager” (p. 41). As evidenced in the literature, however, no such exhaustive list of competencies was yet available for management recruiters except for the previous exploratory study (Tas, 1983). Tas (1988) confirmed, “Unfortunately, a specific list of these competencies has not been compiled before now” (p. 41).

Through a review of literature, Tas (1988) developed a list of 70 competencies that “might be needed by hotel-manager trainees” (p. 42). Expert review panels consisting of industry experts, hotel general managers, and hotel management professors did not agree on competency classifications; hence, statements were listed randomly on



the finalized questionnaire instrument. Also, competencies were narrowed to 36 from the original list of 70.

Administered using a stratified format to members of the American Hotel and Motel Association, Tas (1988) used a categorization according to the following scale: essential competency mean level over 4.50 on a 5-point Likert-type scale; considerably importance competency 3.50 – 4.49 on the same scale; and, moderately important 2.50-3.49 on the same scale. “Six competencies were deemed essential for hotel-manager trainees. These six attributes center primarily on human-relations skills” (Tas, p. 43).

Getty, Tas, and Getty (1991) attempted to match hospitality graduates’ competencies with industry practitioner requirements and desires. “The researchers used a research instrument developed and validated by Tas (1983)” (p.395). Employers were asked to rate their satisfaction with hospitality management graduates using a five-point Likert-type scale. The instrument utilized the identical 36 competencies also examined in a study by Tas (1988). “The purpose of this study was to assess the quality of the graduates based upon their level of competence in their current management positions and thereby determine if the program’s [hospitality management program] mission is being met” (p. 394).

The 10 most important competencies as ranked by general managers included human relations, knowledge, and ability/conceptual areas (Getty et al., 1991). All managers reported fairly high satisfaction with the graduates’ performance on 7 out of 10 of the most importance competencies. Getty et al. determined that “to a large extent, the

academic program is meeting its mission by providing students with the competencies deemed important by managers” (p. 397).

It is worthwhile to remind the reader of the ever-evolving status of the hospitality industry and how this continual flux could relate to competencies for specific industry positions. As indicated earlier, the industry’s rapid growth and increasing diversity in terms of number and types of jobs is well evidenced on a global level (Guide to College Programs, 2002, 2004). In one study by Rutherford (1987), the evolution of the chief engineer position was examined. Rutherford used a stratified random sample of chief engineers in 200 hotels to ascertain the reported level of importance for specific functions of a chief engineer. The study identified competencies mainly related to knowledge and ability. It appeared that the role of a chief engineer, specifically, and all hotel management positions, generally, would change over time to keep pace with changes in the lodging industry. Rutherford stated that the role of a chief engineer “must keep pace with the rapid development of technology, remain sensitive to the role played by equipment, and be aware of the personnel-management functions necessary to keep the department functioning” (p. 78). Energy management emerged as one top issue with which chief engineers must be competent.

Okeiyi, Finley, and Postel (1994) looked specifically at food and beverage management competencies. The project was designed to determine importance ratings for food and beverage competency standards among industry practitioners, educators and students as one of its main goals. Their top 10 competency rankings (above 4.0 on a 5.0 scale ranging from 1 as not important to 5 as very important) included human relations

skills, knowledge, and conceptual. Specific examples included leadership and supervision skills, oral and written communication, conflict management, energy management, and cost control. “Comparison of the mean scores showed no significant differences between groups” (p. 38). Along with Tas (1983, 1998), Getty et al. (1991), and Guglilmino and Carroll (1979), Okeiyi et al. stated that human relations competencies appeared to be the most important for entry-level manager competencies with the addition of technical knowledge which could be learned on the job. Okeiyi et al. summarized by stating, “Although this study has some limitations due to response rates and sample size, it is apparent that educators in conjunction with industry practitioners need to work together to design curricula...Hospitality educators and students must continue to keep abreast of industry expectations and incorporate them into hospitality management curricula” (p. 40).

A follow-up to Okeiyi et al. (1994) examined talents, abilities, and skills of successful restaurant managers. In a 1998 study by Emenheiser et al., 72 original “success attributes and traits were reduced to 12 identifiable components” (p. 54). In agreement with further competency-based studies, Emenheiser et al. stated, “Hospitality curriculum planners can consider the traits of those most successful in the industry when educating current students and determining curriculum content” (p. 55). Using a 5-point Likert-type scale, the researchers here measured three dimensions of success: functional job skills or competencies (knowledge), character or personality traits (attitude), and educational and experiential background and achievements (ability). Six industry experts modified the instrument before its mail out to current managers in quick service

restaurants (QSRs), midscale restaurants, and upscale restaurants. Using factor analysis, “the goal of the researchers was to reduce the numerous attributes and traits to a manageable number of components that can be used for further analysis” (p. 57).

Principal component analysis used ones as prior communality estimates and the principal axis method was used to extract components followed by a varimax (orthogonal) rotation.

Emenheiser et al. (1998) interpreted five components: communication skills, management skills, organizational skills, marketing skills, and psychomotor skills. These were further labeled as personality, leadership, interpersonal, and model attitude (p. 59). Compared to earlier research studies (Getty, Tas, & Getty, 1991; Guglielmino & Carroll, 1979; Katz, 1955; Tas, 1983, 1998), the three previously identified competency areas of knowledge, ability, and attitude are blended within Emenheiser et al.’s five components with the exception of psychomotor skills.

Others have found a variety of related competencies important for the new manager in hospitality. Knight and Salter (1985) rated the importance of communication skills. Jonker and Jonker (1990) specified technical skills, computer skills, and a guest oriented business style in practice. Hanson (1993) rated creativity as almost essential for a hotel operator and/or manager. It appears that in the limited time span where hospitality industry competencies have been studied, there is a shift from the more technical skills to more human relations (Ashley et al., 1995; Hsu, Gilmore, & Walsh, 1992; Tas, LaBrecque, & Clayton, 1996).

As an example of recent research activity and possible future possibilities, Lin (2002) explored the relationship between hotel management courses and industry

required competencies. Her findings indicated a statistically significant regression which illustrated a link between the competencies of “communication skills” and “adaptation to environmental changes” with hospitality industry career success (p. 92). Practitioners who responded to Lin’s study indicated importance on the competencies of “operational knowledge & analytical techniques”, “problem identification & management of employees”, and, “management of jobs”, although these three job competency classifications did not prove to be statistically significant in the relationship with career success (p. 95). Lin indicated that these three “competencies [were] also basic qualities and requirements for people who pursue a career in the hotel industry” (p. 95). Practitioners appeared to already expect a baseline proficiency level in these competencies consistent with previous research in order for a manager to have minimal success in the hospitality field (Okeiyi et al., 1994; Tas, 1983, 1988; Tas et al., 1996). McClelland (1974) referred to these lower levels of competencies, whereby managers would have to meet their requirements for minimal success in the discipline, as “threshold competencies” (p. 68). While limited to upscale hotels in Taiwan, Lin’s instrument was tested for reliability and validity and her findings are generalizable to a wide variety of upscale hotels in a modern, developing tourism destination.

Over the past three decades, job competencies in the hospitality industry have been identified, evaluated, and refined with assistance from both industry and education. Specifically in the lodging industry, Tas (1983, 1988) and Tas et al. (1996) have replicated a listing of competencies which focus on the key areas of knowledge, attitude, and ability for the lodging industry worker.

Since the late 1970s, lodging job competency studies have furthered an initial discussion of competencies from both Katz (1955) and McClelland (1973, 1974). Several researchers have suggested hierarchical levels of job competencies dependent upon the level of managerial position (Katz, 1955; Sandwith, 1993; Tas, 1983, 1988). The three competency areas of knowledge, ability, and attitude, however, have held up over the past 25 years as key competency areas for those newly entering the hospitality industry. Careful review of various iterations of job competency studies in multiple global settings has permitted the author to develop a valid and reliable scale of measurement focusing on the three key areas of job competencies identified as important to lodging employees; namely, knowledge, attitude, and ability. However, no studies comparing these expected lodging job competencies with job competency expectations for other industry segments were discovered during the review of literature.

### **Job Competency Modeling in the Hospitality Industry**

“A current hot topic in HRD [*Human Resources Development*] is competency modeling” (Mirabile, 1997, p. 73). Mirabile defined a competency model as “the output from analyses that differentiate high performers from average and low performers. Competency models are represented in different formats, depending on the methods used to collect the data, customers’ requirements, and the particular biases of the people creating the model” (p. 75). Models are created by utilizing some or all of a variety of techniques which include: job-analysis interviews, focus groups, questionnaires, job

descriptions, and success factors (Mirabile, p. 75). As one example, a hospitality organization may identify success factors and rank-order those factors by their critical need for a specific position and then establish proficiency levels for each factor as determined by input through focus groups or questionnaires of industry and/or academic professionals. Success factors for an entry-level lodging manager include knowledge, ability, and attitude as indicated in the work of Tas (1983, 1988).

Sandwith (1993) proposed one of the earliest competency models titled the “competency domain model” which expanded the specific competencies work of Katz (1955). Sandwith’s study is quite limited in its usefulness, however, as it took place in only one large organization at only one specific point in time. The organization “found itself with a large number of middle managers and supervisors reaching retirement age” (p. 43). Sandwith was charged by the organization’s executives with identifying knowledge and skill competencies among various layers of managers in order to better utilize these managers’ talents. He developed job profiles guided by Katz’s (1955) concept of a “hierarchy of managerial skills” (p. 44). Expanding upon the three fundamental skills areas first examined by Katz (technical, human, and conceptual), Sandwith’s competency domain model was expanded to include conceptualization/creative domain, leadership domain, interpersonal domain, administrative domain, and technical domain (p. 45).

Sandwith’s (1993) conceptualization/creative domain referred to the “cognitive skills associated with comprehending important elements of the job” (p. 46). To help ensure success, one must know the knowledge required for top performance with his or

her position. The leadership domain, however, is concerned with taking that knowledge and “generating ideas for action” (p. 47). The interpersonal domain focuses on the “skills for effective interaction with others” (p. 48). The administrative domain was focused not on paperwork and administrative tasks, but rather the personnel management systems which had come about in the workplace at the time of Sandwith’s study (notably, occupational health and safety, equal opportunities, and human rights). And, lastly, the technical domain remained much as Katz (1955) described it and focused on the actual type of work that the specific organization does.

While the Sandwith (1993) competency domain model has been replicated and is useful for higher-level managers in certain types of organizations, the survey had an extremely small convenience sample and cannot be applied for the entry-level type of managers. The core competencies originally unearthed by Katz (1955) which included technical, human, and conceptual are more in line with the day-to-day activities and expectations for newly hired managers. While Sandwith’s model was appropriately implemented and utilized in one specific organization at one point in time when this particular organization was faced with a large number of near-retirement-aged managers in need of shifting duties within the company, the 5-prong expanded model is somewhat limited in its use for those recently graduating college and entering the managerial workforce. Additionally, Sandwith’s competency domain model has limitations in its ability to be incorporated within a hospitality industry setting.

Mirabile (1997) cautioned readers on the use of competency models outside of their testable and generalizable scenarios. “The most important point about competency



models is that the formats be governed by the collective wisdom of the people that need and build them” (p. 76). Mirabile mentioned the difficulty in creating a competency model for specific use in a certain industry or business sector. “One of the most controversial and difficult issues to address in building a competency model is deciding what level of detail to use to describe the competencies” (p. 76). Success factors and rank-ordering of those factors in terms of importance for specific jobs (such as the competency domain model proposed by Sandwith in 1993) are quite common in service oriented industries. In comparison, Mirabile (1997) suggested a cluster format which may be more appropriate for observable behaviors such as manufacturing or factory work. “An example might be a technical cluster under which various behaviors describe the cluster for a job or group of jobs” (p. 75). “Another type of model is one in which a specific competency is given a basic definition and behavioral anchors describe specific levels of expected performance behavior” (p. 76). In this type of model, as one employee climbs up the ladder within an occupation or position, different levels of definitive performance would be expected at various levels of one’s career.

“The most important point about competency models is that the formats be governed by the collective wisdom of the people that need and build them” (Mirabile, 1997, p. 76). For the purposes of entry-level managers entering the hospitality industry a model based upon success factors (competencies) such as knowledge, ability, and attitude would appear to be a logical starting point when such a model is grounded in the key competencies determined important for entry-level managers in the hospitality field (Getty et al., 1991; Guglielmino & Carroll, 1979; Tas, 1983, 1988).

While developing a competency model is not the aim of this research, it is important to note that over the past decade competency models have emerged on the scene within hospitality management higher education programs (Brownell & Chung, 2001; Lefever & Withiam, 1998; Lin, 2002). As an expansion of earlier criterion-referenced types of educational formats (see section titled Criterion-Referenced/Competency-Based Education and Testing above), industry officials have aided academics and curriculum designers in their attempt to create higher education programs which will produce graduates in possession of key job competencies. Lefever and Withiam emphasized that “curriculum review now involves regular contacts with industry representatives...As a result, we believe industry and academe are now tied more closely together than at any time in the 75 years that colleges have offered formal hospitality-management curricula” (pp. 70-71). Using a convenience sample of hospitality practitioners in the metro Atlanta, Georgia area, Lefever and Withiam wanted to “gain a sense of what issues face the industry in the next few years” (p. 71). These researchers justified their hand-picked respondents as being selected specifically for their likelihood to respond and their overall industry experience. Their findings suggested keeping the curriculum up-to-date and relevant, making sure students are well aware of their current abilities without overestimating them, and having academe produce “students who not only have appropriate technical ability, but who have a realistic view of the industry” (p. 74). By regularly inquiring among industry practitioners what expectations they hold for entry-level hospitality managers, curricula can be designed,

redesigned, or altered to make sure that key competencies are being gathered by the students enrolled in said curricula.

Brownell and Chung (2001) discussed a competency-based model for the development of their new (1995) masters-level degree program in management at the School of Hotel Administration at Cornell University. “Motivated by a belief in the importance of graduating students who could put into practice the theory acquired in the fundamental management disciplines,” (p. 126) the master degree program incorporated stakeholder competencies (stakeholders defined as academicians, industry practitioners, alumni, and current graduate students). Brownell and Chung mentioned that as business schools moved through the late 1990s and into the 21<sup>st</sup> century, “it became increasingly clear that managerial effectiveness was most profitably measured by demonstrated competencies as well as knowledge” (p. 125).

Varying from what have been considered competencies often included in an undergraduate hospitality management program, Brownell and Chung (2001) provided a listing of “54 variables and asked [respondents] to indicate which skills were most important” (p. 127) for students enrolled in a masters degree program in hospitality management at Cornell University. Using a rank ordering method, stakeholders were in close agreement on key competencies such as leadership, group processes/interpersonal skills, communication, analytical ability, and ethical awareness (p. 127). The authors concurred that “competency based instruction provides one of the most effective means for delivering on the promise of preparing graduate business students to become leaders in a truly global marketplace” (p. 143). The research of Brownell and Chung used the

higher-level competency model espoused by Sandwith (1993) called the “competency domain model.” As such, their competency modeling would not be as appropriate for entry-level managers and was expanded to include the prongs of conceptual behaviors. This scenario, nevertheless, was quite useful for the design of a graduate program at one of the country’s top hospitality programs. As Mirabile (1997) agreed, competency modeling is quite useful, but often only in specific, purposeful settings.

Competency modeling for future entry-level managers within the hospitality industry seems most appropriately matched with a model comprised of success factors or competencies, behavioral descriptions or statements, and rank-ordering by stakeholders using a Likert-type rating system to indicate the importance of key competencies. However, as Mirabile (1997) cautioned, the recentness of competency modeling makes for a wide variety of uses in a wide variety of settings, some where “intended benefits are seldom realized” (p. 73). He stressed that competency modeling may indeed assist many industries “when properly understood, properly implemented, and properly rejected when that is appropriate” (p. 73). Further, as Dalton (1997) stressed, competency modeling is such a recent procedure that it is often misused. In her findings, she noted that many organizations simply created competency models which were nothing more than compiled attributes of successful employees. These compilations were designed by higher-level managers in the organization, but were not validated and were not effective in a business environment.

Over the past 25 years, job competencies which may identify future successful managers in the lodging industry have been proposed, identified, tested, re-tested, and

refined by several hospitality researchers (Getty et al., 1991; Hsu et al., 1992; Jonker & Jonker, 1990; Lin, 2002; Nebel, 1991; Okeiyi et al., 1994; Sapienza, 1978; Tas, 1983, 1988; Tas et al., 1996). The competency areas of knowledge, attitude, and ability survived the exhaustive and iterative research process since the middle of the previous century. Contrarily, job competency modeling, is a more recent phenomenon that has yielded more mottled and dubious findings with fewer definitive implications and a more narrow success record seemingly appropriate only for quite limited and unique settings (Chung-Herrera et al., 2003; Hus et al., 1992; Kay & Russette, 2000; Mirabile, 1997; Sandwith, 1993). One obvious reason for the weakness in competency modeling studies is the quite limited generalizability of findings due to small sample sizes (Brownell & Chung, 2001; Sandwith). Moreover, as recently as 2003, there was no competency model yet created that specifically targeted hospitality organizational leadership (Chung-Herrera et al., p. 20). As Dalton (1997) remarked:

A competency model is more than a wish list. It must involve a methodology that demonstrates the validity of the model's standards. The litmus test is whether the people who have the competencies are better managers than people who don't. A competency model must also identify and validate the behaviors that imply the existence of underlying motives, traits, and attitudes. But most of the current activity going on under the banner of competency modeling is really only list making (p. 46).

Due to the limited number of studies on competency modeling in the hospitality industry and, in contrast, the more extensive research examining specific, identifiable, job

competencies which lead to success, the author has purposefully chosen to focus on an expansion of the job competencies research forging into a yet untapped region of the literature. Utilizing the replicated concepts of knowledge, skills, and ability, an expansion into a comparison of job competencies validated for entry-level lodging managers will be undertaken. Although knowledge, skills, and ability have materialized as strong anchors for entry-level lodging managers, researchers have not yet questioned if these job competency concepts are equally useful as anchors for those graduating with *all* baccalaureate-level preparatory coursework in a variety of disciplines. In essence, are lodging graduates truly separate and distinct in their job competency requirements of knowledge, ability, and attitude, or are these requirements broader and more commonly expected for entry-level managers in the general world of industry? With the sheer number of employees entering the lodging industry without specific formal educational preparation in hospitality management, lodging manager respondents may well be able to distinguish their expectations for both groups of students.

Subsequently, hospitality competency modeling remains beyond the scope of this current treatise and continues as a top priority for other hospitality and lodging management researchers. It is the author's disputation that basic job competency comparison testing needs to be further strengthened and supported.

Before competency model building continues in the field of lodging management, the actual and specific job competencies should continue to be strengthened, verified, and supported through testing and analysis. While job competency models may be useful, practical, and supportive to the lodging industry, they are of minimal use when

implemented, created, and tested through the use of small samples which are not generalizable to large sections of the hospitality industry.

### **Summary**

The offering of baccalaureate degrees specific to the hospitality industry is a recent phenomenon dating back to 1922 at Cornell University in Ithaca, New York (Cornell University School of Hotel Administration, 2004). Over the past 82 years, hospitality management, and more specifically, lodging management, has become a worldwide industry and, indeed, the largest industry in the world (Guide to College Programs, 2002, 2004). Subsequently, hospitality management education at the college level (the offering of baccalaureate degrees) now exists on nearly 10% of college campuses in the United States (Digest of Education Statistics, 2002).

As evidenced in a review of literature, there is no systematic, widely-accepted curriculum present in these baccalaureate-degree programs (Ashley et al., 1995; Cooper et al., 1992; Dale & Robinson, 2001; Dittman, 1997; Ford & LeBruto, 1995; Formica, 1996; Guide to College Programs, 2002, 2004; Hobson, 1995; Jayawardena, 2001a, 2001b; Jonker & Jonker, 1990; Lam & Xiao, 2000; Lefever & Withiam, 1998; Leslie, 1993; McKercher, 2002; Smith & Cooper, 2000; Richards, 1998).

This irregularity in curricula offerings has led to wide variability in lodging manager job competency expectations for new hires with baccalaureate degrees. Over the past 50 years, competency based education, training for specific job competencies, has

emerged as one possible method to educate for business success (Agut & Grau, 2002; Bloom et al., 1956; Brownell & Chung, 2001; Chung-Herrera et al., 2003; Dalton, 1997; Hsu et al., 1992; Katz, 1955; Kay & Russette, 2000; Kibler et al., 1970; Krathwohl et al., 1964; Lin, 2002; Loyd & Vaden, 1977; Mariampolski et al., 1980; McClelland, 1973; McClelland, 1994; Mintzberg, 1973; Mirabile, 1997; Perdue et al., 2001; Sandwith, 1993; Sapienza, 1978; Tas, 1983, 1988; Tas et al., 1996). Hospitality management has been included in the competency research arena with three main job competency areas identified over the past three decades; knowledge, attitude, and ability (Sapienza, Tas, 1983, 1988, Tas et al., Brownell & Chung, Mirabile, Perdue et al.). With the inconsistency in curricula offerings, some indicate that training for specific job competencies may allow baccalaureate degree graduates to emerge from their educational training with the knowledge, ability, and attitude lodging managers expect from recent graduates (Brownell & Chung, Mirabile, Perdue et al., Sapienza, Tas, 1983, 1988, Tas et al.). Educating for job competencies is a viable method for lodging management education; when one considers the current variability in global lodging management curricula, competency-based instruction emerges as an even more practicable method of educating the future managers of the lodging industry.

The job competency expectations held by lodging managers for those in possession of baccalaureate-level degrees specific to the hospitality and lodging industry have not yet been compared to the job competency expectations held by lodging managers for those possessing baccalaureate-level degree in other disciplines. The



current study reports such a comparative analysis based upon a sample of lodging managers in the central Florida region of the United States.

## **CHAPTER THREE: METHODOLOGY**

### **Introduction**

This chapter describes the methodology and procedures utilized in analyzing the perceived job expectations for new hires by lodging managers. The statistical procedures chosen for data analysis, as well as the logic and rationale substantiating such procedural choices, are also included. The chapter is divided into the following sections: (a) problem statement, (b) population, (c) questionnaire, (d) data collection, (e) research questions, (f) data analysis, and (g) summary.

### **Problem Statement**

Is there a difference in job competency expectations held by lodging managers for newly hired employees between new hires with a baccalaureate degree in hospitality management and new hires with a baccalaureate degree in a non-hospitality management discipline?

In order to ascertain accurate and current job competency expectations from industry professionals, lodging managers were asked to rate the importance in their personal expectations of specific job competencies for future lodging managers. The job competency categories included: knowledge, ability, and attitude. The managers were asked to list the expected job competencies dependent upon whether new hires had a

baccalaureate degree specifically in hospitality management or in a non-hospitality discipline.

The utmost care and concern for respondents was provided by the researcher. Anonymity was provided to those lodging managers who responded. Additionally, permission to conduct the study was provided by the University of Central Florida's Institutional Review Board (IRB) in the summer of 2004 (Appendix B).

In addition to the difference between groups in mean scores, additional variables were examined which included: gender, years of experience in the lodging industry, type of service level provided at the specific property where the manager was employed, type of property where the manager was employed, whether or not the manager possessed a baccalaureate degree, and, if so, whether or not the baccalaureate degree (if one was possessed) was specifically in hospitality management.

### **Population**

The population for this study consisted of all current lodging manager members (n=156) of the Central Florida Hotel & Lodging Association (CFHLA) as of the fall, 2004 time period. The CFHLA was credited as being the largest regional trade hospitality organization of its kind in the world at the time of this study (Central Florida Hotel & Lodging Association, 2004).

The census of CFHLA lodging general manager members included 156 individuals. Of this total population, 137 individual questionnaires were returned. Of

those returned, all 137 completed questionnaires provided usable responses for a response rate of 87.82%. Each lodging manager was personally telephoned by the researcher to secure a current electronic mail address and to inform him or her of the upcoming survey. The researcher was able to speak directly with 103 general managers (64.78%) in advance of questionnaire distribution. On occasions when the researcher was not able to personally speak with the general manager (35.22%), an assistant manager or other employee provided the electronic mail address and was informed of the upcoming survey. This assistant manager or other employee was asked by the researcher to inform the general manager of the upcoming survey. In total, all (n=156) electronic mail addresses were obtained for a full census of CFHLA lodging managers. Lodging managers were made aware of an upcoming questionnaire that would be distributed via electronic mail, yet specific details of the questionnaire were not provided in advance. The managers were informed that the questionnaire was specifically for lodging manager members of CFHLA and that it was being distributed by the researcher who was formerly a lodging manager member of CFHLA and currently an academic member of CFHLA.

### **Instrumentation**

Data were collected using the questionnaire created by the researcher (Appendix A). This questionnaire was created after an extensive review of the literature relating to job competency expectations for lodging general managers (Chung-Herrera, et al. 2003; Sapienza, 1978; Tas, 1983, 1988; Tas et al., 1996). Permission to use the survey was

granted to the University of Central Florida's Institutional Review Board (IRB) (Appendix B).

Initially, the researcher conducted a focus group of lodging general managers in the north central Florida community of Gainesville, Florida. This focus group included 12 lodging general managers from the local community as well as two university professors affiliated with the tourism department of a major state institution. This focus group was conducted in the spring of 2004. Participants were asked to identify individually as many job competency expectations as they could list. Afterward, a group discussion ensued and job competency expectations for new lodging managers were rank ordered. These job competencies were almost identical to what had been identified in the job competency expectations literature review for new lodging managers (Chung-Herrera, et al. 2003; Sapienza, 1978; Tas, 1983, 1988; Tas et al., 1996). From these job competency expectations, the researcher created a questionnaire which was administered as a pilot study to 50 lodging managers across the state of Florida in the late spring of 2004. No CFHLA lodging managers were invited to participate in this pilot test.

The pilot test permitted the researcher to refine, re-write, re-order, and re-organize the original questionnaire. Questions were firmed up in their organizational structure and repetition was eliminated. All of the job competencies listed during the initial focus group were incorporated appropriate into the questionnaire design. The researcher received all 50 pilot study questionnaires sent out, many of which with comments and suggestions, providing a 100% response rate.

After revision and strengthening of the initial questionnaire, the researcher sent the questionnaire out a second time to 25 lodging general managers from the South Florida area who were neither included in the initial pilot study nor listed on the CFHLA lodging membership directory. All 25 questionnaires were returned, again with some comments. The comments were fewer in number than the initial construction and they mainly indicated that the questionnaire was properly designed and “on target”.

An analysis of the 50 questionnaires from the initial pilot study was performed to explore the factor structure underlying the items in the questionnaire to verify consistency with previously published literature (Chung-Herrera, et al. 2003; Sapienza, 1978; Tas, 1983, 1988; Tas et al., 1996). The maximum likelihood estimation procedure was used to extract factors. Kaiser’s rule was used to determine which factors were most eligible for interpretation. Three factors were extracted explaining roughly 74.08% of all the variable variances. Additionally, respondent ratings of knowledge, ability, and attitude for new-hires in the lodging industry were judged to be highly reliable for the managers to whom it was given, with a reliability of .9509. As stated previously, 100% of the initial pilot study sample members responded (n=50). These three factors of knowledge, ability, and attitude were consistent with the literature and indicated a sound instrument among the group to which it was administered.

Respondents were asked to provide demographic information. Only current lodging managers were asked to complete the survey. Other levels of employees were asked to discontinue the questionnaire completion. All 50 individuals in the both pilot studies were selected for their current level of management position. Respondents

indicated their gender, number of years in the lodging industry, type of property where currently employed, service level provided at the property where employed, whether or not they were in possession of a baccalaureate degree, and, lastly, if they did indeed possess a degree, if it was specifically in hospitality management or in a non-hospitality management field. The questionnaire is presented in Appendix A.

In total, the questionnaire offered 40 items to which respondents could respond. The first 8 items gathered the demographic information (described above). Items 9-12 measured job expectations related to job knowledge for new hires in possession of a lodging degree. These items were measured using a 5-point, Likert-type scale. Items 13-15 measured job expectations related to ability for new hires in possession of a lodging degree with the same 5-point, Likert-type scale. Items 16-23 measured job competency expectations related to attitude for new hires in possession of a lodging degree. Again, these items were measured using the same 5-point, Likert-type scale.

The next section asked respondents to report their job competency expectations for those new hires who did *not* possess a hospitality-specific baccalaureate degree, but did indeed possess a baccalaureate degree of a different discipline. Items 25-29 were identical to items 9-12 and measured job competency expectations of job knowledge, but in this case, on non-hospitality degree new-hires. The 5-point, Likert-type scale was also identical to items 9-12. Items 30-32 measured job competency expectations of ability for non-lodging degree new-hires again using the same 5-point, Likert-type scale and statements as were utilized in items 13-15. Lastly, items 33-40 measured job competency

expectations of attitude for non-lodging degree new-hires using the identical statements and 5-point, Likert-type scale as used in items 16-23.

In total, the respondents were asked to provide demographic type information and then moved into a scale of job competency expectations. The statements were identical for both lodging degreed new-hires and non-lodging degreed new-hires and the respondents were asked to differentiate their expectations based upon the degree of the new hire. Since the respondent was initially exposed either to their expectations for lodging majors or non-lodging majors, it was considered a repeated measures type of scale. As will be discussed separately under the data analysis chapter (see Chapter Four), the researcher controlled for repeated measures conditions such as practice effects and boredom by counterbalancing the order in which a respondent participated in the condition. In both the pilot studies and the full research attempt, respondents were randomly exposed to the ordering of the 5-point, Likert-type scales on knowledge, ability, and attitude with half of the respondents first exposed to their expectations for lodging degree new-hires and the other half exposed first to their expectations for non-lodging degree new-hires.

### **Data Collection**

All CFHLA lodging members were identified through a listing provided at the CFHLA website (Central Florida Hotel & Lodging Association, 2004) in early August of 2004. This listing included only property name, address, manager name, and phone



number. Since electronic mail addresses were not included, the researcher took the opportunity over a three-week period to personally phone and attempt a verbal contact with each and every lodging manager to inform him or her of the upcoming inclusion in the survey.

The researcher was able to speak directly with 103 general managers (64.78%) in advance of questionnaire distribution. On occasions when the researcher was not able to personally speak with the general manager (n = 53), an assistant manager or other employee provided the electronic mail address and was informed of the upcoming survey. Additionally, the researcher also attempted to leave a voice mail message for the general manager with detail of the upcoming questionnaire. This occurred in 17 of the cases. If an assistant manager or other employee was asked by the researcher stated that the general manager did not have voice mail or if he or she would rather personally take a message, this individual was then asked to inform the general manager of the upcoming survey. In total, 100% of the electronic mail addresses for the census of CFHLA lodging managers was obtained (n=156).

Starting in late August, 2004, a personalized electronic mail (email) was sent to each and every lodging manager. Of the 156 emails sent out, responses were initially received from 35 general managers for a response rate of 22.44%. A second round of phone calls and electronic mailings resulted in an additional 30 returned questionnaires for a total returned of 65 and a response rate of 41.67%. Personal phone calls and electronic emails were again conducted along with phone mail messages being left for managers who were not available at the time of the phone call. To further enhance return

rates, the researcher's former position of lodging manager was mentioned to add credibility when requesting survey completion. This final effort resulted in an additional 71 questionnaires being completed for an ultimate tally of 137 completed questionnaires. All 137 questionnaires were usable for data analysis resulting in a response rate of 87.82%. It should be noted that during the time of data collection (August – October, 2004), the state of Florida and, in particular, the central Florida region was hit by four major hurricanes – the highest number to strike any one U.S. state in over 150 years. Many of the lodging managers were consumed with on-property problems ranging from minimal to catastrophic damage. The high response rate resulted only after personal phone calls and electronic mailings were instituted.

As a former lodging manager and long-term member of CFHLA, the researcher was well aware of the busy schedules and time constraints often faced by lodging facility managers. Additionally, anecdotal evidence indicates that lodging managers are often reluctant to share any type of information regarding their lodging properties or day-to-day operations as this information is often considered privileged and may result in an anti-trust violation (i.e., publicly sharing average daily rate information). Thus, the researcher utilized telephone conversations with fellow CFHLA lodging members as one means to assuage fears and apprehensions regarding the nature of the questionnaire. Lodging managers were guaranteed anonymity and were assured that neither the submission of financial data nor other privileged information was necessary to participate in this survey. Through a combination of electronic mailings, telephone calls, and postal mailings the

researcher aggressively attempted to increase response rate. All respondents (n=137) completed the questionnaire in an online format.

Of the 19 questionnaires which were not returned, four lodging managers specifically stated (via telephone) that no hiring for entry level managers was coordinated with universities; hence, they did not feel able to complete the survey. Eight respondents stated (via telephone or electronic mail) that their properties were too small for property-level managers and were managed by the owner himself or herself. Only seven potential respondents out of the total 156 were true non-respondents without any type of response (telephone or electronic mail) after no fewer than ten contact attempts by the researcher. Hence, the true non-response rate was a minimal 4.49%.

### **Research Questions**

Based upon a review of literature and allied research, the following questions were generated to guide this research study:

1. Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees based upon the *mean scores on a questionnaire* measuring job competency expectations on the concepts of knowledge, ability, and attitude?
2. Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate

degrees and new hires with non-hospitality management baccalaureate degrees based upon the mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude and the *gender of the lodging manager*?

3. Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees based upon the mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude and *the number of years the manager has worked in the lodging industry*?

4. Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management degrees based upon the mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude and the *type of lodging facility that employed the lodging manager*?

5. Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees based upon the mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude and the *level of service provided at the lodging property*?

6. Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees based upon the mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude and *whether or not the manager possessed a baccalaureate degree?*

7. Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees based upon the mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude and *whether the baccalaureate degree possessed by the lodging manager was in hospitality management or a non-hospitality management discipline?*

### **Data Analysis**

All analyses of the data were completed by the researcher. All statistical computations were performed using the computer software program, Statistical Package for Social Sciences, Version 11.5 (SPSS<sup>®</sup>, 2003).

In the analysis of Research Question 1, concerning whether a statistically significant difference was found between lodging manager job competency expectation self-ratings of new hires with hospitality management baccalaureate degrees compared to

non-hospitality management baccalaureate degreed graduates, the researcher provided descriptive statistics of lodging managers first. Next, a repeated-measures analysis of variance (ANOVA) was performed to determine if any statistically significant differences in reported mean scores were present between groups.

Research Question 2 explored whether a statistically significant difference between groups existed with the addition of the between subjects factor of *gender of the lodging manager* included. A repeated measures ANOVA was performed to determine if a statistically significant differences existed.

Research Question 3 asked whether a statistically significant difference between groups was found with the addition of the between subjects factor of *number of years the lodging manager was employed in the lodging industry* included. A repeated measures ANOVA was performed to determine if a statistically significant difference between groups was present.

Research Question 4 queried whether a statistically significant difference existed between groups with the addition of the between subjects factor *type of lodging facility which employed the lodging manager* included. A repeated measures ANOVA was performed to determine if statistically significant differences were present between groups.

Research Question 5 questioned whether a statistically significant difference existed between groups with the added between subjects factor of *level of service provided at the lodging property* included. A repeated measures ANOVA was performed to determine if a statistically significant difference existed between groups.

Research Question 6 explored whether a statistically significant difference existed between groups with the addition of the between subjects factor *whether or not the manager possessed a baccalaureate degree* included. A repeated measures ANOVA was performed to determine if a statistically significant differences existed between groups.

The final question, Research Question 7, permitted the researcher to examine whether a statistically significant difference existed between groups with the between subjects factor of *whether the baccalaureate degree possessed by the lodging manager was in hospitality management or a non-hospitality management discipline* included. This question only applied for those respondents who reported possessing a baccalaureate degree. A repeated measures ANOVA was performed to determine if a statistically significant difference existed between groups.

### **Summary**

This chapter described the methodology and procedures utilized in analyzing the perceived job expectations for new hires by lodging managers. The statistical procedures chosen for data analysis were also included. The chapter was divided into the following sections: (a) problem statement, (b) population, (c) questionnaire, (d) data collection, (e) research questions, (f) data analysis, and (g) summary.

## **CHAPTER FOUR: ANALYSIS OF THE DATA**

### **Introduction**

The researcher sought to identify differences in job competency expectations held by lodging managers through this research effort. The lodging manager respondents (n=137) were requested to use a Likert-type scale ranging from 1 Strongly Disagree to 5 Strongly Agree to indicate their job competency expectations for new hires on a questionnaire developed through an extensive review of literature (see Appendix A). The lodging managers were asked to rate job competency expectations for those new hires in possession of a baccalaureate degree specifically in hospitality management. Separately, the lodging managers were asked to rate job competency expectations for new hires in possession of a baccalaureate degree in a non-hospitality management discipline.

Seven research questions guided the study and the data were analyzed using different descriptive and statistical analyses. The Statistical Package for Social Sciences for Windows (SPSS<sup>®</sup>), Version 11.5 (SPSS<sup>®</sup>, 2003) was utilized to perform all data analyses. The analyses of the data are presented in this chapter.

It is important to note that during the analysis of several research questions an interaction effect was discovered; however, this interaction effect was most likely artificial in nature due to the non-representative (unduly small) size of the sub-grouping categories, often with less than ten respondents. Nonetheless, the researcher performed all



tests in a similar fashion to garner the useful information in those cases which would permit such analyses.

### **Description of the Population**

The data for this survey were collected during the late summer and early fall, 2004. A population of 156 lodging members of the CFHLA was selected. A total of 137 questionnaires were returned from this population, yielding a response rate of 87.82%. Of the returned questionnaire responses, 100% of the data were usable. Table 1 summarizes the demographic/descriptive data of the lodging manager respondents.

**Table 1**  
**Lodging Manager Descriptive Information**

<u>Demographic Information (n=137)</u>	<u>Frequency</u>	<u>Percent</u>
Currently employed at a lodging facility (n=137)	137	100.00
Currently employed as a lodging manager (n=137)	137	100.00
Gender (n=137)		
Male	109	79.60
Female	28	20.40
Years worked in the lodging industry (n=137)		
2 or more, but less than 5	2	1.50
5 or more, but less than 10	11	8.00
10 or more	124	90.50
Held a baccalaureate degree (n=94)		
Yes	94	68.60
No	43	31.40

Held a hospitality baccalaureate degree (n=34)		
Yes	34	36.20
No	60	63.80

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All questionnaire respondents (n=137) were currently employed at a lodging property; and, moreover, all (n=137) reported being at the lodging manager level. This finding was consistent with the researcher's requirement to survey *only* currently employed professionals who were lodging manager. As stated previously, all information was self-reported by the lodging manager respondents.

Male lodging managers (n=109) exceeded female lodging managers (n=28) by a ratio of nearly 4:1. Overwhelmingly, lodging managers reported working in the lodging industry ten or more years (n=124, 90.50%) with only two respondents who reported working in the lodging industry category of 2 or more, but less than 5 years (n=2, 1.50%). This is consistent with industry reports which state that, on average, it normally takes an individual approximately ten years to reach the level of general manager (Guide to College Programs, 2002, 2004).

A majority of lodging managers were in possession of a baccalaureate degree (n=94, 68.60%). Of the 94 who reported holding a baccalaureate degree, the majority (n=60, 63.80%) held baccalaureate degrees in fields *other* than hospitality management. The remaining 36.20% of lodging managers in possession of a baccalaureate degree (n=34) indicated their degrees were specifically in hospitality management. These 34 individuals in possession of a baccalaureate degree specifically in hospitality management represented just under a quarter of the entire sample (n=34, 24.82%).

The central Florida area has the second largest number of hotel rooms in the United States, second only to the city of Las Vegas (Central Florida Hotel & Lodging Association, 2004). It was the author's contention that lodging managers would be fairly representative in this market and similar in demographic characteristics to other studies with lodging manager participants. Indeed, the demographic information provided by the lodging manager respondents in this study is fairly consistent with the types of individuals represented in earlier studies of lodging managers (Brownell & Chung, 2001; Tas, 1983; Tas et al., 1996). Even so, the author did not generalize beyond the current sample.

The greater Orlando marketplace was also chosen due to its varied offering of lodging facility types and service levels. The type of lodging facility where the lodging managers were employed is displayed in Table 2. Information was self-reported by the individual lodging manager respondents.

**Table 2**

**Type of Lodging Facility Employing the Manager**

Type of Lodging Facility (n=137)	Frequency	Percent
Extended Stay	29	21.20
Full Service	7	5.10
Resort	63	46.00
Timeshare	33	24.10
Bed & Breakfast	5	3.60

The type of service level offered at the lodging facilities is detailed in Table 3. Service level choices were provided to general managers in a format of accepted industry standards (Guide to College programs, 2002, 2004). Since the early 1990s, some industry professionals and organizations have been expanding the service level categories to include upper upscale and deluxe luxury, yet, according to Walker (2004) this more expanded category breakdown was not yet commonplace at the time of this study; hence, the author chose only the four most commonly utilized categories.

**Table 3**  
**Service Level Provided at Lodging Property**

<u>Service Level Provided (n=137)</u>	<u>Frequency</u>	<u>Percent</u>
Economy	6	4.40
Mid-Scale	68	49.60
Upscale	52	38.00
Luxury	11	8.00

### **The Research Instrument**

#### **Exploratory Factor Analysis**

The combination of an extensive review of literature on lodging manager job competency expectations and the provision of two focus groups consisting of lodging management academicians and lodging industry executives permitted the researcher to develop and refine the questionnaire instrument. To further refine job competency

expectations and overall instrument sensibility compared to those found in previous research (Brownell & Chung, 2001; Lin, 2002; Tas, 1983, 1988; Tas et al., 1996), the author performed an exploratory factor analysis based upon the construct blueprint of three factors: knowledge, ability, and attitude.

The purpose of this statistical analysis was to explore the factor structure underlying the items in the questionnaire distributed to the two focus groups of academicians and industry executives where each focus group size was commensurate (n=50). Further, the purpose of this statistical analysis was to also explore the same factor structure underlying the items in the refined questionnaire distributed to the lodging manager sample for this current study. As was heretofore discussed, lodging managers in greater Orlando, Florida were asked to self-report their job competency expectations for new-hires within their lodging facilities based upon whether or not the newly hired employee possessed a baccalaureate degree specifically in hospitality management or in a non-hospitality management field.

Factor analysis has as its key objective reducing a larger set of variables to a smaller set of factors, few in number than the original variable set, but capable of accounting for a large portion of the total variability in the items (S. A. Sivo, personal communication, March 30, 2004). The correlation coefficients between subsets of variables may tend to cluster and, in essence, be measuring aspects of a dimension (Field, 2000). According to Field, “these underlying dimensions are known as *factors* [*sic*] (or *latent variables* [*sic*])” (p. 423).

In the context of this study, the researcher supported the conclusions that the mean scores reported on the questionnaire instrument were a valid assessment of lodging managers' perceived expectations of new-hires based upon the type of discipline studied at the baccalaureate degree level, hospitality or non-hospitality. The researcher felt confident that each factor represented a distinct dimension as indicated in previous literature. These distinct dimensions were knowledge, attitude, and ability.

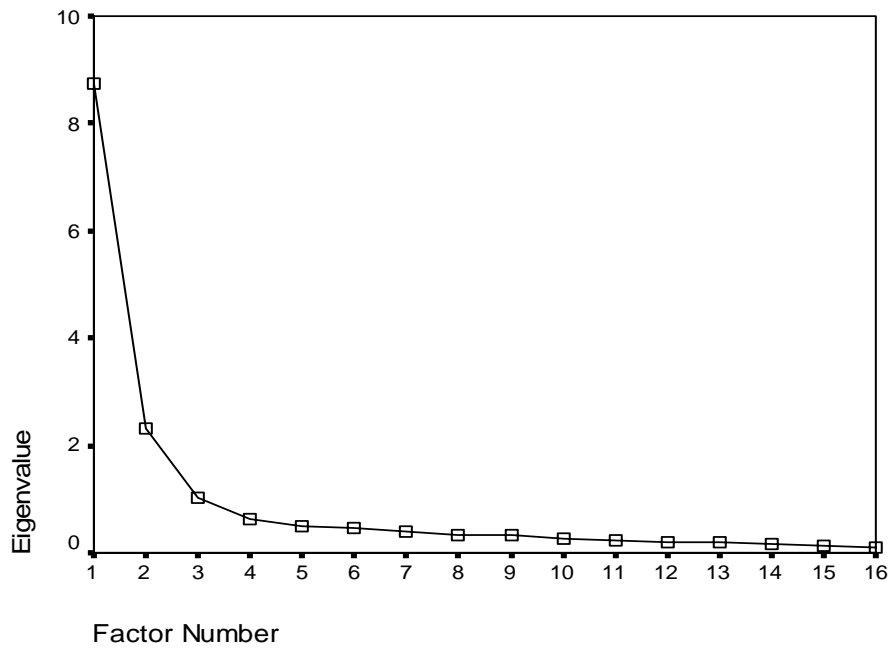
It may be observed in Table 4 that the standard deviations are smaller than the respective means and that no one standard deviation stands out upon initial observation as remarkably larger than the other variables. This was the case for both types of baccalaureate degree graduates.

The maximum likelihood estimation procedure was used to extract the factors from the variable data. Kaiser's rule was used to determine which factors were most eligible for interpretation because this rule requires that a given factor is capable of explaining at least the equivalent of one variable's variance (S. A. Sivo, personal communication, March 30, 2004). This was not unreasonable given that factor analysis has as its objective reducing several variables into fewer factors. Using this rule, three factors were extracted. The total variance is explained in Table 5. The three factors most eligible for interpretation (with Eigenvalues of 1.0 or greater as defined by Kaiser's rule) together explained roughly 75.58% of all the variable variances. A plot of the Eigenvalues is provided in a Scree Plot shown in Figure 1.

A review of the initial factor loadings suggested a proper solution was attainable through maximum likelihood, as it was capable of converging in four iterations as shown

through the factor matrix in Table 6. The analysis did not warn that the results were non-positive definite; as such, one important condition for proceeding with the interpretation was met. Another portion of the results inspected before proceeding with an interpretation was the table of communalities. Communalities were interpreted like multiple  $R^2$ 's in multiple regressions. Communalities indicate the degree to which the factors explain the variance of the variables.

The communalities provided further evidence the results were appropriate for interpretation. The researcher has reported a listing of communalities in Table 7.



**Figure 1**  
**Scree Plot**

**Table 4****Paired Samples Statistics**

Job Competency Variable	Mean		n	Standard Deviation	Standard Error of the Mean
Knowledge of the realities involved in this type of work	4.34	(H)	137	.825	.070
	3.47	(NH)	137	1.163	.099
Knowledge of basic terminology used in the lodging industry	4.39	(H)	137	.816	.070
	3.07	(NH)	137	1.075	.092
Knowledge of lodging management practices	4.09	(H)	137	.856	.073
	2.99	(NH)	137	1.014	.087
Knowledge of guest service standards	4.33	(H)	137	.805	.069
	3.57	(NH)	137	1.117	.095
Knowledge of hospitality products and services	4.17	(H)	137	.800	.068
	3.02	(NH)	137	1.128	.096

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire



Job Competency Variable	Mean		n	Standard Deviation	Standard Error of the Mean
Ability to be caring and empathetic with guests	4.52	(H)	137	.768	.066
	4.14	(NH)	137	1.037	.089
Ability to balance the needs of multiple guests at one time	4.24	(H)	137	.845	.072
	3.95	(NH)	137	1.010	.086
Ability to generate an attitude of trust among co-workers	4.35	(H)	137	.810	.069
	4.15	(NH)	137	.984	.084
Takes personal pride in satisfying the needs of others	4.42	(H)	137	.863	.074
	4.17	(NH)	137	.974	.083
Defines self as empathetic to the needs of others	4.15	(H)	137	.890	.076
	4.01	(NH)	137	.943	.081
Has the tendency to seek out positive solutions as opposed to avoiding negative outcomes	4.36	(H)	137	.764	.065
	4.09	(NH)	137	.989	.084

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire

Job Competency Variable	Mean		n	Standard Deviation	Standard Error of the Mean
Prefers solving problems over following standard procedures	4.01	(H)	137	.891	.076
	3.78	(NH)	137	.968	.083
Prefers each day to be different over each day being the same	3.91	(H)	137	.895	.076
	3.63	(NH)	137	1.007	.086
Prefers a flexible work schedule with varying hours	4.11	(H)	137	.897	.077
	3.86	(NH)	137	1.001	.086
Believes hard work is rewarded through promotion	4.18	(H)	137	.901	.077
	3.97	(NH)	137	.939	.080
Prefers creative work over analytical work	3.56	(H)	137	.856	.073
	3.37	(NH)	137	.916	.078

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Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire

**Table 5****Total Variance Explained**

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.752	54.699	54.699	8.427	52.666	52.666	3.921	24.504	24.504
2	2.324	14.528	69.227	2.053	12.833	65.500	3.632	22.700	47.205
3	1.016	6.351	75.578	.670	4.185	69.684	3.597	22.479	69.684
4	.623	3.894	79.471						
5	.491	3.066	82.537						
6	.456	2.849	85.386						
7	.390	2.437	87.823						
8	.321	2.008	89.831						
9	.321	2.005	91.836						
10	.272	1.697	93.533						
11	.233	1.454	94.987						
12	.209	1.307	96.294						
13	.187	1.168	97.462						
14	.165	1.030	98.492						
15	.129	.805	99.297						
16	.112	.703	100.000						

Note: Data analysis performed using Maximum Likelihood Extraction Method.

**Table 6****Factor Matrix**

	Factor		
	1	2	3
Knowledge of the realities involved in this type of work	.759	.311	-.060
Knowledge of basic terminology used in the lodging industry	.611	.659	.086
Knowledge of lodging management practices	.624	.644	.068
Knowledge of lodging guest service standards	.745	.342	-.163
Knowledge of hospitality products and services	.617	.592	.002
Ability to be caring and empathetic with guests	.837	-.213	-.252
Ability to balance the needs of multiple guests at one time	.791	-.197	-.193
Ability to generate an attitude of trust among co-workers	.870	-.195	-.212
Takes personal pride in satisfying the needs of others	.840	-.271	-.013
Defines self as empathetic to the needs of others	.754	-.330	.032
Has a tendency to seek out positive solutions versus avoiding negative outcomes	.838	-.263	.102
Prefers solving problems over following standard procedures	.686	-.305	.241
Prefers each day to be different over each day being the same	.677	-.310	.318
Prefers a flexible work schedule with varying hours	.669	-.201	.333
Believes hard work is rewarded through promotion	.708	-.176	.290
Prefers creative work over analytical work	.464	-.085	.341

Note: 3 factors extracted; 4 iterations required; Maximum Likelihood Extraction Method.

**Table 7****Communalities**

	Initial	Extraction
Knowledge of the realities involved in this type of work	.689	.676
Knowledge of basic terminology used in the lodging industry	.765	.815
Knowledge of lodging management practices	.770	.809
Knowledge of guest service standards	.679	.698
Knowledge of hospitality products and services	.716	.731
Ability to be caring and empathetic with guests	.773	.809
Ability to balance the needs of multiple guests at one time	.729	.702
Ability to generate an attitude of trust among co-workers	.814	.840
Takes personal pride in satisfying the needs of others	.785	.780
Defines self as empathetic to the needs of others	.736	.678
Has the tendency to seek out positive solutions as opposed to avoiding negative outcomes	.785	.781
Prefers solving problems over following standard procedures	.617	.621
Prefers each day to be different over each day being the same	.621	.655
Prefers a flexible work schedule with varying hours	.606	.599
Believes hard work is rewarded through promotion	.620	.617
Prefers creative work over analytical work	.356	.338

Note: Maximum Likelihood Extraction Method.

With greater confidence that the maximum likelihood solution was proper, interpretation of the results was permissible. Once the factors were extracted using maximum likelihood, a linear transformation of the data was necessary so that the interpretation of the results could be easily accomplished.

Among the various rotational procedures available, Promax was chosen because it assumes that non-zero correlations among the factors are theoretically tenable or at least plausible. When the results were generated, interpretation of the factor correlation matrix was to ensue. These correlations were large enough to justify retention of the Promax results from the author's perspective because the correlation among the three factors exceeded the value of .25 as indicated in Table 8. Reviewing the structure coefficient matrix suggested that the 3 factors group the items in a theoretically understandable way consistent with both the literature review and previous research (Tas, 1983, 1988; Tas et al., 1996). Table 9 illustrates the factor groupings with correlations of .46 or greater reported.

**Table 8**  
**Factor Transformation Matrix**

Factor	1	2	3
1	1.000	.760	.397
2	.760	1.000	.517
3	.397	.517	1.000

Note: Maximum Likelihood Extraction Method; Promax rotation method with Kaiser Normalization.

**Table 9****Structure/Pattern Matrix**

	Factor		
	1	2	3
Knowledge of the realities involved in this type of work			.583
Knowledge of basic terminology used in the lodging industry			.945
Knowledge of lodging management practices			.930
Knowledge of guest service standards			.594
Knowledge of hospitality products and services			.858
Ability to be caring and empathetic with guests		.947	
Ability to balance the needs of multiple guests at one time		.827	
Ability to generate an attitude of trust among co-workers		.898	
Takes personal pride in satisfying the needs of others		.636	
Defines self as empathetic to the needs of others		.555	
Has the tendency to seek out positive solutions as opposed to avoiding negative outcomes		.463	
Prefers solving problems over following standard procedures	.653		
Prefers each day to be different over each day being the same	.765		
Prefers a flexible work schedule with varying hours	.749		
Believes hard work is rewarded through promotion	.690		
Prefers creative work over analytical work	.663		

Note: Maximum Likelihood Extraction Method; Promax Rotation Method with Kaiser Normalization; Rotation converged in 5 iterations.

The coefficients suggest that the way in which people responded to the potential principal strengths and weaknesses items was very consistent for Factor 1 “Attitude”, Factor 2 “Ability”, and Factor 3 “Knowledge”. The variables together contribute most prominently to Factor 2 “Ability” with correlation of .760 (see Table 8).

As an individual example, one job competency expectation statement with Factor 2, “Ability to be caring and empathetic with guests”, was correlated .947 with this particular factor; therefore it shared roughly 95% of the variance of that factor. (see Table 9). All remaining coefficients may be interpreted in this manner (see Table 9).

### **Reliability Analysis**

According to Green and Salkind (2003), “a measure is reliable if it yields consistent scores across administrations” (p. 309). In order to test the reliability of the research instrument the researcher first verified that all items used the same Likert-type metric and no items needed to be reverse-scaled. The Likert-type scale ranged from 1 Strongly Disagree to 5 Strongly Agree for each and every job competency expectation statement listed within the instrument.

A coefficient alpha, sometimes referred to as Cronbach’s alpha (Green & Salkind, 2003), was calculated. As Green and Salkind stated, “The value of the reliability coefficient is a function of the consistency...among items” (p.311). The resultant coefficient alpha should range in value between 0 and 1. If the items, when scaled, were ambiguous or produced unreliable responses, the determined coefficient alpha value



would be lower, meaning smaller estimates of internal consistency (Green & Salkind; S. A. Sivo, personal communication, February 18, 2004).

According to Green and Salkind (2003), three assumptions must first be met before calculating coefficient alpha. The first of these assumptions is “every item is assumed to be equivalent to every other item” (p.311). The second of these assumptions is “errors in measurement between parts are unrelated” (p. 311). And, the third and final of these assumptions is “an item is a sum of its true and its error scores” (p. 311). The researcher felt confident that all three assumptions were met before proceeding to a reliability analysis using the statistical software program SPSS<sup>®</sup> (2003).

The researcher found no items with a negative corrected item total correlation. There were no items with a zero corrected item total correlation. Hence, there was no need to suspect that every person responded the same way to a particular item (S. A. Sivo, personal communication, February 18, 2004).

Since there were no negative item total correlations, the reliability coefficient alpha would not increase by dropping any one item from the questionnaire instrument. As a matter of fact, there was only one item out of 16 items in total which would help increase the reliability coefficient. This one item “Prefers creative work over analytical work”, if deleted, would increase the overall coefficient alpha from .9422 to .9430. This increase of .00008% was considered negligible by the researcher, especially when the item’s usefulness was taken into account as indicated by the methodological blueprint, literature review, and focus groups. The reliability analysis is presented in Table 10.

**Table 10****Reliability Analysis**

	Corrected Item Total Correlation	Alpha if Item Deleted
Knowledge of the realities involved in this type of work	.737	.938
Knowledge of basic terminology used in the lodging industry	.577	.941
Knowledge of lodging management practices	.589	.941
Knowledge of guest service standards	.712	.938
Knowledge of hospitality products and services	.586	.941
Ability to be caring and empathetic with guests	.784	.936
Ability to balance the needs of multiple guests at one time	.747	.937
Ability to generate an attitude of trust among co-workers	.821	.936
Takes personal pride in satisfying the needs of others	.800	.936
Defines self as empathetic to the needs of others	.709	.938
Has the tendency to seek out positive solutions as opposed to avoiding negative outcomes	.812	.936
Prefers solving problems over following standard procedures	.668	.939
Prefers each day to be different over each day being the same	.666	.939
Prefers a flexible work schedule with varying hours	.664	.939
Believes hard work is rewarded through promotion	.704	.938
Prefers creative work over analytical work	.475	.943

Note: n=137; n of items = 16; Coefficient Alpha = .9422

### **Research Instrument Summary**

An exploratory factor analysis was performed. Its objective was to reduce a larger set of variables (16 separate job competency expectation statements) to a smaller set of three factors based upon the blueprint created by the researcher. These factors represent job competency expectation dimensions for future lodging managers as indicated through a review of literature and provision of expert focus groups. The blueprint sought the factors of knowledge, ability, and attitude and the exploratory factor analysis confirmed such factors through a review of initial factor loadings using the Maximum Likelihood procedure in the statistical software program SPSS<sup>®</sup> (2003). Confident interpretation of the results was possible.

It appears that the research instrument had the ability to explain over 75% of the variable variances (see Table 5 above) in concert with the blueprint developed from previous literature as well as expert input through focus groups. The statements were highly reliable among this group of respondents with a reliability coefficient of .9422 (see Table 10) as determined from a reliability analysis performed using SPSS<sup>®</sup> (2003).

### **Research Question 1**

Research Question 1 queried:

Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality baccalaureate degrees

versus new hires with non-hospitality management baccalaureate degrees as measured by mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude?

To answer this question, the researcher first identified mean scores on each item statement (see Table 4). A repeated-measures analysis of variance (ANOVA) was used to identify statistically significant differences in mean scores, if any, between expectations for hospitality graduate new-hires versus expectations for non-hospitality graduate new-hires.

According to Green and Salkind (2003), the researcher would expose each subject to all levels of a qualitative variable and measure it on a quantitative variable each time the subject is exposed. Further they explained that when a researcher uses a repeated-measures design, the “level of a within-subject factor may represent scores from different scales, and the focus may be on evaluating differences in means among these scales” (p. 212). Indeed, since respondents in the current survey were exposed to the expectations scale for job competencies (either hospitality or non-hospitality graduate) and then exposed to the same scale for the job competencies of the other type of graduate immediately after the first scale, there may be within-subjects bias.

As indicated in Green and Salkind (2003) the scales used must measure individuals on the same metric and any differences in means scores must be interpretable by the researcher. In this study, as indicated above, the scales were identical and any differences in mean scores between job competency expectations for new-hires with

hospitality baccalaureate degrees versus job competency expectations for new-hires with non-hospitality baccalaureate degrees were interpretable.

Assumptions of the repeated-measures ANOVA included 1) that the dependent variable is normally distributed in the population for each level of the within-subjects factor, 2) that the population variance of difference scores computed between any two levels of a within-subjects factor is the same value regardless of which two levels are chosen, and, 3) that the cases represent a random sample from the population and there is no dependency in the scores between participants (Green & Salkind, 2003). An attempt to satisfy all of these assumptions was undertaken by the researcher.

Hence, a within-subjects ANOVA was performed to analyze differences in mean scores on each statement on the questionnaire. Under the factor *knowledge*, statistically significant mean differences of job competency expectations between hospitality graduate new-hires and non-hospitality graduate new-hires were found on every statement as indicated below.

On the statement, *knowledge of the realities involved in this type of work*, manager expectations were statistically significantly higher for hospitality graduates  $m=4.34$  ( $sd = .83$ ) versus expectations for non-hospitality management graduates  $m = 3.47$  ( $sd = 1.16$ ), Wilk's  $\Lambda = .59$ ,  $F(1, 136) = 95.22$ ,  $p = .000$ , partial  $\eta^2 = .41$ . The second statement within the knowledge section, *knowledge of basic terminology used in the lodging industry*, also had a statistically higher mean score for job expectations for those new-hires with lodging degrees. The mean expectation for lodging majors was  $m = 4.39$

(sd = .82) versus the non-hospitality mean score of  $m = 3.07$  (sd = 1.08), Wilk's  $\Lambda = .42$ ,  $F(1, 136) = 185.38$ ,  $p = .000$ , partial  $\eta^2 = .58$ .

The next statement, *knowledge of lodging management practices*, had a statistically significant difference in mean job competency expectation scores with  $m = 4.09$  (sd = .86) for hospitality graduates versus  $m = 2.99$  (sd = 1.01) for non-hospitality graduates, Wilk's  $\Lambda = .47$ ,  $F(1, 136) = 153.56$ ,  $p = .000$ , partial  $\eta^2 = .53$ . When rating *knowledge of guest service standards*, lodging managers again indicated a statistically significantly higher mean score for hospitality graduates versus non-hospitality graduates with  $m = 4.33$  (sd = .81) over  $m = 3.57$  (sd = 1.12), Wilk's  $\Lambda = .59$ ,  $F(1, 136) = 94.98$ ,  $p = .000$ , partial  $\eta^2 = .41$ .

The last statement under the factor *knowledge, knowledge of hospitality products and services*, also had higher mean scores reported for hospitality graduates than non-hospitality graduates. The job competency mean expectation scores reported for hospitality graduates was  $m = 4.17$  (sd = .80) versus  $m = 3.02$  (sd = 1.13) for non-hospitality baccalaureate graduates, Wilk's  $\Lambda = .48$ ,  $F(1, 136) = 144.72$ ,  $p = .000$ , partial  $\eta^2 = .52$ .

The researcher chose to report Wilk's  $\Lambda$  compared to Pillai's Trace, Hotelling's Trace, or Roy's Largest Root since Wilk's  $\Lambda$  is 1) most likely to be recognized by others in the research community and, 2) sphericity assumptions were satisfied on all statements by Box's Test of Equality of Covariance Matrices (Field, 2000; Green & Salkind, 2003). The mean difference results for each statement within the factor *knowledge* are displayed in Table 11.

**Table 11****Knowledge Mean Score Differences**

Job Competency Variable	Mean		n	<i>F</i>	<i>p</i>	Wilk's $\Lambda$	Partial $\eta^2$
Knowledge of the realities involved in this type of work	4.34	(H)	137	95.22	.000	.59	.41
	3.47	(NH)	137				
Knowledge of basic terminology used in the lodging industry	4.39	(H)	137	185.38	.000	.42	.58
	3.07	(NH)	137				
Knowledge of lodging management practices	4.09	(H)	137	153.56	.000	.47	.53
	2.99	(NH)	137				
Knowledge of guest service standards	4.33	(H)	137	94.98	.000	.59	.41
	3.57	(NH)	137				
Knowledge of hospitality products and services	4.17	(H)	137	144.72	.000	.48	.52
	3.02	(NH)	137				

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire.

Similar to the factor *knowledge*, the factor *ability* had all reported scores on statements indicating statistically significant mean differences between job competency expectations for hospitality baccalaureate graduate new-hires compared to non-hospitality baccalaureate graduate new-hires. The first statement, *ability to be caring and empathetic with guests* had a statistically significantly different mean scores of  $m = 4.52$  ( $sd = .77$ ) and  $m = 4.14$  ( $sd = 1.04$ ) hospitality versus non-hospitality respectively, Wilk's  $\Lambda = .82$ ,  $F(1, 136) = 29.09$ ,  $p = .000$ , partial  $\eta^2 = .18$ . The second statement, *ability to balance the needs of multiple guests at one time*, also had statistically significantly different mean scores with  $m = 4.24$  ( $sd = .85$ ) for hospitality graduates and  $m = 3.95$  ( $sd = 1.01$ ) for non-hospitality graduates, Wilk's  $\Lambda = .89$ ,  $F(1, 136) = 17.20$ ,  $p = .000$ , partial  $\eta^2 = .11$ . Next, the statement *ability to generate an attitude of trust among co-workers* also had statistically higher mean scores for hospitality graduates  $m = 4.35$  ( $sd = .81$ ) versus non-hospitality graduates  $m = 4.15$  ( $sd = .98$ ), Wilk's  $\Lambda = .93$ ,  $F(1, 136) = 9.82$ ,  $p = .002$ , partial  $\eta^2 = .07$ .

The fourth *ability* statement, *takes personal pride in satisfying the needs of others*, had a statistically higher mean job competency scores of  $m = 4.42$  ( $sd = .86$ ) for hospitality graduates than non-hospitality graduates  $m = 4.17$  ( $sd = .97$ ), Wilk's  $\Lambda = .89$ ,  $F(1, 136) = 16.50$ ,  $p = .000$ , partial  $\eta^2 = .11$ . The fifth *ability* statement, *defines self as empathetic to the needs of others*, had statistically significantly higher mean scores for hospitality graduates with  $m = 4.15$  ( $sd = .89$ ) compared to  $m = 4.01$  ( $sd = .94$ ) for non-hospitality graduates, Wilk's  $\Lambda = .96$ ,  $F(1, 136) = 5.02$ ,  $p = .027$ , partial  $\eta^2 = .04$ . The final *ability* statement, *has the tendency to seek out positive solutions as opposed to*



*avoiding negative outcomes*, also had statistically significantly different mean scores with hospitality at  $m = 4.36$  ( $sd = .76$ ) compared to non-hospitality at  $m = 4.09$  ( $sd = .99$ ), Wilk's  $\Lambda = .90$ ,  $F(1, 136) = 15.99$ ,  $p = .000$ , partial  $\eta^2 = .11$ . Results of the mean score differences for the factor *ability* are reported in Table 12.

The factor *attitude* also was similar to both *knowledge* and *ability* in that respondents indicated statistically significantly higher mean job competency expectations for hospitality baccalaureate graduates than for non-hospitality baccalaureate graduates; this was the case on all statements. The first statement, *prefers solving problems over following standard procedures* had a statistically higher mean score for hospitality graduates of  $m = 4.01$  ( $sd = .89$ ) compared to  $m = 3.78$  ( $sd = .97$ ) for non-hospitality graduates, Wilk's  $\Lambda = .92$ ,  $F(1, 136) = 11.75$ ,  $p = .001$ , partial  $\eta^2 = .08$ . The second statement, *prefers each day to be different over each day being the same*, had a mean score for hospitality graduates of  $m = 3.91$  ( $sd = .90$ ) compared to  $m = 3.63$  ( $sd = 1.01$ ) for non-hospitality graduates. Again, this difference was statistically significant, Wilk's  $\Lambda = .90$ ,  $F(1, 136) = 15.42$ ,  $p = .000$ , partial  $\eta^2 = .10$ . Next, the statement, *prefers a flexible work schedule with varying hours*, had a statistically significantly higher mean for hospitality graduates of  $m = 4.11$  ( $sd = .90$ ) versus  $m = 3.86$  ( $sd = 1.00$ ) for non-hospitality graduates, Wilk's  $\Lambda = .92$ ,  $F(1, 136) = 12.01$ ,  $p = .001$ , partial  $\eta^2 = .08$ .

The fourth *attitude* statement, *believes hard work is rewarded through promotions*, had a statistically significantly higher mean score for hospitality graduates of  $m = 4.18$  ( $sd = .90$ ) compared to  $m = 3.97$  ( $sd = .94$ ) for non-hospitality graduates, Wilk's  $\Lambda = .93$ ,  $F(1, 136) = 10.33$ ,  $p = .002$ , partial  $\eta^2 = .07$ . Lastly, the statement, *prefers*

**Table 12****Ability Mean Score Differences**

Job Competency Variable	Mean		n	<i>F</i>	<i>p</i>	Wilk's $\Lambda$	Partial $\eta^2$
Ability to be caring and empathetic with guests	4.52	(H)	137	29.09	.000	.82	.18
	4.14	(NH)	137				
Ability to balance the needs of multiple guests at one time	4.24	(H)	137	17.20	.000	.89	.11
	3.95	(NH)	137				
Ability to generate an attitude of trust among co-workers	4.35	(H)	137	9.82	.002	.93	.07
	4.15	(NH)	137				
Takes personal pride in satisfying the needs of others	4.42	(H)	137	16.50	.000	.89	.11
	4.17	(NH)	137				
Defines self as empathetic to the needs of others	4.15	(H)	137	5.02	.027	.96	.04
	4.01	(NH)	137				
Has the tendency to seek out positive solutions as opposed to avoiding negative outcomes	4.36	(H)	137	15.99	.000	.90	.11
	4.09	(NH)	137				

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire.

*creative work over analytical work*, had a mean score for hospitality graduates of  $m = 3.56$  ( $sd = .86$ ) compared to  $m = 3.37$  ( $sd = .92$ ) for non-hospitality graduates. This difference was also statistically significant, Wilk's  $\Lambda = .95$ ,  $F(1, 136) = 7.54$ ,  $p = .007$ , partial  $\eta^2 = .05$ . The results of the mean score differences for *attitude* are provided in Table 13.

In summary, the researcher concluded that statistically significant differences were present between lodging manager expectations for new hires based upon whether the new hire possessed a hospitality baccalaureate degree or a non-hospitality baccalaureate degree. These differences were found on all three factors, *knowledge*, *ability*, and *attitude*, as indicated by the respondents' mean score differences which were statistically significant on every questionnaire item within every factor.

## **Research Question 2**

Research Question 2 asked:

Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees based upon the mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude and the *gender of the lodging manager*?

In order to answer this research question, a repeated-measures

**Table 13****Attitude Mean Score Differences**

Job Competency Variable	Mean		n	<i>F</i>	<i>p</i>	Wilk's $\Lambda$	Partial $\eta^2$
Prefers solving problems over following standard procedures	4.01 (H) 3.78 (NH)		137 137	11.75	.001	.92	.08
Prefers each day to be different over each day being the same	3.91 (H) 3.63 (NH)		137 137	15.24	.000	.90	.10
Prefers a flexible work schedule with varying hours	4.11 (H) 3.86 (NH)		137 137	12.01	.001	.92	.08
Believes hard work is rewarded through promotion	4.18 (H) 3.97 (NH)		137 137	10.33	.002	.93	.07
Prefers creative work over analytical work	3.56 (H) 3.37 (NH)		137 137	7.54	.007	.95	.05

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Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire.

ANOVA was performed with *gender* added as the between-subjects factor as discussed in Field (2000). The responses to each statement were subjected to the Box's Test of Equality of Covariance Matrices and data did not violate the sphericity assumption during any of the data analyzes on any of the individual statements.

Under the factor *knowledge*, the first statement, *knowledge of the realities involved in this type of work*, respondents reported statistically significantly higher mean scores of job competency expectations regardless of gender with both males and females expecting more from hospitality baccalaureate graduates with sphericity assumed. Males ( $n = 109$ ) had  $m = 4.30$  ( $sd = .81$ ) for hospitality graduates and  $m = 3.49$  ( $sd = 1.17$ ) for non-hospitality graduates. Females ( $n = 28$ ) had  $m = 4.46$  ( $sd = .88$ ) for hospitality graduates and  $m = 3.39$  ( $sd = 1.17$ ) for non-hospitality graduates. A statistically significant difference between majors (hospitality versus non-hospitality) existed,  $F(1, 135) = 73.33, p = .000$ , partial  $\eta^2 = .35$ . This meant that the major of the new-hire explained approximately 35%.

*Knowledge* statement two, *knowledge of basic terminology used in the lodging industry*, had similar results with statistically higher mean expectation scores for hospitality graduates. With sphericity assumed, males ( $n = 109$ ) had  $m = 4.38$  ( $sd = .79$ ) for hospitality graduates and  $m = 3.14$  ( $sd = 1.07$ ) for non-hospitality graduates whereas females ( $n = 28$ ) had  $m = 4.43$  ( $sd = .92$ ) for hospitality graduates and  $m = 2.82$  ( $sd = 1.09$ ) for non-hospitality graduates. These mean differences were statistically significant for major,  $F(1, 135) = 142.86, p = .000$ , partial  $\eta^2 = .51$ . This meant that the major of the

new hire explained approximately 51% of the mean score differences in expectations held by lodging managers.

Statement three under *knowledge, knowledge of lodging management practices*, also had statistically significant differences based upon major regardless of gender of the lodging manager reporting. Males (n = 109) had a  $m = 4.13$  (sd = .83) for hospitality graduates and  $m = 3.07$  (sd = 1.03) for non-hospitality graduates compared to females (n = 28) with a  $m = 3.96$  (sd = .96) for hospitality graduates and  $m = 2.64$  (sd = .91) for non-hospitality graduates. This difference in mean scores was again statistically significant based upon major,  $F(1, 135) = 114.94, p = .000$ , partial  $\eta^2 = .46$ , meaning approximately 46% of the difference in mean scores on this item could be attributed to major of the new-hire.

Next, the *knowledge* statement, *knowledge of guest service standards*, also had statistically significant mean differences between hospitality and non-hospitality graduate new-hires based upon major with gender no interaction due to gender. Females (n = 28) had a  $m = 4.32$  (sd = .98) for hospitality graduates and a  $m = 3.64$  (sd = 1.25) for non-hospitality graduates whereas males (n = 109) had a  $m = 4.33$  (sd = .76) for hospitality graduates and a  $m = 3.55$  (sd = 1.08) for non-hospitality graduates. These differences in mean scores between majors were statistically significant with no interaction effect based upon gender,  $F(1, 135) = 56.70, p = .000$ , partial  $\eta^2 = .30$ , meaning that 30% of the difference between means was attributable to major of the new-hires baccalaureate degree major.

The last statement under the factor of *knowledge, knowledge of hospitality products and services*, had similar findings of mean scores based upon gender. There was a statistically significant difference in mean scores based upon major of the baccalaureate degreed new-hire, but no interaction effect due to gender. Males (n = 109) had a  $m = 4.17$  (sd = .75) for hospitality graduates and a  $m = 3.06$  (sd = 1.15) for non-hospitality graduates. Females (n = 28) had a  $m = 4.18$  (sd = .98) for hospitality graduates and a  $m = 2.86$  (sd = 1.04) for non-hospitality graduates. The difference between majors was found to be statistically significant,  $F(1, 135) = 105.04, p = .000$ , partial  $\eta^2 = .44$ . This meant that approximately 44% of the difference in mean reported scores could be attributable to major held of the newly hired employee.

Differences in mean job competency expectations for the factor of *knowledge* were all found to be statistically significant with no interaction effect on any statement due to gender. These figures are consolidated and reported in Table 14.

The next factor, *ability*, was analyzed to locate any statistically significant differences in a similar fashion. Statement one of the *ability* factor, *ability to be caring and empathetic to guests*, had statistically significant mean differences in expectation scores based upon major of the new-hire with no between subjects effect based upon gender. Males (n = 109) had a  $m = 4.54$  (sd = .74) for hospitality new-hires and  $m = 4.17$  (sd = 1.01) for non-hospitality graduates. Females (n = 28) had a  $m = 4.43$  (sd = .88) for hospitality graduates and a  $m = 4.00$  (sd = 1.16) for non-hospitality graduates. These differences in means were found to be statistically significant,  $F(1, 135) = 20.65, p = .000$ ,

**Table 14****Knowledge Items (Gender)**

Job Competency Variable	Male <i>m</i> (H)	Male <i>m</i> (NH)	Female <i>m</i> (H)	Female <i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Knowledge of the realities involved in this type of work	4.30	3.49	4.46	3.39	73.33	.000	.35
Knowledge of basic terminology used in the lodging industry	4.38	3.14	4.43	2.82	142.86	.000	.51
Knowledge of lodging management practices	4.13	3.07	3.96	2.64	114.94	.000	.46
Knowledge of guest service standards	4.33	3.55	4.32	3.64	56.70	.000	.30
Knowledge of hospitality products and services	4.17	3.06	4.18	2.86	105.04	.000	.44

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire.



partial  $\eta^2 = .13$ , with approximately 13% of the difference in means explained by the major of the new-hire.

Statement two of the *ability* factor, *ability to balance the needs of multiple guests at one time*, had statistically significant differences between the majors of the new hires regardless of the gender of the reporting manager. Females ( $n = 28$ ) had a  $m = 4.39$  ( $sd = .83$ ) for hospitality graduates and a  $m = 3.96$  ( $sd = 1.04$ ) for non-hospitality graduates. Males ( $n = 109$ ) had a  $m = 4.20$  ( $sd = .85$ ) for hospitality graduates with a  $m = 3.94$  ( $sd = 1.01$ ) for non-hospitality graduates. The difference in mean scores was statistically significant with no interaction effect due to gender discovered,  $F(1, 135) = 15.42$ ,  $p = .000$ , partial  $\eta^2 = .10$ . This was interpreted to mean that approximately 10% of the difference in scores could be attributed to the major of the newly hired employed.

The third statement, *ability to generate an attitude of trust among co-workers*, also discovered statistically significant mean differences in scores with males ( $n = 109$ ) reporting a  $m = 4.34$  ( $sd = .81$ ) for hospitality graduates and a  $m = 4.19$  ( $sd = .99$ ) for non-hospitality graduates whereas females ( $n = 28$ ) reported a  $m = 4.39$  ( $sd = .83$ ) for hospitality graduates and a  $m = 4.00$  ( $sd = .98$ ) for non-hospitality graduates. The difference in mean scores was statistically significant,  $F(1,135) = 12.11$ ,  $p = .001$ , partial  $\eta^2 = .08$ , explaining approximately 8% of the difference in scores based upon major of the newly hired employee.

The fourth statement under the factor of *ability*, *takes personal pride in satisfying the needs of others*, also resulted in statistically significant mean differences in scores. Females ( $n = 28$ ) had a  $m = 4.32$  ( $sd = .95$ ) for hospitality graduates and a  $m = 4.14$  ( $sd =$

1.08) for non-hospitality graduates compared to males ( $n = 109$ ) with a  $m = 4.44$  ( $sd = .84$ ) for hospitality graduates and a  $m = 4.17$  ( $sd = .95$ ) for non-hospitality graduates. The differences in means was reported to be statistically significant with no significant interaction effect based upon gender,  $F(1, 135) = 8.57, p = .004$ , partial  $\eta^2 = .06$ . This meant that approximately 6% of the differences in mean scores could be attributed to major of the newly hired employee.

The next statement, *defines self as empathetic to the needs of others*, also had lodging managers reporting statistically significant differences in mean scores based upon major of the new-hire with no interaction effect for gender. Males ( $n = 109$ ) had a  $m = 4.17$  ( $sd = .88$ ) for hospitality graduates and a  $m = 4.04$  ( $sd = .89$ ) for non-hospitality graduates. Females ( $n = 28$ ) had a  $m = 4.11$  ( $sd = .96$ ) for hospitality graduates and a  $m = 3.89$  ( $sd = 1.13$ ) for non-hospitality graduates. These were determined to be statistically significantly different mean scores,  $F(1, 135) = 4.48, p = .036$ , partial  $\eta^2 = .03$ . This statement, while statistically significant, explained approximately 3% of the difference in mean scores based upon major of the new-hire.

The last statement under the factor of *ability, has the tendency to seek out positive solutions as opposed to avoiding negative outcomes*, also had statistically significant differences in mean scores based upon major of the newly hire employee, with no interaction effect based upon gender of the reporting lodging manager. Males ( $n = 109$ ) had a  $m = 4.35$  ( $sd = .79$ ) for hospitality graduates and a  $m = 4.11$  ( $sd = .94$ ) for non-hospitality graduates whereas females ( $n = 28$ ) reported a  $m = 4.39$  ( $sd = .69$ ) for hospitality graduates and a  $m = 4.00$  ( $sd = 1.19$ ) for non-hospitality graduates. The

difference in mean scores was statistically significant,  $F(1, 135) = 14.19, p = .000$ , partial  $\eta^2 = .10$ , explaining about 10% of the difference in scores based upon major of the new-hire into the lodging industry.

Differences in mean job competency expectations for the factor of *ability* were all found to be statistically significant with no difference between males and females (no interaction effect based upon gender). These figures are reported in Table 15.

The third and final factor, *attitude*, consisted of five individual statements. The first statement, *prefers solving problems over following standard procedures*, had respondents reporting with statistically significant difference in mean scores based upon major of the new hire. Male ( $n = 109$ ) had a  $m = 4.06$  ( $sd = .78$ ) for hospitality majors and a  $m = 3.81$  ( $sd = .92$ ) for non-hospitality majors. Females ( $n = 28$ ) had a  $m = 3.86$  ( $sd = 1.24$ ) for hospitality majors with a  $m = 3.68$  ( $sd = 1.16$ ) for non-hospitality majors. The differences in mean scores was determined to be statistically significant with no interaction effect based upon gender,  $F(1, 135) = 6.32, p = .013, \eta^2 = .05$ . This meant that approximately 5% of the difference in means scores could be attributed to the major of the newly hired employee.

The second statement under the factor of *attitude* was *prefers each day to be different over each day being the same*. Males ( $n = 109$ ) had a  $m = 3.93$  ( $sd = .87$ ) for hospitality graduates and a  $m = 3.62$  ( $sd = .96$ ) for non-hospitality graduates whereas females ( $n = 28$ ) had a  $m = 3.86$  ( $sd = 1.01$ ) for hospitality graduates and a  $m = 3.64$  ( $sd = 1.19$ ) for non-hospitality graduates. The difference in these mean scores was determined to be statistically significant with no interaction effect based upon gender of the lodging

**Table 15****Ability Items (Gender)**

Job Competency Variable	Male <i>m</i> (H)	Male <i>m</i> (NH)	Female <i>m</i> (H)	Female <i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Ability to be caring and Empathetic with guests	4.54	4.17	4.43	4.00	20.65	.000	.13
Ability to balance the needs of multiple guests at one time	4.20	3.94	4.39	3.96	15.42	.000	.10
Ability to generate an attitude of trust among co-workers	4.34	4.19	4.39	4.00	12.11	.001	.08
Takes personal pride in Satisfying the needs of others	4.44	4.17	4.32	4.14	8.57	.004	.06
Defines self as empathetic to the needs of others	4.17	4.04	4.11	3.89	4.48	.036	.03
Has the tendency to seek out positive solutions as opposed to avoiding negative outcomes	4.35	4.11	4.39	4.00	14.19	.000	.10

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire.

manager reporting,  $F(1, 135) = 8.23, p = .005, \eta^2 = .06$ , explaining 6% of the difference in mean scores based upon major of the baccalaureate degree graduate.

The third statement, *prefers a flexible work schedule with varying hours*, also had statistically significant differences in mean scores based upon the major of the new hire with no interaction effect based upon gender of the reporting manager. Males ( $n = 109$ ) had a  $m = 4.09$  ( $sd = .85$ ) for hospitality graduates and a  $m = 3.86$  ( $sd = .93$ ) for non-hospitality graduates compared to females ( $n = 28$ ) who had a  $m = 4.18$  ( $sd = 1.09$ ) for hospitality graduates and a  $m = 3.86$  ( $sd = 1.27$ ) for non-hospitality graduates. The difference in mean scores was determined to be statistically significant,  $F(1, 135) = 9.57, p = .002, \eta^2 = .07$ , with 7% of the difference in scores attributable to the major of the new hire.

The fourth statement within the factor *attitude* was *believes hard work is rewarded through promotion*. On this item, males ( $n = 109$ ) had a  $m = 4.21$  ( $sd = .87$ ) for hospitality graduates and a  $m = 4.00$  ( $sd = .90$ ) for non-hospitality graduates. Females ( $n = 28$ ) had a  $m = 4.07$  ( $sd = 1.02$ ) for hospitality graduates and a  $m = 3.86$  ( $sd = 1.08$ ) for non-hospitality graduates. These statistically significant mean differences had no interaction effect based upon gender of the lodging manager,  $F(1, 135) = 6.73, p = .011, \eta^2 = .05$ , explaining approximately 5% of the difference in mean scores based upon major of the newly hired employee.

The final statement for the factor *attitude* was *prefers creative work over analytical work*. This statement also had lodging managers reporting statistically significantly different mean scores with no interaction effect for the between-subjects

factor of gender. Males ( $n = 109$ ) had a  $m = 3.55$  ( $sd = .84$ ) for hospitality majors and a  $m = 3.36$  ( $sd = .86$ ) for non-hospitality majors. Females ( $n = 28$ ) had a  $m = 3.61$  ( $sd = .92$ ) for hospitality majors and a  $m = 3.43$  ( $sd = 1.14$ ) for non-hospitality majors. The difference in mean scores was statistically significant,  $F(1,135) = 4.65$ ,  $p = .033$ ,  $\eta^2 = .03$ . Although the difference was statistically significant, approximately 3% of the difference in scores could be explained by the major of the new hire.

Similar to the factors of *knowledge* and *ability*, the factor of *attitude* had each of its statements indicating statistically significantly different mean scores based upon the major of the newly hired employee with no interaction effect on any statement based upon gender of the lodging manager. These findings are summarized in Table 16.

All statements on all factors had statistically significant mean score differences between hospitality graduates new-hire expectations and non-hospitality graduate new-hire expectations. It appeared that regardless of gender of the lodging manager respondent, all managers rated higher expectations for hospitality graduate new-hires over non-hospitality graduate new-hires regardless of the factor *knowledge*, *ability*, or *attitude*.

### **Research Question 3**

Research Question 3 asked:

Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate

**Table 16****Attitude Items (Gender)**

Job Competency Variable	Male <i>m</i> (H)	Male <i>m</i> (NH)	Female <i>m</i> (H)	Female <i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Prefers solving problems over following standard procedures	4.06	3.81	3.86	3.68	6.32	.013	.05
Prefers each day to be different over each day being the same	3.93	3.62	3.86	3.64	8.23	.005	.06
Prefers a flexible work schedule with varying hours	4.09	3.86	4.18	3.86	9.57	.002	.07
Believes hard work is rewarded through promotion	4.21	4.00	4.07	3.86	6.73	.011	.05
Prefers creative work over analytical work	3.55	3.36	3.61	3.43	4.65	.033	.03

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire.

degrees and new hires with non-hospitality management baccalaureate degrees based upon the mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude and the *number of years the manager has worked in the lodging industry?*

This research question was analyzed using the repeated-measures ANOVA.

Respondents were asked to indicate one of four possible categories for their years of service worked in the lodging industry. These four levels were defined as: a) Less than 2 Years, b) 2 or More, but Less Than 5, c) 5 or more, but less than 10, and d) 10 or more. No respondents reported that they had worked in the lodging industry Less than 2 years (n = 0). Only 2 individuals reported 2 or more, but less than 5. Eleven individuals claimed 5 or more, but less than 10. The last category, 10 or more, had the vast majority of respondents (n = 124). This descriptive data, *years the manager has worked in the lodging industry*, is provided in Table 17.

The responses to every statement were subjected to the Box’s Test of Equality of Covariance Matrices. No items were found to be in violation of the sphericity assumption during any of the data analyzes for research question three.

**Table 17**

**Years of Experience**

<u>Years of Experience of Manager Respondent (n=137)</u>	<u>n</u>	<u>%</u>	<u>Cumulative Percent</u>
2 Years or Less	0	0.0	0.0
2 or More, but Less Than 5	2	1.5	1.5



5 or More, but Less Than 10	11	8.0	9.5
10 or More	124	90.5	100.0

The first statement under the factor *knowledge, knowledge of the realities involved in this type of work*, had statistically significant differences between major of the new-hire, but no significant interaction based upon years the manager had worked in the industry. For hospitality baccalaureate graduates, those reporting 2 or More Years, but Less Than 5 had a  $m = 3.50$  ( $sd = .71$ ), 5 or More, but Less Than 10 had a  $m = 4.18$  ( $sd = .87$ ), and 10 or More had a  $m = 4.36$  ( $sd = .82$ ). For non-hospitality graduates, 2 or More Years, but Less Than 5 had a  $m = 3.00$  ( $sd = .00$ ), 5 or More, but Less Than 10 had a  $m = 3.27$  ( $sd = 1.19$ ), and 10 or More had a  $m = 3.49$ , ( $sd = 1.17$ ). These mean scores differences were statistically significant,  $F(1, 134) = 7.89$ ,  $p = .006$ ,  $\eta^2 = .06$  explaining 6% of the difference in mean scores based upon major. A Scheffe post-hoc test found no statistically significant differences between groups based upon years of experience of the manager.

Statement two, *knowledge of basic terminology used in the lodging industry*, had similar findings indicating statistical significantly different mean scores. For hospitality graduates the category 2 or More, but Less Than 5 had a  $m = 3.50$  ( $sd = .71$ ), the category 5 or More, but Less Than 10 had a  $m = 4.36$  ( $sd = .92$ ), and the category 10 or More had a  $m = 4.40$  ( $sd = .81$ ). For non-hospitality graduates these categories, respectively, had a  $m = 3.00$  ( $sd = .00$ ),  $m = 2.82$  ( $sd = 1.25$ ), and  $m = 3.10$  ( $sd = 1.07$ ). These mean differences were statistically significant,  $F(1, 134) = 14.65$ ,  $p = .000$ ,  $\eta^2 = .10$  explaining

approximately 10% of the difference in scores. A Scheffe post-hoc test found no statistically significant differences among groups based upon tenure of the manager.

The third statement under the factor of *knowledge, knowledge of lodging management practices*, had the following mean scores for hospitality graduates: the category 2 or More, but Less Than 5 had  $m = 3.00$  ( $sd = 1.41$ ), 5 or More, but Less Than 10 had  $m = 4.09$  ( $sd = .94$ ), and 10 or More had  $m = 4.11$  ( $sd = .84$ ). For non-hospitality baccalaureate graduates, these categories, respectively, had  $m = 3.00$  ( $sd = .00$ ),  $m = 2.64$  ( $sd = 1.12$ ), and  $m = 3.02$  ( $sd = 1.01$ ). These mean scores differences were determined to be statistically significant,  $F(1, 134) = 10.00$ ,  $p = .002$ ,  $\eta^2 = .07$  explaining 7% of the difference in scores. A Scheffe post-hoc test found no statistically significant differences among categories of years in the lodging industry.

The next statement, *knowledge of guest service standards* had the following reported means and standard deviations. The category 2 or More, but Less Than 5 had  $m = 4.00$  ( $sd = .00$ ), 5 or More, but Less Than 10 had  $m = 4.18$  ( $sd = .98$ ), and 10 or More had  $m = 4.35$  ( $sd = .80$ ). The non-hospitality graduates had means and standard deviations of  $m = 3.50$  ( $sd = .71$ ),  $m = 3.55$  ( $sd = 1.21$ ), and  $m = 3.57$  ( $sd = 1.12$ ) for the categories in the respective order as listed above. These mean score differences were deemed statistically significant,  $F(1, 134) = 7.24$ ,  $p = .008$ ,  $\eta^2 = .05$  explaining 5% of the difference in scores. A Scheffe post-hoc test found no statistically significant differences between groups.

The last statement under the factor *knowledge, knowledge of hospitality products and services*, also found statistical significance between means. For hospitality graduates,

category 2 or More, but Less Than 5 had a  $m = 4.00$  ( $sd = .00$ ), 5 or More, but Less Than 10 had a  $m = 4.09$  ( $sd = .94$ ), and 10 or More had a  $m = 4.18$  ( $sd = .80$ ). For non-hospitality graduates, the respective means and standard deviations were:  $m = 3.00$  ( $sd = .00$ ),  $m = 2.73$  ( $sd = 1.27$ ), and  $m = 3.05$  ( $sd = 1.13$ ). These mean differences were found to be statistically significant,  $F(1, 134) = 16.20$ ,  $p = .000$ ,  $\eta^2 = .11$  explaining 11% of the difference in scores. A Scheffe post-hoc test found no statistical significance between groupings.

All statements under the factor of *knowledge* were found to have statistically lower mean score job competency expectations for new-hires who graduates with non-hospitality baccalaureate degrees regardless of the number of years the manager had worked in the lodging industry. These findings are reported in Table 18.

The second factor, *ability*, had six individual statements, the first of which was, *ability to be caring and empathetic with guests*, showed statistically significant mean differences. For hospitality graduate expectations, the level 2 or More Years, but Less than 5 ( $n=2$ ), had a  $m = 5.00$  ( $sd = .00$ ), the level 5 or More Years, but Less Than 10 ( $n=11$ ), had a  $m = 4.27$  ( $sd = .65$ ), and the level 10 or More Years had a  $m = 4.53$  ( $sd = .78$ ). For non-hospitality graduates, the means and standard deviations for the respective levels were:  $m = 4.00$  ( $sd = 1.41$ ),  $m = 4.00$  ( $sd = .89$ ), and  $m = 4.15$  ( $sd = 1.05$ ).

The number of respondents was identical for all other statements on the factor *ability* and for both hospitality graduate expectations and non-hospitality graduate expectations on each question; hence,  $n=2$  for 2 or More Years, but Less than 5,  $n=11$  for 5 or More Years, but Less Than 10, and  $n=124$  for 10 or More Years. These will

**Table 18****Knowledge Items (Years of Experience)**

Job Competency Variable	Years of Experience	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Knowledge of the realities involved in this type of work	2 or More, <5	2	3.50	3.00	7.89	.006	.06
	5 or More, <10	11	4.18	3.27			
	10 or More	124	4.36	3.49			
Knowledge of basic terminology used in the hospitality industry	2 or More, <5	2	3.50	3.00	14.65	.000	.10
	5 or More, <10	11	4.36	2.82			
	10 or More	124	4.40	3.10			
Knowledge of lodging management practices	2 or More, <5	2	3.00	3.00	10.00	.002	.07
	5 or More, <10	11	4.09	2.64			
	10 or More	124	4.11	3.02			
Knowledge of guest service standards	2 or More, <5	2	4.00	3.50	7.24	.008	.05
	5 or More, <10	11	4.18	3.55			
	10 or More	124	4.35	3.57			
Knowledge of hospitality products and services	2 or More, <5	2	4.00	3.00	16.20	.000	.11
	5 or More, <10	11	4.09	2.73			
	10 or More	124	4.18	3.05			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire.

not be repeated for the remainder of the statements and can be viewed in Table 17 (above).

The differences between mean job competency expectation scores were determined to be statistically significant,  $F(1, 134) = 6.68, p = .011, \eta^2 = .05$  explaining 5% of the difference in scores based upon major of the new-hire. A Scheffe post-hoc test showed no statistical significance between years of experience groups. Statement two, *ability to balance the needs of multiple guests at one time*, had the following means and standard deviations reported for hospitality graduates. The level 2 or More Years, but Less Than 5 had a  $m = 5.00$  ( $sd = .00$ ), the level 5 or More, but Less Than 10 had a  $m = 4.55$  ( $sd = .69$ ) and the level 10 or More had a  $m = 4.21$  ( $sd = .86$ ). For non-hospitality graduate new hires, mean expectations on this statement were reported as  $m = 4.00$  ( $sd = 1.41$ ),  $m = 3.91$  ( $sd = 1.04$ ), and  $m = 3.95$  ( $sd = 1.01$ ) for these same levels, respectively. The difference in mean reported scores was statistically significant,  $F(1, 134) = 8.04, p = .005, \eta^2 = .06$  explaining approximately 6% of the difference in mean scores by major of the new-hire. A Scheffe post-hoc test revealed no statistically significant differences among years of experience levels.

The third statement under the factor *ability* was *ability to generate an attitude of trust among co-workers*. For hospitality graduate expectations on the levels 2 or More Years, but Less than 5, 5 or More Years, but Less Than 10, and 10 or More Years, respectively, the following means and standard deviations were calculated:  $m = 4.00$  ( $sd = 1.41$ ),  $m = 4.36$  ( $sd = .67$ ), and  $m = 4.35$  ( $sd = .82$ ). For non-hospitality graduate expectations using the same respective categories, the means and standard deviations

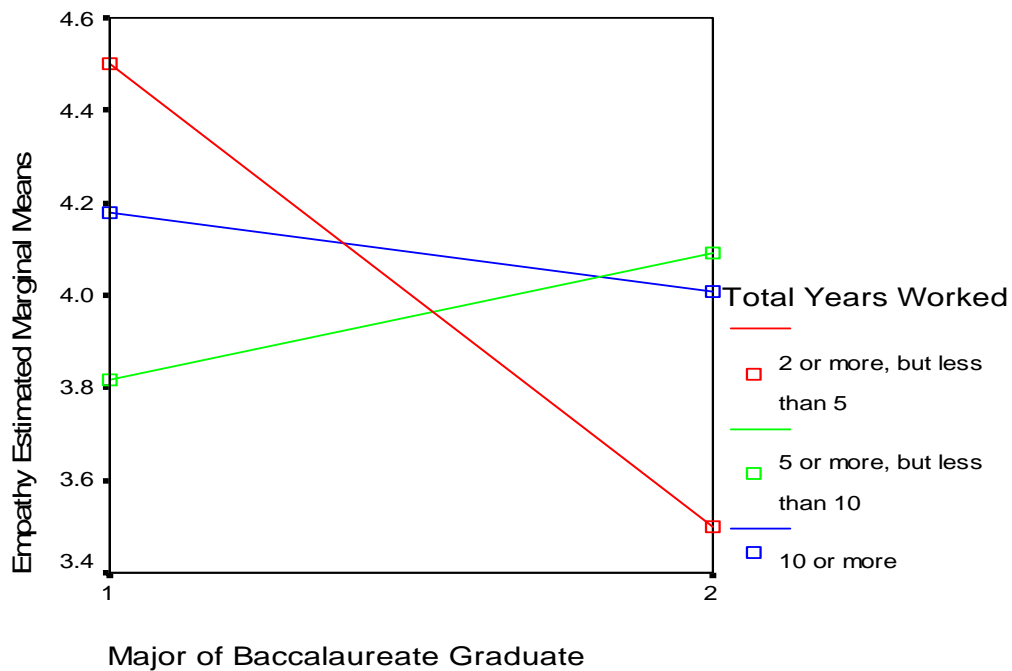
were:  $m = 3.00$  ( $sd = .00$ ),  $m = 4.09$  ( $sd = .94$ ), and  $m = 4.18$  ( $sd = .99$ ). These mean score differences were determined to be statistically significant,  $F(1, 134) = 6.51$ ,  $p = .012$ ,  $\eta^2 = .05$  explaining approximately 5% of the difference in mean scores by major of the new-hire. A Scheffe post-hoc test revealed no statistically significant differences among years of experience levels.

The next statement, *takes personal pride in satisfying the needs of others*, had the following mean scores and standard deviations for hospitality graduates. The first level 2 or More Years, but Less Than 5 had a  $m = 4.50$  ( $sd = .71$ ), the second level, 5 or More Years, but Less Than 10, had a  $m = 4.45$  ( $sd = 1.04$ ), and the third level, 10 or More Years, had a  $m = 4.41$  ( $sd = .86$ ). For non-hospitality graduate expectations and the same respective levels, the means and standard deviations were:  $m = 3.50$  ( $sd = .71$ ),  $m = 4.18$  ( $sd = .98$ ), and  $m = 4.18$  ( $sd = .98$ ). The mean differences were statistically significant,  $F(1, 134) = 7.42$ ,  $p = .007$ ,  $\eta^2 = .05$  explaining approximately 5% of the difference in mean scores by major of the new-hire. A Scheffe post-hoc test revealed no statistically significant differences among years of experience levels.

The fifth *ability* statement, *defines self as empathetic to the needs of others*, had the following means and standard deviations reported for hospitality graduate expectations. For the level 2 or More Years, but Less Than 5, the  $m = 4.50$  ( $sd = .71$ ). For the level 5 or More Years, but Less Than 10, the  $m = 3.82$  ( $sd = .87$ ). And, for the level 10 or More Years, the  $m = 4.18$  ( $sd = .89$ ). Using the respective levels, the reported means and standard deviations for non-hospitality graduate expectations was:  $m = 3.50$  ( $sd = .71$ ),  $m = 4.09$  ( $sd = .83$ ), and  $m = 4.01$  ( $sd = .96$ ). These differences in mean score

competency expectations were not found to be statistically significant at the  $\alpha = .05$  level,  $F(1, 134) = 2.39, p = .125, \eta^2 = .02$ . Regardless of years worked in the industry, lodging managers rated expectations for new hires in a similar manner with a combined average across all years of experience for hospitality graduate expectations of  $m = 4.15$  ( $sd = .89$ ) and for a combined average across all years of experience for non-hospitality graduate expectations of  $m = 4.01$  ( $sd = .94$ ). Figure 2, visually illustrates the lack of a clear statistical difference in mean score expectations for a newly hired individual based on the statement of *defines self as empathetic to the needs of others* when the between-subjects variable of years worked in the industry is examined.

The final statement under the factor of *ability* was *has the tendency to seek out positive solutions as opposed to avoiding negative outcomes*. Expectations for hospitality graduates were as follows: on the level 2 or More Years, but Less Than 5, the  $m = 4.50$  ( $sd = .71$ ), on the level 5 or More Years, but Less Than 10, the  $m = 4.36$  ( $sd = .67$ ), and on the level 10 or More Years, the  $m = 4.35$  ( $sd = .78$ ). For non-lodging graduates, the mean and standard deviation of expectation scores were:  $m = 3.50$  ( $sd = .71$ ),  $m = 4.27$  ( $sd = .79$ ), and  $m = 4.08$  ( $sd = 1.01$ ). These mean differences were statistically significant,



**Figure 2**

**Empathy with Total Years Worked**

$F(1, 134) = 4.99, p = .027, \eta^2 = .04$  explaining approximately 4% of the difference in mean scores by major of the new-hire. A Scheffe post-hoc test revealed no statistically significant differences among years of experience levels.

Five of the six statements for the factor of *ability* had statistically significant mean job competency expectation differences reported by lodging managers between hospitality and non-hospitality expectations for new hires. Findings are presented in Table 19. As stated earlier in Chapter Four, small numbers of respondents in various sub-categories may be responsible for a non-statistically significant finding; however, the



**Table 19****Ability Items (Years of Experience)**

Job Competency Variable	Years of Experience	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Ability to be caring and empathetic with guests	2 or More, <5	2	5.00	4.00	6.68	.011	.05
	5 or More, <10	11	4.27	4.00			
	10 or More	124	4.53	4.15			
Ability to balance the needs of multiple guests at one time	2 or More, <5	2	5.00	4.00	8.04	.005	.06
	5 or More, <10	11	4.55	3.91			
	10 or More	124	4.21	3.95			
Ability to generate an attitude of trust among co-workers	2 or More, <5	2	4.00	3.00	6.51	.012	.05
	5 or More, <10	11	4.36	4.09			
	10 or More	124	4.35	4.18			
Takes personal pride in satisfying the needs of others	2 or More, <5	2	4.50	3.50	7.42	.007	.05
	5 or More, <10	11	4.45	4.18			
	10 or More	124	4.41	4.18			
Defines self as empathetic to the needs of others	2 or More, <5	2	4.50	3.50	2.39	.125	.02
	5 or More, <10	11	3.82	4.09			
	10 or More	124	4.18	4.01			
Has the tendency to seek out positive solutions as opposed to avoiding negative outcomes	2 or More, <5	2	4.50	3.50	4.99	.027	.04
	5 or More, <10	11	4.36	4.27			
	10 or More	124	4.35	4.08			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire.

researcher reported all findings and garnered useful evidence where practical.

The third factor, *attitude*, had five separate statements. The first of these statements was *prefers solving problems over following standard procedures*. For hospitality graduate expectations on this statement, the first level 2 Years or More, but Less Than 5, had a  $m = 4.00$  ( $sd = 1.41$ ), the second level 5 Years or More, but Less Than 10, had a  $m = 3.64$  ( $sd = 1.29$ ), and the third level 10 Years or More, had a  $m = 4.05$  ( $sd = .84$ ). The non-hospitality graduate expectations for respective levels had means and standard deviations of  $m = 2.50$  ( $sd = .71$ ),  $m = 3.36$  ( $sd = 1.21$ ), and  $m = 3.84$  ( $sd = .93$ ). A statistically significant mean difference was found,  $F(1, 134) = 10.56$ ,  $p = .001$ ,  $\eta^2 = .07$  explaining approximately 7% of the difference in mean scores by major of the new-hire. A Scheffe post-hoc test revealed no statistically significant differences among years of experience levels. The researcher noted that on this particular statement, Box's Test of Equality of Covariance Matrices was statistically significant,  $F(3, 3589.30) = 2.94$ ,  $p = .032$ . However, calculated  $F$  values were identical for all methods.

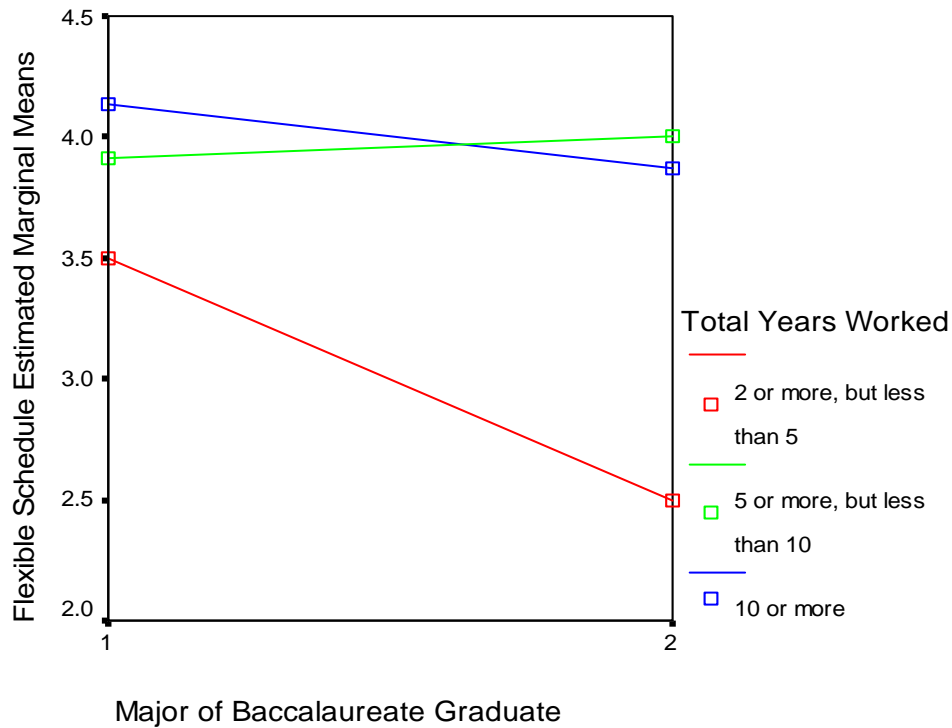
The second statement, *prefers each day to be different over each day being the same* found hospitality graduate expectations means and standard deviations as follows: for the level 2 Years or More, but Less Than 5,  $m = 4.00$  ( $sd = 1.41$ ), for the level 5 Years or More, but Less Than 10,  $m = 3.82$  ( $sd = .87$ ), and for the level 10 Years or More,  $m = 3.92$  ( $sd = .90$ ). For non-hospitality major expectations and for these levels, respectively, the means and standard deviations were:  $m = 2.50$  ( $sd = .71$ ),  $m = 3.64$  ( $sd = .81$ ), and  $m = 3.65$  ( $sd = 1.02$ ). The difference in mean expectation scores was determined to be statistically significant,  $F(1, 134) = 9.03$ ,  $p = .003$ ,  $\eta^2 = .06$  explaining approximately 6%

of the difference in mean scores by major of the new-hire. A Scheffe post-hoc test revealed no statistically significant differences among years of experience levels.

The third statement for the factor *attitude* was, *prefers a flexible work schedule with varying hours*. For hospitality graduate managerial expectations on the level 2 or More Years, but Less Than 5, lodging managers reported a mean of  $m = 3.50$  ( $sd = 2.12$ ). For the level 5 or More Years, but Less Than 10, managers reported a mean of  $m = 3.91$  ( $sd = .94$ ). And, for the level 10 or More Years, managers reported a mean of  $m = 4.14$  ( $sd = .88$ ). For non-hospitality graduates, managers reported these means and standard deviations for the same levels, respectively:  $m = 2.50$  ( $sd = .71$ ),  $m = 4.00$  ( $sd = .78$ ), and  $m = 3.87$  ( $sd = 1.01$ ). These mean differences were not found to be statistically significant at the  $\alpha = .05$  level,  $F(1, 134) = 3.32$ ,  $p = .071$ ,  $\eta^2 = .02$ . Regardless of years worked in the industry, lodging managers rated expectations for new hires in a similar manner with a combined average across all years of experience for hospitality graduate expectations of  $m = 4.11$  ( $sd = .90$ ) and for a combined average across all years of experience for non-hospitality graduate expectations of  $m = 3.86$  ( $sd = 1.00$ ). As demonstrated in Figure 3, a visual illustration identified the lack of a clear statistical difference in mean score expectations for a newly hired individual based on the statement *prefers a flexible work schedule with varying hours* when the between-subjects variable of years worked in the industry is examined. This may be due to the small number of respondents in a group.

The next statement, *believes hard work is rewarded through promotion*, had mean expectation scores for hospitality graduates as follows: variable level 2 or More Years, but Less Than 5,  $m = 4.50$  ( $sd = .71$ ), variable level 5 or More Years, but Less than 10,

$m = 4.09$  ( $sd = .83$ ), and variable level 10 or More Years,  $m = 4.19$  ( $sd = .91$ ). For



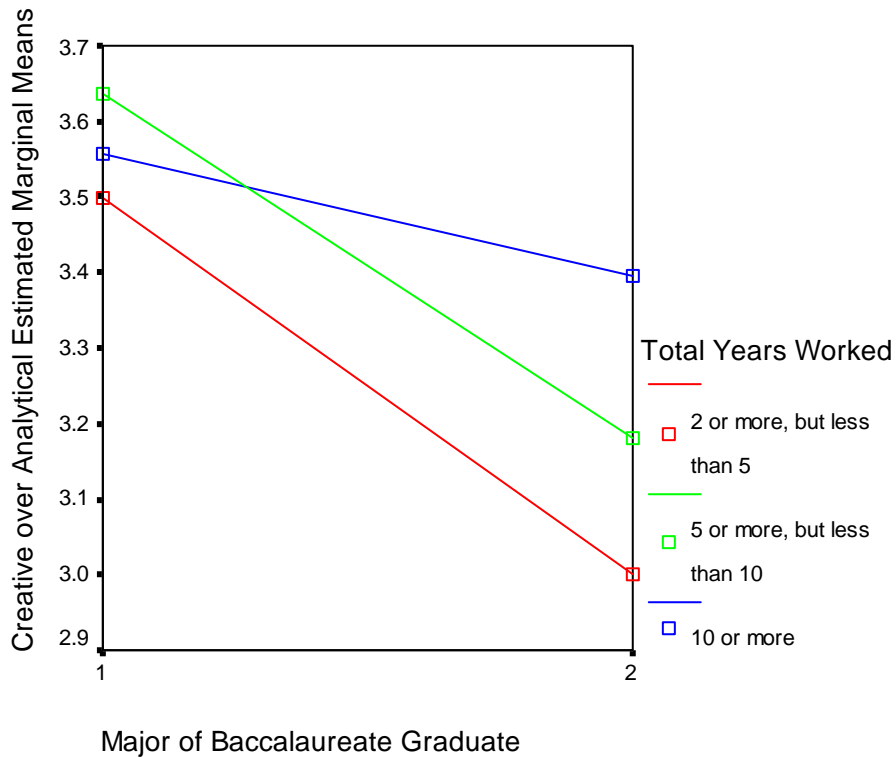
**Figure 3**

### **Flexible Schedule with Total Years Worked**

non-hospitality graduate expectations, the respective variable level means and standard deviations were:  $m = 3.50$  ( $sd = .71$ ),  $m = 3.91$  ( $sd = .70$ ), and  $m = 3.98$  ( $sd = .96$ ).

These mean expectation score differences were statistically significant,  $F(1, 134) = 5.38$ ,  $p = .022$ ,  $\eta^2 = .04$ , explaining approximately 4% of the difference in mean scores by major of the new-hire. A Scheffe post-hoc test revealed no statistically significant differences among years of experience levels.

The last item statement of the factor *attitude was prefers creative work over analytical work*. The lodging managers reported the following means and standard deviation scores: 2 or More Years, but Less Than 5,  $m = 3.50$  ( $sd = .71$ ), 5 or More Years, but Less Than 10,  $m = 3.64$  ( $sd = 1.03$ ), and 10 Years or More,  $m = 3.56$  ( $sd = .85$ ). For non-hospitality new-hire expectations, using the identical levels, respectively, the reported means and standard deviations were:  $m = 3.00$  ( $sd = .00$ ),  $m = 3.18$  ( $sd = .87$ ), and  $m = 3.40$  ( $sd = .93$ ). The difference in these mean expectation scores was not determined to be statistically significant,  $F(1, 134) = 3.17$ ,  $p = .077$ ,  $\eta^2 = .02$ . Regardless of years worked in the industry, lodging managers rated expectations for new hires in a similar manner with a combined average across all years of experience for hospitality graduate expectations of  $m = 3.56$  ( $sd = .86$ ) and for a combined average across all years of experience for non-hospitality graduate expectations of  $m = 3.37$  ( $sd = .92$ ). As evidenced in Figure 4, no clear difference in mean expectation scores was visually observed by the researcher and, further, the means were quite similar for both majors. Again, this may be due to the non-representative possibility of a small number of respondents in each sub-group.



**Figure 4**

**Creative over Analytical with Total Years Worked**

Of the five statements for the factor *attitude*, three of them had statistically significant mean differences for job competency expectation scores between lodging manager ratings based upon hospitality or non-hospitality as course of study.

No statistical significant interaction effect was found based upon the length of time a lodging manager had worked in the industry during any of the ANOVA analyses. The summary of these findings is listed in Table 20.

**Table 20****Attitude Items (Years of Experience)**

Job Competency Variable	Years of Experience	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Prefers solving problems over following standard procedures*	2 or More, <5	2	4.00	2.50	10.56	.001	.07
	5 or More, <10	11	3.64	3.36			
	10 or More	124	4.05	3.84			
Prefers each day to be different over each day being the same	2 or More, <5	2	4.00	2.50	9.03	.003	.06
	5 or More, <10	11	3.82	3.64			
	10 or More	124	3.92	3.65			
Prefers a flexible work schedule with varying hours	2 or More, <5	2	3.50	2.50	3.32	.071	.02
	5 or More, <10	11	3.91	4.00			
	10 or More	124	4.14	3.87			
Believes hard work is rewarded through promotion	2 or More, <5	2	4.50	3.50	5.38	.022	.04
	5 or More, <10	11	4.09	3.91			
	10 or More	124	4.19	3.98			
Prefers creative work over analytical work	2 or More, <5	2	3.50	3.00	3.17	.077	.02
	5 or More, <10	11	3.64	3.18			
	10 or More	124	3.56	3.40			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire; \*Box's Test of Equality of Covariance Matrices was statistically significant for this statement.

The majority of statements for research question three had statistically significant mean job competency expectation score differences between hospitality graduate new-hires and non-hospitality graduate new-hires. Only three statements were found not to have statistically significant differences. These were: *defines self as empathetic to others*, *prefers a flexible work schedule with varying hours*, and *prefers creative work over analytical work*. Lodging managers rated both hospitality and non-hospitality baccalaureate graduate new-hire expectations similarly on these three statements regardless of the length of time the manager had worked in the industry.

#### **Research Question 4**

Research Question 4 inquired:

Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management degrees based upon the mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude and the *type of lodging facility that employed the lodging manager*?

The data for Research Question 4 were also analyzed using the repeated-measures ANOVA.

Lodging managers were asked to indicate the type of lodging facility where they were currently employed at the time of the survey. The respondents chose from mutually



exclusive categories including: *limited service, extended stay, full service, resort, timeshare, corporate office, bed & breakfast, or other*. The researcher chose these categories due to their commonplace use as categories of lodging types within the hospitality industry (Guide to College Programs, 2002, 2004). The choice options were sufficient in number, as none of the 137 respondents picked *other* for his or her current type of lodging facility where employed. However, the researcher noted that no one lodging manager chose limited service which is a commonly found lodging facility type. When reviewing the roster of current CFHLA lodging members, however, it was noted that in the greater Orlando market, some of these properties were likely to be considered resorts or extended stay (a specific type of limited service property in many cases); hence, this is one possible reason for the nonexistence of a property in this category. The resultant five categories included: *extended stay, full service, resort, timeshare, and bed & breakfast*. Descriptive information regarding the type of lodging facility employing the managers is presented in Table 21.

**Table 21**

**Lodging Facility Type**

Lodging Facility Type (n=137)	n	Percent	Cumulative Percent
Limited Service	0	0.00	0.00
Extended Stay	29	21.17	21.17
Full Service	7	5.11	26.28
Resort	63	45.99	72.27
Timeshare	33	24.09	96.36
Bed & Breakfast	5	3.64	100.00

All property managers responded to all questions for all statements. Thus, the  $n$  for each individual statement is identical to the  $n$  reported in Table 21 above. This is also the case for any and all remaining information on Research Question Four.

Within the factor *knowledge*, the statement, *knowledge of the realities involved in this type of work*, had the following mean scores and standard deviations reported for job competency expectations for hospitality baccalaureate graduates: extended stay,  $m = 4.24$  ( $sd = .79$ ); full service,  $m = 4.71$  ( $sd = .49$ ); resort,  $m = 4.29$  ( $sd = .94$ ); timeshare,  $m = 4.45$  ( $sd = .71$ ); and, bed & breakfast,  $m = 4.20$  ( $sd = .45$ ). For non-hospitality graduates, the following means and standard deviations were reported for the respective lodging types:  $m = 3.41$  ( $sd = 1.09$ ),  $m = 3.43$  ( $sd = 1.27$ ),  $m = 3.24$  ( $sd = 1.19$ ),  $m = 3.82$  ( $sd = 1.13$ ), and  $m = 4.40$  ( $sd = .55$ ). Box's Test of Equality of Covariance Matrices was not statistically significant, so sphericity was assumed.

The difference in mean scores was determined to be statistically significant,  $F(1, 132) = 29.47$ ,  $p = .000$ ,  $\eta^2 = .18$ , explaining approximately 18% of the difference in mean scores by major of the new-hire. A Scheffe post-hoc test revealed no statistically significant differences among type of property employing the lodging manager.

Statement two, *knowledge of basic terminology used in the hospitality industry*, had the following means and standard deviations reported for hospitality graduate expectations: extended stay,  $m = 4.31$  ( $sd = 1.00$ ); full service,  $m = 4.86$  ( $sd = .38$ ); resort,  $m = 4.38$  ( $sd = .81$ ); timeshare,  $m = 4.39$  ( $sd = .75$ ); and, bed & breakfast,  $m = 4.20$  ( $sd = .45$ ). For non-hospitality graduate expectations and the same ordering of property types, the following means and standard deviations were calculated:  $m = 3.21$  ( $sd = 1.08$ ),  $m =$

2.43 (sd = .98),  $m = 2.92$  (sd = 1.11),  $m = 3.36$  (sd = .99), and,  $m = 3.20$  (sd = .84). Box's Test of Equality of Covariance Matrices was not statistically significant, so sphericity was assumed.

The difference in mean scores was determined to be statistically significant,  $F(1, 132) = 96.66, p = .000, \eta^2 = .42$ , explaining approximately 42% of the difference in mean scores by major of the new-hire. A Scheffe post-hoc test revealed no statistically significant differences among type of property employing the lodging manager.

Statement three, *knowledge of lodging management practices*, had the following means and standard deviations reported for hospitality graduate expectations: extended stay,  $m = 4.10$  (sd = .90); full service,  $m = 4.43$  (sd = .54); resort,  $m = 4.05$  (sd = .91); timeshare,  $m = 4.06$  (sd = .83); and, bed & breakfast,  $m = 4.40$  (sd = .55). For non-hospitality graduate expectations and the same ordering of property types, the following means and standard deviations were calculated:  $m = 3.14$  (sd = 1.09),  $m = 2.43$  (sd = .98),  $m = 2.86$  (sd = 1.03),  $m = 3.18$  (sd = .92), and,  $m = 3.20$  (sd = .84). Box's Test of Equality of Covariance Matrices was not statistically significant, so sphericity was assumed.

The difference in mean scores was determined to be statistically significant,  $F(1, 132) = 85.93, p = .000, \eta^2 = .39$ , explaining approximately 39% of the difference in mean scores by major of the new-hire. A Scheffe post-hoc test revealed no statistically significant differences among type of property employing the lodging manager.

The fourth statement, *knowledge of guest service standards*, had the following means and standard deviations reported for hospitality graduate expectations: extended stay,  $m = 4.41$  (sd = .95); full service,  $m = 4.57$  (sd = .54); resort,  $m = 4.29$  (sd = .81);

timeshare,  $m = 4.27$  ( $sd = .76$ ); and, bed & breakfast,  $m = 4.40$  ( $sd = .55$ ). For non-hospitality graduate expectations and the same ordering of property types, the following means and standard deviations were calculated:  $m = 3.62$  ( $sd = 1.27$ ),  $m = 3.43$  ( $sd = .79$ ),  $m = 3.43$  ( $sd = 1.13$ ),  $m = 3.67$  ( $sd = 1.02$ ), and,  $m = 4.60$  ( $sd = .55$ ). Box's Test of Equality of Covariance Matrices was not statistically significant, so sphericity was assumed.

The difference in mean scores was determined to be statistically significant,  $F(1, 132) = 30.09$ ,  $p = .000$ ,  $\eta^2 = .19$ , explaining approximately 19% of the difference in mean scores by major of the new-hire. A Scheffe post-hoc test revealed no statistically significant differences among type of property employing the lodging manager.

The last statement for the factor *knowledge, knowledge of hospitality products and services*, had the following means and standard deviations reported for hospitality graduate expectations: extended stay,  $m = 4.34$  ( $sd = .81$ ); full service,  $m = 4.29$  ( $sd = .76$ ); resort,  $m = 4.06$  ( $sd = .80$ ); timeshare,  $m = 4.15$  ( $sd = .83$ ); and, bed & breakfast,  $m = 4.40$  ( $sd = .55$ ). For non-hospitality graduate expectations and the same ordering of property types, the following means and standard deviations were calculated:  $m = 3.07$  ( $sd = 1.22$ ),  $m = 2.43$  ( $sd = .98$ ),  $m = 2.87$  ( $sd = 1.09$ ),  $m = 3.30$  ( $sd = 1.13$ ), and,  $m = 3.60$  ( $sd = .89$ ). Box's Test of Equality of Covariance Matrices was not statistically significant, so sphericity was assumed.

The difference in mean scores was determined to be statistically significant,  $F(1, 132) = 68.87$ ,  $p = .000$ ,  $\eta^2 = .34$ , explaining approximately 34% of the difference in mean

scores by major of the new-hire. A Scheffe post-hoc test revealed no statistically significant differences among type of property employing the lodging manager.

In summary, all of the statements regarding the factor of *knowledge* had statistically significant mean differences reported, with no significant influence based on type of lodging facility which employed the manager. Results are provided in Table 22.

The second factor analyzed was *ability* and it included six separate statements. The first statement under this factor was *ability to be caring and empathetic with guests*. Lodging respondents reported the following means and standard deviations for hospitality graduates on this item. For the lodging type, *extended stay*, a  $m = 4.48$  ( $sd = .98$ ) was reported; for lodging type *full service*, a  $m = 4.43$  ( $sd = .79$ ) was reported; for lodging type *resort*, a  $m = 4.49$  ( $sd = .82$ ) was reported; for lodging type *timeshare*, a  $m = 4.61$  ( $sd = .61$ ) was reported; and, lastly, for lodging type *bed & breakfast*, a  $m = 4.60$  ( $sd = .55$ ) was reported.

Using these respective lodging types for non-hospitality graduate expectations, the following means and standard deviations were reported:  $m = 4.10$  ( $sd = 1.24$ ),  $m = 4.57$  ( $sd = .54$ ),  $m = 3.95$  ( $sd = 1.10$ ),  $m = 4.36$  ( $sd = .78$ ) and,  $m = 4.60$  ( $sd = .55$ ). Box's Test of Equality of Covariance Matrices was not statistically significant, so sphericity was assumed.

The difference in these mean expectation scores was not determined to be statistically significant,  $F(1, 132) = 3.70$ ,  $p = .057$ ,  $\eta^2 = .03$ . Regardless of lodging facility type where employed, managers rated expectations for new hires in a similar manner with

**Table 22****Knowledge Items (Lodging Facility Type)**

Job Competency Variable	Facility Type	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Knowledge of the realities involved in this type of work	Extended Stay	29	4.24	3.41	29.47	.000	.18
	Full Service	7	4.71	3.43			
	Resort	63	4.29	3.24			
	Timeshare	33	4.45	3.82			
	Bed & Breakfast	5	4.20	4.40			
Knowledge of basic terminology used in the hospitality industry	Extended Stay	29	4.31	3.21	96.66	.000	.42
	Full Service	7	4.86	2.43			
	Resort	63	4.38	2.92			
	Timeshare	33	4.39	3.36			
	Bed & Breakfast	5	4.86	3.20			
Knowledge of lodging management practices	Extended Stay	29	4.10	3.14	85.93	.000	.39
	Full Service	7	4.43	2.43			
	Resort	63	4.05	2.86			
	Timeshare	33	4.06	3.18			
	Bed & Breakfast	5	4.40	3.20			
Knowledge of guest service standards	Extended Stay	29	4.41	3.62	30.09	.000	.19
	Full Service	7	4.57	3.43			
	Resort	63	4.29	3.43			
	Timeshare	33	4.27	3.67			
	Bed & Breakfast	5	4.40	4.60			

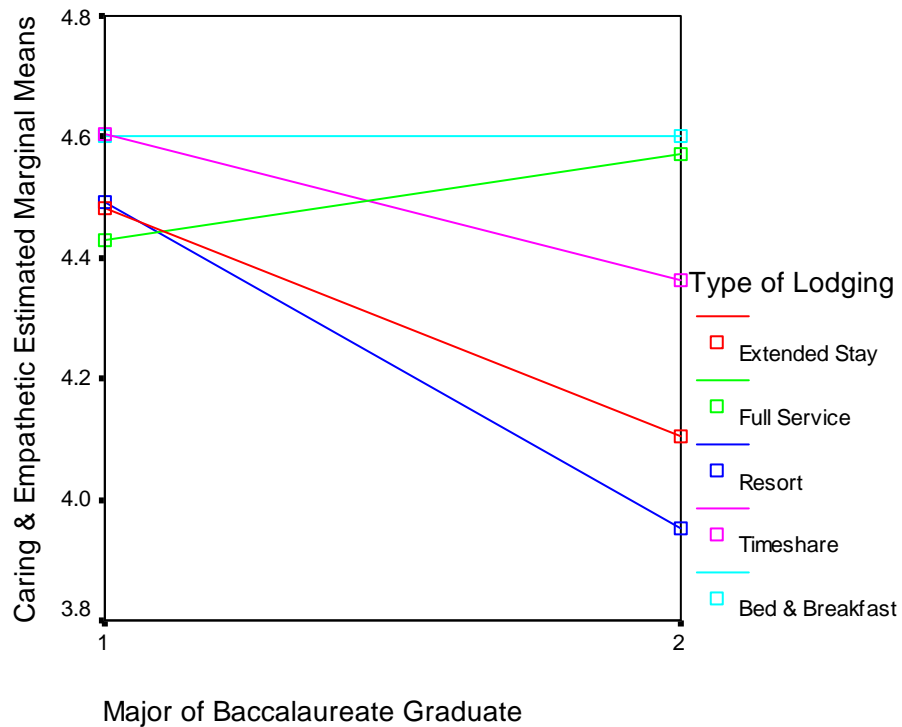
Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire.

Job Competency Variable	Facility Type	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Knowledge of hospitality products and services	Extended Stay	29	4.34	3.07	68.87	.000	.34
	Full Service	7	4.29	2.43			
	Resort	63	4.06	2.87			
	Timeshare	33	4.15	3.30			
	Bed & Breakfast	5	4.40	3.60			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire.

a combined average across all lodging facility types for hospitality graduate expectations of  $m = 4.52$  ( $sd = .77$ ) and a combined average across all lodging facility types for non-hospitality graduate expectations of  $m = 4.14$  ( $sd = 1.04$ ).

No statistically significant difference in managerial expectations was found between the baccalaureate major of a new hire and the expectation to have the *ability to be caring and empathetic with guests*. These results may be viewed in Figure 5.



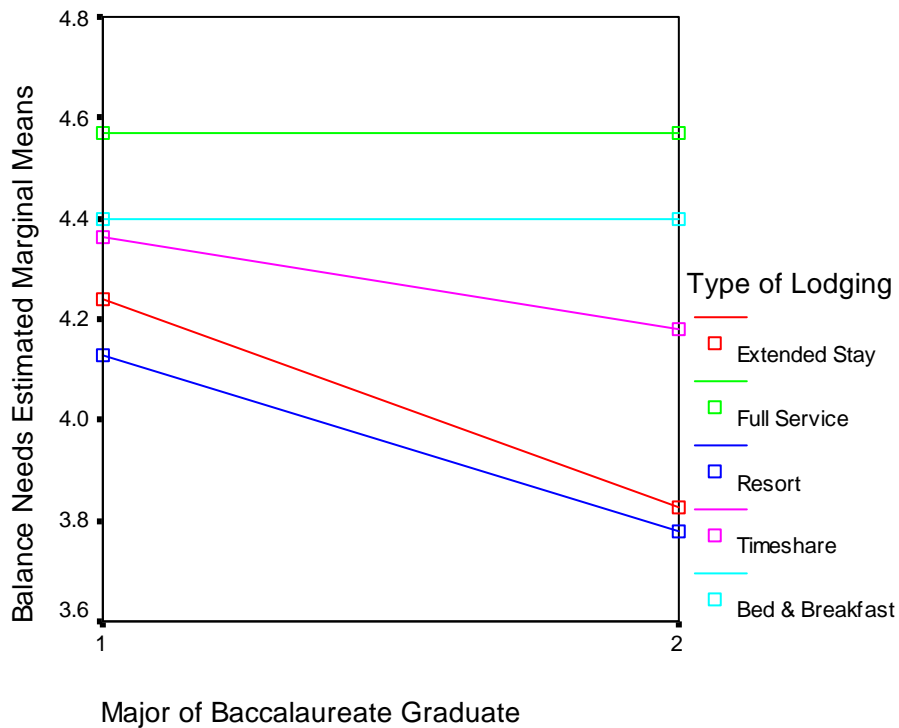
**Figure 5**

**Caring and Empathetic with Type of Lodging Facility**



The second statement was *ability to balance the needs of multiple guests at one time*. Lodging respondents reported the following means and standard deviations for hospitality graduates on this statement. For the lodging type, *extended stay*, a  $m = 4.24$  ( $sd = .95$ ) was reported; for lodging type *full service*, a  $m = 4.57$  ( $sd = .79$ ) was reported; for lodging type *resort*, a  $m = 4.13$  ( $sd = .89$ ) was reported; for lodging type *timeshare*, a  $m = 4.36$  ( $sd = .65$ ) was reported; and, lastly, for lodging type *bed & breakfast*, a  $m = 4.40$  ( $sd = .89$ ) was reported. Using these respective lodging types for non-hospitality graduate expectations, the following means and standard deviations were reported:  $m = 3.83$  ( $sd = 1.14$ ),  $m = 4.57$  ( $sd = .54$ ),  $m = 3.78$  ( $sd = 1.10$ ),  $m = 4.18$  ( $sd = .68$ ) and,  $m = 4.40$  ( $sd = .89$ ). Box's Test of Equality of Covariance Matrices was statistically significant,  $F(9, 3308.392)$ ,  $p = .008$ , so sphericity could not be assumed.

The difference in these mean expectation scores was not determined to be statistically significant,  $F(1, 132) = 3.08$ ,  $p = .081$ ,  $\eta^2 = .02$ . Regardless of lodging facility type where employed, managers rated expectations for new hires in a similar manner with a combined average across all lodging facility types for hospitality graduate expectations of  $m = 4.24$  ( $sd = .85$ ) and for a combined lodging facility type average for non-hospitality graduate expectations of  $m = 3.95$  ( $sd = 1.01$ ). No statistically significant difference in managerial expectations was found between the major of the baccalaureate degree held by a new hire and the managers' expectations of the new hire to have the ability to balance the needs of multiple guests at one time. These results are presented in graphically format in Figure 6.



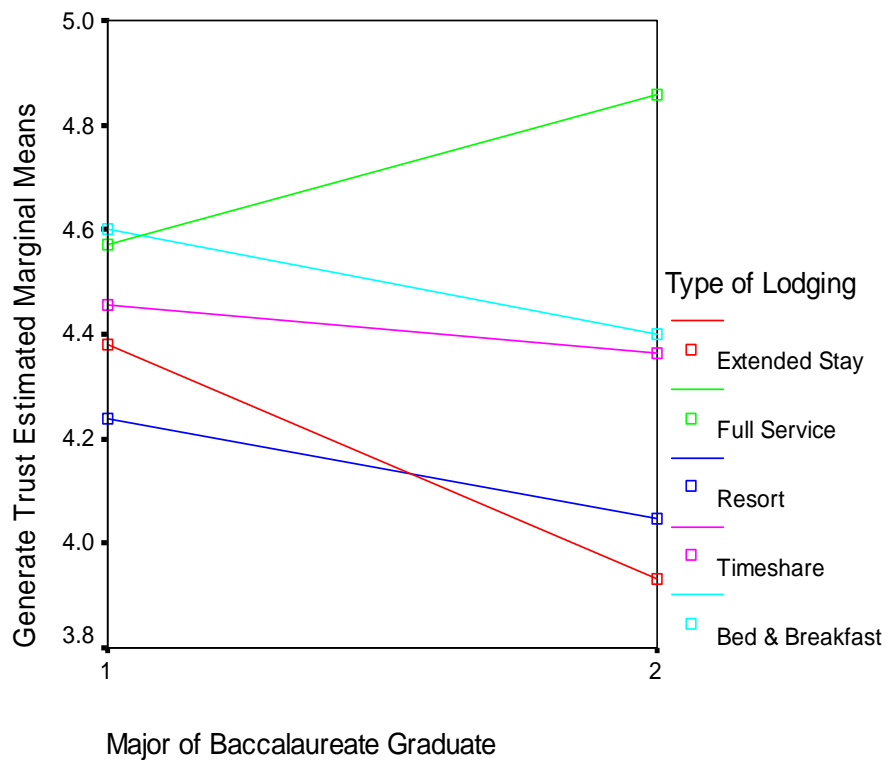
**Figure 6**

**Balance Needs with Type of Lodging Facility**

*Ability to generate an attitude of trust among co-workers* was the third statement found under the factor of *ability*. Lodging managers reported the following means and standard deviations for hospitality graduates on this statement. For the lodging type, *extended stay*, a  $m = 4.38$  ( $sd = .90$ ) was reported; for lodging type *full service*, a  $m = 4.57$  ( $sd = .79$ ) was reported; for lodging type *resort*, a  $m = 4.24$  ( $sd = .84$ ) was reported; for lodging type *timeshare*, a  $m = 4.45$  ( $sd = .71$ ) was reported; and, lastly, for lodging type *bed & breakfast*, a  $m = 4.60$  ( $sd = .55$ ) was reported. Using these respective lodging types for non-hospitality graduate expectations, the following means and standard

deviations were reported:  $m = 3.93$  ( $sd = 1.19$ ),  $m = 4.86$  ( $sd = .38$ ),  $m = 4.05$  ( $sd = .99$ ),  $m = 4.36$  ( $sd = .78$ ) and,  $m = 4.40$  ( $sd = .89$ ). Box's Test of Equality of Covariance Matrices was statistically significant,  $F(12, 1852.302)$ ,  $p = .032$ , so sphericity could not be assumed.

The difference in these mean expectation scores was not determined to be statistically significant,  $F(1, 132) = 1.85$ ,  $p = .176$ ,  $\eta^2 = .01$ . Regardless of lodging facility type where employed, managers rated expectations for new hires in a similar manner with a combined average across all property types for hospitality graduate expectations of  $m = 4.35$  ( $sd = .81$ ) and for a combined facility type average for non-hospitality graduate expectations of  $m = 4.15$  ( $sd = .98$ ). No statistically significant difference in managerial expectations was found between the type of baccalaureate degree held by a new hire and the managers' expectations of the new hire to have the ability to generate an attitude of trust among co-workers. These results are presented graphically in Figure 7.

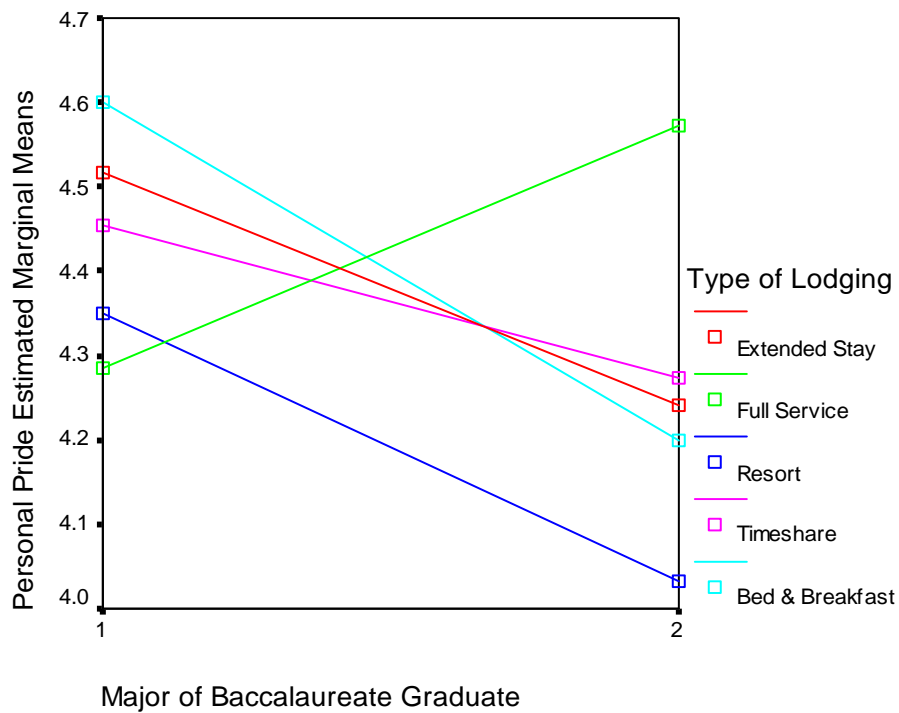


**Figure 7**  
**Generate Trust with Type of Lodging Facility**

The next statement, *takes personal pride in satisfying the needs of others*, was statement four of six for the factor *ability*. Lodging managers reported the following means and standard deviations for hospitality graduates on this statement. For the lodging type, *extended stay*, a  $m = 4.52$  ( $sd = .87$ ) was reported; for lodging type *full service*, a  $m = 4.29$  ( $sd = 1.11$ ) was reported; for lodging type *resort*, a  $m = 4.35$  ( $sd = .95$ ) was reported; for lodging type *timeshare*, a  $m = 4.45$  ( $sd = .67$ ) was reported; and, lastly, for lodging type *bed & breakfast*, a  $m = 4.60$  ( $sd = .55$ ) was reported. Using these respective

lodging types for non-hospitality graduate expectations, the following means and standard deviations were reported:  $m = 4.24$  ( $sd = 1.09$ ),  $m = 4.57$  ( $sd = 1.13$ ),  $m = 4.03$  ( $sd = 1.00$ ),  $m = 4.27$  ( $sd = .80$ ) and,  $m = 4.20$  ( $sd = .84$ ). Box's Test of Equality of Covariance Matrices was not statistically significant so sphericity could be assumed.

The difference in these mean expectation scores was not determined to be statistically significant,  $F(1, 132) = 3.68$ ,  $p = .057$ ,  $\eta^2 = .03$ . Regardless of lodging facility type where employed, managers rated expectations for new hires in a similar manner with a combined average across all property types for hospitality graduate expectations of  $m = 4.42$  ( $sd = .86$ ) and for a combined facility type average for non-hospitality graduate expectations of  $m = 4.17$  ( $sd = .97$ ). No statistically significant mean score differences in the expectations held by lodging managers was found between the major of the baccalaureate degree held by a new hire and the managers' expectations of the new hire to have the ability to take personal pride in satisfying the needs of others. These results are presented graphically in Figure 8.



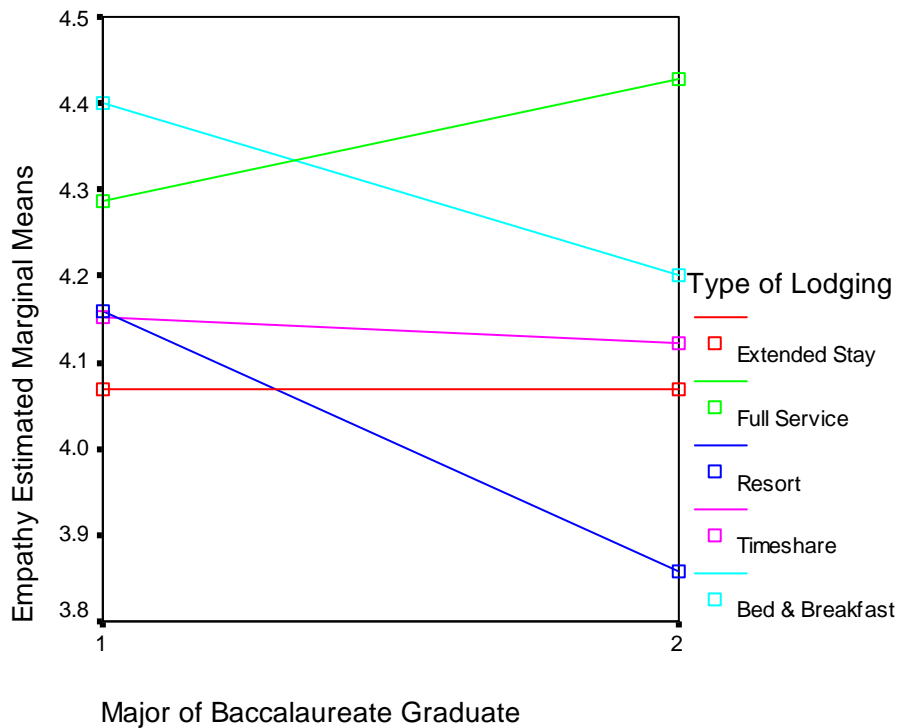
**Figure 8**

**Personal Pride with Type of Lodging Facility**

The fifth statement was *defines self as empathetic to the needs of others*. Lodging managers reported the following means and standard deviations for hospitality graduates on this statement. For the lodging type, *extended stay*, a  $m = 4.07$  ( $sd = 1.00$ ) was reported; for lodging type *full service*, a  $m = 4.29$  ( $sd = .76$ ) was reported; for lodging type *resort*, a  $m = 4.16$  ( $sd = .95$ ) was reported; for lodging type *timeshare*, a  $m = 4.15$  ( $sd = .71$ ) was reported; and, lastly, for lodging type *bed & breakfast*, a  $m = 4.40$  ( $sd = .89$ ) was reported. Using these respective lodging types for non-hospitality graduate

expectations, the following means and standard deviations were reported:  $m = 4.07$  ( $sd = .96$ ),  $m = 4.43$  ( $sd = .79$ ),  $m = 3.86$  ( $sd = 1.06$ ),  $m = 4.12$  ( $sd = .70$ ) and,  $m = 4.20$  ( $sd = .84$ ). Box's Test of Equality of Covariance Matrices was not statistically significant so sphericity could be assumed.

The difference in these mean expectation scores was not determined to be statistically significant,  $F(1, 132) = .622$ ,  $p = .432$ ,  $\eta^2 = .005$ . Regardless of lodging facility type where employed, managers rated expectations for new hires in a similar manner with a combined average across all property types for hospitality graduate expectations of  $m = 4.15$  ( $sd = .89$ ) and for a combined facility type average for non-hospitality graduate expectations of  $m = 4.01$  ( $sd = .94$ ). No statistically significant mean score differences in the expectations held by lodging managers was found between the major of the baccalaureate degree held by a new hire and the managers' expectations of the new hire to have the ability to define himself or herself as empathetic to the needs of others. These results are confirmed with the graphical representation found in Figure 9.



**Figure 9**  
**Empathy with Type of Lodging Facility**

The final statement under the factor *ability* was *has the tendency to seek out positive solutions as opposed to avoiding negative outcomes*. Lodging managers reported the following means and standard deviations for hospitality graduates on this statement. For the lodging type, *extended stay*, a  $m = 4.31$  ( $sd = .93$ ) was reported; for lodging type *full service*, a  $m = 4.71$  ( $sd = .76$ ) was reported; for lodging type *resort*, a  $m = 4.27$  ( $sd = .72$ ) was reported; for lodging type *timeshare*, a  $m = 4.45$  ( $sd = .71$ ) was reported; and, lastly, for lodging type *bed & breakfast*, a  $m = 4.60$  ( $sd = .55$ ) was reported. Using these



respective lodging types for non-hospitality graduate expectations, the following means and standard deviations were reported:  $m = 4.14$  ( $sd = .99$ ),  $m = 4.57$  ( $sd = 1.13$ ),  $m = 3.92$  ( $sd = .99$ ),  $m = 4.30$  ( $sd = .88$ ) and,  $m = 3.80$  ( $sd = 1.30$ ). Box's Test of Equality of Covariance Matrices was not statistically significant so sphericity could be assumed.

The difference in these mean expectation scores was determined to be statistically significant,  $F(1, 132) = 9.88$ ,  $p = .002$ ,  $\eta^2 = .07$ , explaining approximately 7% of the variance in scores. A Scheffe post-hoc test revealed no statistically significant mean score differences between lodging types.

To summarize the factor *ability*, only one of six statements had respondents indicating statistically significant differences in mean job competency expectation scores between hospitality graduate new-hires and non-hospitality graduate new-hires. This one significant item, *has the tendency to seek out positive solutions as opposed to avoiding negative outcomes*, had higher reported expectations for hospitality graduates than for non-hospitality graduates; overall  $m = 4.36$  ( $sd = .76$ ) for hospitality graduates and overall  $m = 4.09$  ( $sd = .99$ ) for non-hospitality graduates,  $F(1, 132) = 9.88$ ,  $p = .002$ ,  $\eta^2 = .07$ . For all other statements on the factor *ability*, respondents indicated job competency expectation mean scores in a very similar fashion for both hospitality graduates and non-hospitality graduates when type of lodging facility was used as the between-subjects factor. All findings for the factor *ability* are reported in Table 23.

The researcher cautions the reader to once again be aware that the non-statistically significant findings were likely attributable to the small number of respondents per category. For example, only five respondents were located in the Bed & Breakfast

**Table 23****Ability Items (Lodging Facility Type)**

Job Competency Variable	Facility Type	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Ability to be caring and empathetic with guests	Extended Stay	29	4.48	4.10	3.70	.057	.03
	Full Service	7	4.43	4.57			
	Resort	63	4.49	3.95			
	Timeshare	33	4.61	4.36			
	Bed & Breakfast	5	4.60	4.60			
Ability to balance the needs of multiple guests at one time*	Extended Stay	29	4.24	3.83	3.08	.081	.02
	Full Service	7	4.57	4.57			
	Resort	63	4.13	3.78			
	Timeshare	33	4.36	4.18			
	Bed & Breakfast	5	4.40	4.40			
Ability to generate an attitude of trust among co-workers*	Extended Stay	29	4.38	3.93	1.85	.176	.01
	Full Service	7	4.57	4.86			
	Resort	63	4.24	4.05			
	Timeshare	33	4.45	4.36			
	Bed & Breakfast	5	4.60	4.40			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire; \*Box's Test of Equality of Covariance Matrices was statistically significant for this statement ( $p < .05$ ).

Job Competency Variable	Facility Type	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Takes personal pride in satisfying the needs of others	Extended Stay	29	4.52	4.24	3.68	.057	.03
	Full Service	7	4.29	4.57			
	Resort	63	4.35	4.03			
	Timeshare	33	4.45	4.27			
	Bed & Breakfast	5	4.60	4.20			
Defines self as empathetic to the needs of others	Extended Stay	29	4.07	4.07	0.62	.432	.005
	Full Service	7	4.29	4.43			
	Resort	63	4.16	3.86			
	Timeshare	33	4.15	4.12			
	Bed & Breakfast	5	4.40	4.20			
Has the tendency to seek out positive solutions as opposed to negative outcomes	Extended Stay	29	4.31	4.14	9.88	.002	.07
	Full Service	7	4.71	4.57			
	Resort	63	4.27	3.92			
	Timeshare	33	4.45	4.30			
	Bed & Breakfast	5	4.60	3.80			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire; \*Box's Test of Equality of Covariance Matrices was statistically significant for this statement ( $p < .05$ ).

category and only 7 respondents claimed to work in the Full Service type of lodging facility.

The third and final factor, *attitude*, was measured on five separate statements. The first statement was *prefers solving problems over following standard procedures*. On this statement, lodging managers reported the following means and standard deviations for hospitality graduates. For the lodging type, *extended stay*, a  $m = 3.79$  ( $sd = 1.15$ ) was reported; for lodging type *full service*, a  $m = 4.43$  ( $sd = .79$ ) was reported; for lodging type *resort*, a  $m = 4.05$  ( $sd = .83$ ) was reported; for lodging type *timeshare*, a  $m = 4.06$  ( $sd = .70$ ) was reported; and, lastly, for lodging type *bed & breakfast*, a  $m = 4.00$  ( $sd = 1.23$ ) was reported. Using these respective lodging types for non-hospitality graduate expectations, the following means and standard deviations were reported:  $m = 3.62$  ( $sd = 1.15$ ),  $m = 4.29$  ( $sd = 1.11$ ),  $m = 3.75$  ( $sd = .95$ ),  $m = 3.94$  ( $sd = .79$ ) and,  $m = 3.40$  ( $sd = .89$ ). Box's Test of Equality of Covariance Matrices was not statistically significant so sphericity could be assumed.

The difference in these mean expectation scores was deemed statistically significant,  $F(1, 132) = 6.57$ ,  $p = .012$ ,  $\eta^2 = .05$ , explaining approximately 5% of the variance in scores. A Scheffe post-hoc test revealed no statistically significant mean score differences between lodging facility categorizations.

The next statement, *prefers each day to be different over each day being the same*, had the following means and standard deviations when lodging managers were asked to rate hospitality baccalaureate degree graduates: *extended stay*,  $m = 3.90$  ( $sd = 1.01$ ); *full service*,  $m = 4.29$  ( $sd = .49$ ); *resort*,  $m = 3.90$  ( $sd = .91$ ); *timeshare*,  $m = 3.88$  ( $sd = .82$ );

and, *bed & breakfast*,  $m = 3.80$  ( $sd = 1.10$ ). Using the respective order of lodging facility type, non-hospitality baccalaureate graduates were rated as follows:  $m = 3.52$  ( $sd = 1.27$ ),  $m = 4.00$  ( $sd = .82$ ),  $m = 3.63$  ( $sd = .99$ ),  $m = 3.73$  ( $sd = .72$ ), and  $m = 3.00$  ( $sd = 1.41$ ). Box's Test of Equality of Covariance Matrices was not statistically significant so sphericity could be assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 132) = 11.59$ ,  $p = .001$ ,  $\eta^2 = .08$ , explaining approximately 8% of the variance in scores. A Scheffé post-hoc test revealed no statistically significant mean score differences between lodging facility categorizations.

The third statement under the factor of *attitude* was *prefers a flexible work schedule with varying hours*. The respondents reported the following means and standard deviations when lodging managers were asked to rate hospitality baccalaureate degree graduates: *extended stay*,  $m = 4.07$  ( $sd = .92$ ); *full service*,  $m = 4.43$  ( $sd = .79$ ); *resort*,  $m = 4.03$  ( $sd = .95$ ); *timeshare*,  $m = 4.18$  ( $sd = .81$ ); and, *bed & breakfast*,  $m = 4.40$  ( $sd = .89$ ). Using the respective order of lodging facility type, non-hospitality baccalaureate graduates were rated as follows:  $m = 3.83$  ( $sd = 1.10$ ),  $m = 4.14$  ( $sd = .90$ ),  $m = 3.76$  ( $sd = 1.07$ ),  $m = 4.03$  ( $sd = .73$ ), and  $m = 3.80$  ( $sd = 1.30$ ). Box's Test of Equality of Covariance Matrices was not statistically significant so sphericity could be assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 132) = 7.90$ ,  $p = .006$ ,  $\eta^2 = .06$ , explaining approximately 6% of the variance in scores. No statistically significant mean

score differences were revealed between lodging facility categorizations after a review of the results from a Scheffe post-hoc test.

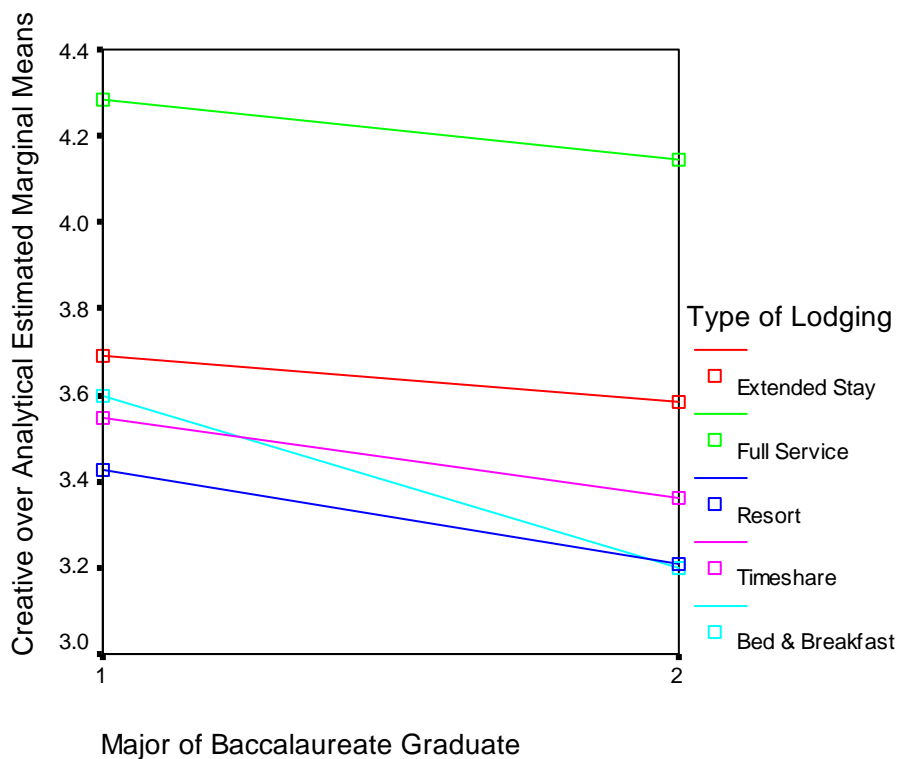
Next, the statement *believes hard work is rewarded through promotion* was analyzed. The respondents reported the following means and standard deviations when lodging managers were asked to rate hospitality baccalaureate degree graduates: *extended stay*,  $m = 4.17$  ( $sd = .89$ ); *full service*,  $m = 4.43$  ( $sd = .54$ ); *resort*,  $m = 4.08$  ( $sd = 1.02$ ); *timeshare*,  $m = 4.33$  ( $sd = .74$ ); and, *bed & breakfast*,  $m = 4.20$  ( $sd = .84$ ). Using the respective order of lodging facility type, non-hospitality baccalaureate graduates were rated as follows:  $m = 3.97$  ( $sd = .91$ ),  $m = 4.14$  ( $sd = .69$ ),  $m = 3.90$  ( $sd = 1.03$ ),  $m = 4.09$  ( $sd = .84$ ), and  $m = 3.80$  ( $sd = 1.10$ ). Box's Test of Equality of Covariance Matrices was not statistically significant so sphericity could be assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 132) = 6.64$ ,  $p = .011$ ,  $\eta^2 = .05$ , explaining approximately 5% of the variance in scores. No statistically significant mean score differences were revealed between lodging facility categorizations after a review of the results from a Scheffe post-hoc test.

The final statement under the factor of *attitude* was *prefers creative work over analytical work*. The respondents reported the following means and standard deviations when lodging managers were asked to rate hospitality baccalaureate degree graduates: *extended stay*,  $m = 3.69$  ( $sd = .85$ ); *full service*,  $m = 4.29$  ( $sd = .95$ ); *resort*,  $m = 3.43$  ( $sd = .88$ ); *timeshare*,  $m = 3.55$  ( $sd = .75$ ); and, *bed & breakfast*,  $m = 3.60$  ( $sd = .89$ ). Using the respective order of lodging facility type, non-hospitality baccalaureate graduates were

rated as follows:  $m = 3.59$  ( $sd = .95$ ),  $m = 4.14$  ( $sd = .1.07$ ),  $m = 3.21$  ( $sd = .95$ ),  $m = 3.36$  ( $sd = .74$ ), and  $m = 3.20$  ( $sd = .45$ ). Box's Test of Equality of Covariance Matrices was not statistically significant so sphericity could be assumed.

The mean differences between hospitality and non-hospitality job expectations on this particular item were not deemed to be statistically significant,  $F(1, 132) = 3.88$ ,  $p = .051$ ,  $\eta^2 = .03$ ; however, the results did approach statistical significance at the  $\alpha = .05$  level. A visual representation of the mean differences is presented in Figure 10.



**Figure 10**

**Creative over Analytical with Type of Lodging Facility**

All statements except *prefers creative work over analytical work* under the factor of *attitude* had statistically higher reported job competency means for hospitality baccalaureate graduates versus non-hospitality baccalaureate graduates. The summary of all findings on the factor of *attitude* is provided in Table 24.

### **Research Question 5**

Research Question 5 asked:

Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees based upon the mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude and the *level of service provided at the lodging property*?

The data for Research Question 5 were analyzed using the repeated-measures ANOVA.

Respondents were asked to indicate the level of service provided at the lodging property which currently employed them at the time of the survey. The *level of service provided at the lodging property* was divided into commonly accepted industry standards (Walker, 2004) as follows: a) *budget*, b) *economy*, c) *mid-scale*, d) *upscale*, or e) *luxury*. Respondents were requested to choose one of the five possible level of service categories which best described the property which employed them at the current time of the survey. All 137 respondents completed this request. No respondents reported in the category of



**Table 24****Attitude Items (Lodging Facility Type)**

Job Competency Variable	Facility Type	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Prefers solving problems over following standard procedures	Extended Stay	29	3.79	3.62	6.57	.012	.05
	Full Service	7	4.43	4.29			
	Resort	63	4.05	3.75			
	Timeshare	33	4.06	3.94			
	Bed & Breakfast	5	4.00	3.40			
Prefers each day to be different over each day being the same	Extended Stay	29	3.90	3.52	11.59	.001	.08
	Full Service	7	4.29	4.00			
	Resort	63	3.90	3.63			
	Timeshare	33	3.88	3.73			
	Bed & Breakfast	5	3.80	3.00			
Prefers a flexible work schedule with varying hours	Extended Stay	29	4.07	3.83	7.90	.006	.06
	Full Service	7	4.43	4.14			
	Resort	63	4.03	3.76			
	Timeshare	33	4.18	4.03			
	Bed & Breakfast	5	4.40	3.80			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire.

Job Competency Variable	Facility Type	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Believes hard work is rewarded through promotion	Extended Stay	29	4.17	3.97	6.64	.011	.05
	Full Service	7	4.43	4.14			
	Resort	63	4.08	3.90			
	Timeshare	33	4.33	4.09			
	Bed & Breakfast	5	4.20	3.80			
Prefers creative work over analytical work	Extended Stay	29	3.69	3.59	3.88	.051	.03
	Full Service	7	4.29	4.14			
	Resort	63	3.43	3.21			
	Timeshare	33	3.55	3.36			
	Bed & Breakfast	5	3.60	3.20			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire.

*budget*; however, all other categories were utilized by the respondents. The breakdown of descriptive information is provided in Table 25.

**Table 25**

**Service Level Provided**

Service Level Provided (n=137)	n	Percent	Cumulative Percent
Budget	0	0.00	0.00
Economy	6	4.38	4.38
Mid-Scale	68	49.64	54.02
Upscale	52	37.96	91.98
Luxury	11	8.02	100.00

The first statement under the factor of *knowledge* was *knowledge of the realities involved in this type of work*. Lodging managers provided the following means and standard deviations on this statement for hospitality baccalaureate graduates: *economy*,  $m = 4.50$  ( $sd = .55$ ), *mid-scale*,  $m = 4.34$  ( $sd = .89$ ), *upscale*,  $m = 4.29$  ( $sd = .75$ ), and, *luxury*,  $m = 4.45$  ( $sd = .93$ ). For non-lodging baccalaureate graduates and these respective service level categories, the means and standard deviations reported were:  $m = 3.50$  ( $sd = 1.05$ ),  $m = 3.35$  ( $sd = 1.17$ ),  $m = 3.50$  ( $sd = 1.18$ ), and  $m = 4.00$  ( $sd = 1.10$ ). Box's Test of Equality of Covariance Matrices was not statistically significant; hence, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 133) = 32.93$ ,  $p = .000$ ,  $\eta^2 = .20$ ,

explaining approximately 20% of the variance in scores. No statistically significant mean score differences were revealed between service level categorizations after a review of the results from a Scheffe post-hoc test.

Statement two, *knowledge of basic terminology used in the hospitality industry*, had the following means and standard deviations reported for hospitality graduates: *economy*,  $m = 4.83$  (sd = .41), *mid-scale*,  $m = 4.34$  (sd = .97), *upscale*,  $m = 4.40$  (sd = .63), *luxury*,  $m = 4.36$  (sd = .67). Using these respective service level categories, lodging manager respondents provided the following means and standard deviations:  $m = 3.50$  (sd = 1.05),  $m = 2.88$  (sd = 1.06),  $m = 3.25$  (sd = 1.10), and  $m = 3.18$  (sd = .98). Box's Test of Equality of Covariance Matrices was not statistically significant; hence, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 133) = 70.24$ ,  $p = .000$ ,  $\eta^2 = .35$ , explaining approximately 35% of the variance in scores. No statistically significant mean score differences were revealed between service level categorizations after a review of the results from a Scheffe post-hoc test.

The next statement, *knowledge of lodging management practices*, had lodging managers providing the following means and standard deviations for hospitality baccalaureate graduates: *economy*,  $m = 4.17$  (sd = .75), *mid-scale*,  $m = 4.04$  (sd = .95), *upscale*,  $m = 4.17$  (sd = .79), and, *luxury*,  $m = 4.00$  (sd = .63). For non-lodging baccalaureate graduates and these respective service level categories, the means and standard deviations reported were:  $m = 3.17$  (sd = .98),  $m = 2.78$  (sd = .99),  $m = 3.17$  (sd

= 1.02), and  $m = 3.27$  (sd = 1.01). Box's Test of Equality of Covariance Matrices was not statistically significant; hence, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 133) = 50.00, p = .000, \eta^2 = .27$ , explaining approximately 27% of the variance in scores. No statistically significant mean score differences were revealed between service level categorizations after a review of the results from a Scheffe post-hoc test.

Next, the statement, *knowledge of guest service standards*, had the following means and standard deviations reported by managers when queried about hospitality graduates. For the service level *economy*,  $m = 4.83$  (sd = .41); for *mid-scale*,  $m = 4.28$  (sd = .90); for *upscale*,  $m = 4.37$  (sd = .74); and, for *luxury*,  $m = 4.18$  (sd = .60). For non-lodging baccalaureate graduates and these respective service level categories, the means and standard deviations reported were:  $m = 3.50$  (sd = 1.05),  $m = 3.51$  (sd = 1.17),  $m = 3.69$  (sd = 1.11), and  $m = 3.36$  (sd = .92). Box's Test of Equality of Covariance Matrices was not statistically significant; hence, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 133) = 53.12, p = .000, \eta^2 = .29$ , explaining approximately 29% of the variance in scores. A review of the results from a Scheffe post-hoc test revealed no statistically significant differences between service level categories.

The last statement under the factor *knowledge* was *knowledge of hospitality products and services*. Lodging managers provided the following means and standard

deviations on this statement for hospitality baccalaureate graduates: *economy*,  $m = 4.50$  ( $sd = .55$ ), *mid-scale*,  $m = 4.13$  ( $sd = .91$ ), *upscale*,  $m = 4.15$  ( $sd = .72$ ), and, *luxury*,  $m = 4.27$  ( $sd = .47$ ). For non-lodging baccalaureate graduates and these respective service level categories, the means and standard deviations reported were:  $m = 3.33$  ( $sd = 1.03$ ),  $m = 2.90$  ( $sd = 1.11$ ),  $m = 3.06$  ( $sd = 1.18$ ), and  $m = 3.45$  ( $sd = 1.04$ ). Box's Test of Equality of Covariance Matrices was not statistically significant; hence, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 133) = 50.83$ ,  $p = .000$ ,  $\eta^2 = .28$ , explaining approximately 28% of the variance in scores. No statistically significant mean score differences were revealed between service level categorizations after a review of the results from a Scheffé post-hoc test.

All statements under the factor of *knowledge* were found to have statistically significantly different mean scores reported regardless of service level provided at the property of employment for the lodging manager respondents. Indeed, no post-hoc tests showed any statistically significantly greater contributions from one service level over another. All managers rated higher expectations for *knowledge* statements for hospitality graduates over non-hospitality graduates regardless of service level provided. All findings for the factor *knowledge* are reported in Table 26.

The next factor, *ability*, had as its first statement, the *ability to be caring and empathetic with guests*. Lodging managers provided the following means and standard deviations on this statement for hospitality baccalaureate graduates: *economy*,  $m = 4.67$

**Table 26****Knowledge Items (Service Level Provided)**

Job Competency Variable	Service Level	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Knowledge of the realities involved in this type of work	Economy	6	4.50	3.50	32.93	.000	.20
	Mid-Scale	68	4.34	3.35			
	Upscale	52	4.29	3.50			
	Luxury	11	4.45	4.00			
Knowledge of basic terminology used in the hospitality industry	Economy	6	4.83	3.50	70.24	.000	.35
	Mid-Scale	68	4.40	2.88			
	Upscale	52	4.40	3.25			
	Luxury	11	4.36	3.18			
Knowledge of lodging management practices	Economy	6	4.17	3.17	50.00	.000	.27
	Mid-Scale	68	4.04	2.78			
	Upscale	52	4.17	3.17			
	Luxury	11	4.00	3.27			
Knowledge of guest service standards	Economy	6	4.83	3.50	53.12	.000	.29
	Mid-Scale	68	4.28	3.51			
	Upscale	52	4.37	3.69			
	Luxury	11	4.18	3.36			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire.

Job Competency Variable	Service Level	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Knowledge of hospitality products and services	Economy	6	4.50	3.33	50.83	.000	.28
	Mid-Scale	68	4.13	2.90			
	Upscale	52	4.15	3.06			
	Luxury	11	4.27	3.45			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire.



(sd = .52), *mid-scale*,  $m = 4.46$  (sd = .91), *upscale*,  $m = 4.58$  (sd = .61), and, *luxury*,  $m = 4.55$  (sd = .69).

For non-lodging baccalaureate graduates and these respective service level categories, the means and standard deviations reported were:  $m = 3.67$  (sd = 1.51),  $m = 4.06$  (sd = 1.09),  $m = 4.27$  (sd = .87), and  $m = 4.27$  (sd = 1.19). Box's Test of Equality of Covariance Matrices was found to be statistically significant,  $F(9, 2184.380) = 2.58$ ,  $p = .006$ ; as such, sphericity could not be assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 133) = 19.93$ ,  $p = .000$ ,  $\eta^2 = .13$ , explaining approximately 13% of the variance in scores. No statistically significant mean score differences were revealed between service level categorizations after a review of the results from a Scheffe post-hoc test.

The next statement under the factor of *ability* was *ability to balance the needs of multiple guests at one time*. Lodging managers provided the following means and standard deviations on this statement for hospitality baccalaureate graduates: *economy*,  $m = 4.50$  (sd = .84), *mid-scale*,  $m = 4.16$  (sd = .91), *upscale*,  $m = 4.35$  (sd = .74), and, *luxury*,  $m = 4.09$  (sd = .94). For non-lodging baccalaureate graduates and these respective service level categories, the means and standard deviations reported were:  $m = 3.50$  (sd = 1.05),  $m = 3.81$  (sd = 1.10),  $m = 4.12$  (sd = .90), and  $m = 4.27$  (sd = .79). Box's Test of Equality of Covariance Matrices was not statistically significant; hence, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 133) = 10.38, p = .002, \eta^2 = .07$ , explaining approximately 7% of the variance in scores. No statistically significant mean score differences were revealed between service level categorizations after a review of the results from a Scheffe post-hoc test.

The third statement, *ability to generate an attitude of trust among co-workers*, had the following mean job competency expectations and standard deviations reported for hospitality graduate expectations. For the *economy* service level,  $m = 4.50$  ( $sd = .55$ ); for the *mid-scale* service level,  $m = 4.26$  ( $sd = .92$ ); for the *upscale* service level,  $m = 4.46$  ( $sd = .67$ ); and, for the *luxury* service level,  $m = 4.27$  ( $sd = .79$ ). Using these respective service levels, non-hospitality graduate expectation mean scores and standard deviations were:  $m = 3.67$  ( $sd = .82$ ),  $m = 4.03$  ( $sd = 1.12$ ),  $m = 4.33$  ( $sd = .83$ ), and  $m = 4.36$  ( $sd = .67$ ). Box's Test of Equality of Covariance Matrices was not statistically significant; hence, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 133) = 8.06, p = .005, \eta^2 = .06$ , explaining approximately 6% of the variance in scores. No statistically significant mean score differences were revealed between service level categorizations after a review of the results from a Scheffe post-hoc test.

Next, responses to the statement *takes personal pride in satisfying the needs of others* were analyzed. Lodging managers provided the following means and standard deviations on this statement for hospitality baccalaureate graduates: *economy*,  $m = 4.67$

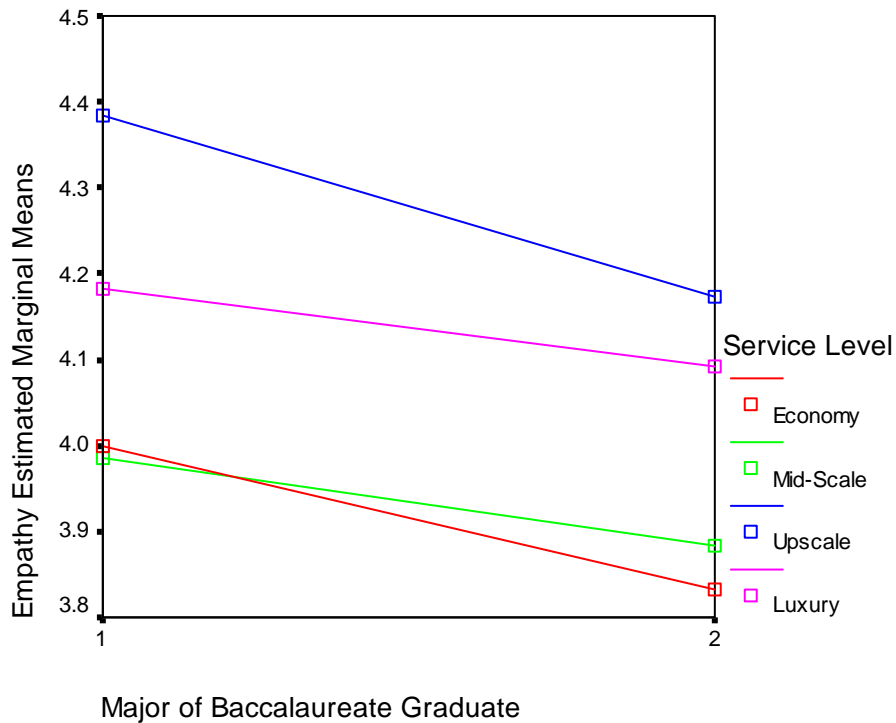
(sd = .52), *mid-scale*,  $m = 4.34$  (sd = 1.02), *upscale*,  $m = 4.46$  (sd = .70), and, *luxury*,  $m = 4.55$  (sd = .69). For non-lodging baccalaureate graduates and these respective service level categories, the means and standard deviations reported were:  $m = 4.00$  (sd = 1.10),  $m = 4.06$  (sd = 1.12),  $m = 4.27$  (sd = .80), and  $m = 4.45$  (sd = .69). Box's Test of Equality of Covariance Matrices was found to be statistically significant,  $F(9, 2184.380) = 2.735$ ,  $p = .004$ ; hence, sphericity could not be assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 133) = 10.14$ ,  $p = .002$ ,  $\eta^2 = .07$ , explaining approximately 7% of the variance in scores. No statistically significant mean score differences were revealed between service level categorizations after a review of the results from a Scheffe post-hoc test.

The fifth *ability* statement was, *defines self as empathetic to the needs of others*. Lodging managers provided the following means and standard deviations on this statement for hospitality baccalaureate graduates: *economy*,  $m = 4.00$  (sd = .89), *mid-scale*,  $m = 3.99$  (sd = 1.03), *upscale*,  $m = 4.38$  (sd = .66), and, *luxury*,  $m = 4.18$  (sd = .75). For non-lodging baccalaureate graduates and these respective service level categories, the means and standard deviations reported were:  $m = 3.83$  (sd = 1.17),  $m = 3.88$  (sd = 1.03),  $m = 4.17$  (sd = .79), and  $m = 4.09$  (sd = .94). Box's Test of Equality of Covariance Matrices was found to be statistically significant,  $F(9, 2184.380) = 2.216$ ,  $p = .019$ ; thus, sphericity could not be assumed.

The mean differences in job competency expectation scores on this particular item were not determined to be statistically significant,  $F(1, 133) = 1.90$ ,  $p = .171$ ,  $\eta^2 = .01$ .

No statistically significant mean differences were found between expectations for hospitality graduates versus non-hospitality graduates on this particular item, regardless of service level provided at the managers' employing hotels. Although non-hospitality graduates were rated lower than the hospitality graduates on expectations within every respective service level, the findings were not considered significant. The graphic results of these findings are provided in Figure 11.



**Figure 11**

**Empathy with Service Level**

The final statement under the factor of *ability* was *has the tendency to seek out positive solutions as opposed to negative outcomes*. Lodging managers provided the following means and standard deviations on this statement for hospitality baccalaureate graduates: *economy*,  $m = 4.50$  ( $sd = .55$ ), *mid-scale*,  $m = 4.31$  ( $sd = .85$ ), *upscale*,  $m = 4.40$  ( $sd = .63$ ), and, *luxury*,  $m = 4.36$  ( $sd = .92$ ). For non-lodging baccalaureate graduates and these respective service level categories, the means and standard deviations reported were:  $m = 4.17$  ( $sd = 1.17$ ),  $m = 4.04$  ( $sd = 1.07$ ),  $m = 4.06$  ( $sd = .92$ ), and  $m = 4.45$  ( $sd = .69$ ). Box's Test of Equality of Covariance Matrices was found to be statistically significant,  $F(9, 2184.380) = 2.216$ ,  $p = .000$ ; as such, sphericity was not assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 133) = 3.99$ ,  $p = .048$ ,  $\eta^2 = .03$ , explaining approximately 3% of the variance in scores. No statistically significant mean score differences were revealed between service level categorizations after a review of the results from a Scheffe post-hoc test.

Only one statement of the six statements under the factor of *ability* had mean differences that were not determined to be statistically significant. However, even on that particular item, *defines self as empathetic to the needs of others*, the respondents reported in a similar manner to all other statements with lower mean score expectations for non-hospitality graduates than for hospitality graduates. The summary of findings for the *ability* factor is provided in Table 27.

**Table 27****Ability Items (Service Level Provided)**

Job Competency Variable	Service Level	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Ability to be caring and empathetic with guests*	Economy	6	4.67	3.67	19.93	.000	.13
	Mid-Scale	68	4.46	4.06			
	Upscale	52	4.58	4.27			
	Luxury	11	4.55	4.27			
Ability to balance the needs of multiple guests at one time	Economy	6	4.50	3.50	10.38	.002	.07
	Mid-Scale	68	4.16	3.81			
	Upscale	52	4.35	4.12			
	Luxury	11	4.09	4.27			
Ability to generate an attitude of trust among co-workers	Economy	6	4.50	3.67	8.06	.005	.06
	Mid-Scale	68	4.26	4.03			
	Upscale	52	4.46	4.33			
	Luxury	11	4.27	4.36			
Takes personal pride in satisfying the needs of others*	Economy	6	4.67	4.00	10.14	.002	.07
	Mid-Scale	68	4.34	4.06			
	Upscale	52	4.46	4.27			
	Luxury	11	4.55	4.45			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire; \*Box's Test of Equality of Covariance Matrices was found to be statistically significant on this item.

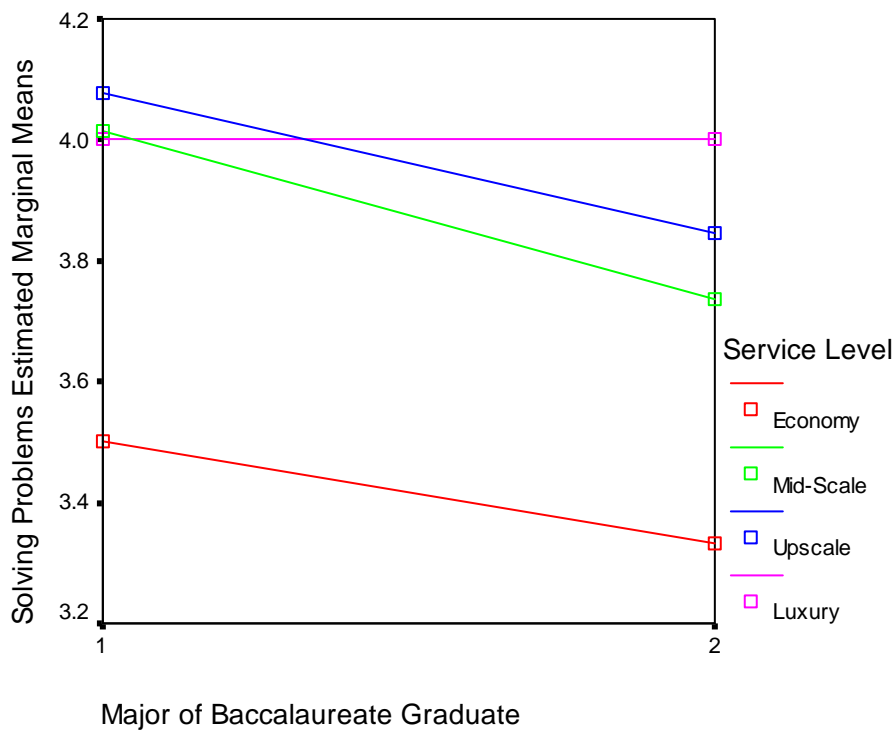
Job Competency Variable	Service Level	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Defines self as empathetic to the needs of others*	Economy	6	4.00	3.83	1.90	.171	.01
	Mid-Scale	68	3.99	3.88			
	Upscale	52	4.38	4.17			
	Luxury	11	4.18	4.09			
Has the tendency to seek out positive solutions as opposed to negative outcomes*	Economy	6	4.50	4.17	3.99	.048	.03
	Mid-Scale	68	4.31	4.04			
	Upscale	52	4.40	4.06			
	Luxury	11	4.36	4.45			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire; \*Box's Test of Equality of Covariance Matrices was found to be statistically significant on this item.

The third factor, *attitude*, was measured by five statements. The first of these statements was *prefers solving problems over following standard procedures*. Respondents provided the following means and standard deviations on this statement for hospitality baccalaureate graduates: *economy*,  $m = 3.50$  ( $sd = 1.52$ ), *mid-scale*,  $m = 4.01$  ( $sd = .89$ ), *upscale*,  $m = 4.08$  ( $sd = .84$ ), and, *luxury*,  $m = 4.00$  ( $sd = .78$ ). Using these service level categories in their respective order, managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations:  $m = 3.33$  ( $sd = 1.63$ ),  $m = 3.74$  ( $sd = .96$ ),  $m = 3.85$  ( $sd = .94$ ), and  $m = 4.00$  ( $sd = .78$ ). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; thus, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to not be statistically significant,  $F(1, 133) = 2.44$ ,  $p = .121$ ,  $\eta^2 = .02$ . The pattern exhibited was for non-hospitality graduates to have lower or reported expectations (except for the *luxury* service level which reported  $m = 4.00$  for both hospitality and non-hospitality graduates). However, the reported mean differences were not statistically significant. These results are provided in a graphic representation in Figure 12.





**Figure 12**

### Solving Problems with Service Level

The second statement was *prefers each day to be different over each day being the same*. Respondents provided the following means and standard deviations on this statement for hospitality baccalaureate graduates: *economy*,  $m = 3.83$  ( $sd = .75$ ), *mid-scale*,  $m = 3.84$  ( $sd = .99$ ), *upscale*,  $m = 4.10$  ( $sd = .80$ ), and, *luxury*,  $m = 3.55$  ( $sd = .69$ ). Using these service level categories in their respective order, managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations:  $m = 3.33$  ( $sd = 1.21$ ),  $m = 3.56$  ( $sd = 1.04$ ),  $m = 3.79$  ( $sd = .92$ ), and  $m = 3.45$

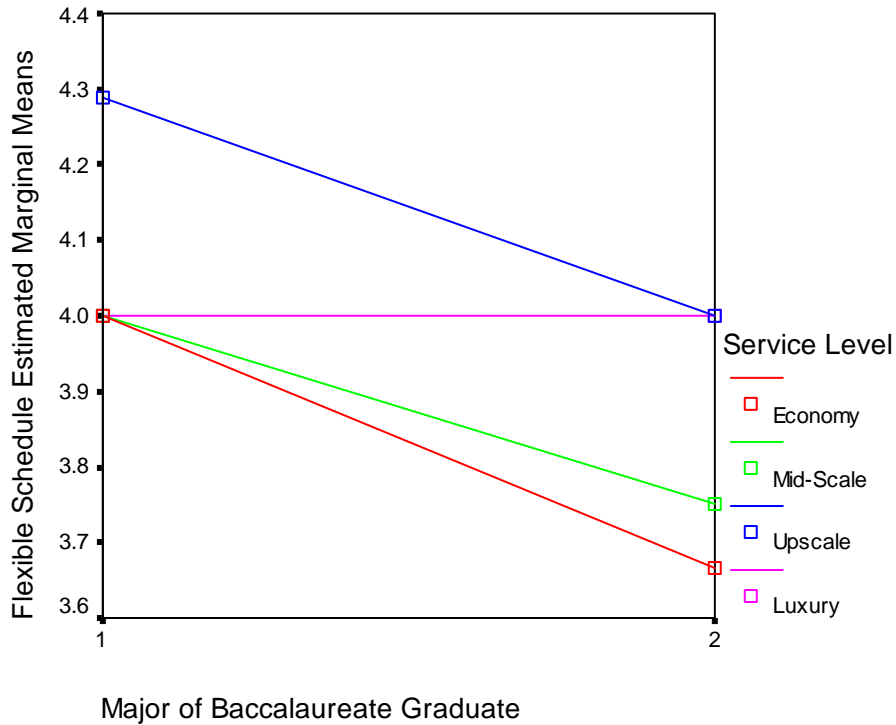
(sd = 1.13). Box's Test of Equality of Covariance Matrices was found to be statistically significant,  $F(9, 2184.380) = 2.02, p = .034$ ; as such, sphericity was not assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 133) = 6.52, p = .012, \eta^2 = .05$ , explaining approximately 5% of the variance in scores. A Tukey post-hoc test revealed no statistically significant differences between service level category groupings.

The third statement, *prefers a flexible work schedule with varying hours*, had lodging managers reporting the following means and standard deviations for hospitality baccalaureate graduate expectations: *economy*,  $m = 4.00$  (sd = .89), *mid-scale*,  $m = 4.00$  (sd = .96), *upscale*,  $m = 4.29$  (sd = .85), and, *luxury*,  $m = 4.00$  (sd = .63). Using these service level categories in their respective order, managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations:  $m = 3.67$  (sd = 1.03),  $m = 3.75$  (sd = 1.07),  $m = 4.00$  (sd = .95), and  $m = 4.00$  (sd = .78). Box's Test of Equality of Covariance Matrices was found to be statistically significant,  $F(9, 2184.380) = 2.02, p = .034$ ; as such, sphericity was not assumed.

The mean differences in job competency expectation scores on this particular item were determined to not be statistically significant,  $F(1, 133) = 3.66, p = .058, \eta^2 = .03$ .

The pattern exhibited was for non-hospitality graduates to have lower reported expectations (except for the *luxury* service level which reported  $m = 4.00$  for both hospitality and non-hospitality graduates). However, the reported mean differences were not statistically significant. These results are provided in a graphic representation in Figure 13.



**Figure 13**

**Flexible Schedule with Service Level**

Next, the statement *believes hard work is rewarded through promotion* was analyzed. Lodging managers reporting the following means and standard deviations for hospitality baccalaureate graduate expectations: *economy*,  $m = 4.50$  ( $sd = .84$ ), *mid-scale*,  $m = 4.04$  ( $sd = 1.03$ ), *upscale*,  $m = 4.35$  ( $sd = .74$ ), and, *luxury*,  $m = 4.09$  ( $sd = .70$ ). Using these service level categories in their respective order, managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations:  $m = 4.17$  ( $sd = .98$ ),  $m = 3.85$  ( $sd = .94$ ),  $m = 4.10$  ( $sd = 1.00$ ), and  $m = 4.00$

(sd = .63). Box's Test of Equality of Covariance Matrices was found to be statistically significant,  $F(9, 2184.380) = 2.18, p = .021$ ; as such, sphericity was not assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 133) = 4.24, p = .041, \eta^2 = .03$ , explaining approximately 3% of the variance in scores. A Tukey post-hoc test found no statistically significant differences between service level groupings.

The last statement of the factor *attitude*, was *prefers creative work over analytical work*. Lodging managers reporting the following means and standard deviations for hospitality baccalaureate graduate expectations: *economy*,  $m = 3.50$  (sd = .84), *mid-scale*,  $m = 3.47$  (sd = .86), *upscale*,  $m = 3.71$  (sd = .89), and, *luxury*,  $m = 3.45$  (sd = .69). Using these service level categories in their respective order, managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations:  $m = 2.83$  (sd = .75),  $m = 3.43$  (sd = .90),  $m = 3.40$  (sd = .93), and  $m = 3.18$  (sd = .98). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; hence, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 133) = 8.90, p = .003, \eta^2 = .06$ , explaining approximately 6% of the variance in scores. A Tukey post-hoc test found no statistically significant differences between service level groupings.

While respondents indicated lower expectations for non-hospitality graduates over hospitality graduates for most of the statements on the factor of *attitude*, two statements (*prefers solving problems over following standard procedures* and *prefers a flexible work*

*schedule with varying hours*) were not found to have statistically significantly different mean scores when service level of the specific hotel employing the manager was taken into account. These findings for the factor *attitude* are summarized in Table 28.

### **Research Question 6**

Research Question 6 pondered:

Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees based upon the mean scores on a questionnaire measuring job competency expectations on the concepts of knowledge, ability, and attitude and *whether or not the manager possessed a baccalaureate degree?*

On this particular question, lodging managers were asked to indicate whether or not they possessed a baccalaureate degree of any major. Ninety-four managers indicated "yes" indicating that 68.61% of the sample was in possession of a baccalaureate degree at the time of the survey. The remaining 31.39% ( $n = 43$ ) were not in possession of a baccalaureate degree at the time the survey was administered. For data analyses beyond descriptive data, a repeated-measures ANOVA was utilized.

*Knowledge* was the first factor analyzed. Under this factor, the first statement was *knowledge of the realities involved in this type of work*. Lodging managers reported

**Table 28****Attitude Items (Service Level Provided)**

Job Competency Variable	Service Level	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Prefers solving problems over following standard procedures	Economy	6	3.50	3.33	2.44	.121	.02
	Mid-Scale	68	4.01	3.74			
	Upscale	52	4.08	3.85			
	Luxury	11	4.00	4.00			
Prefers each day to be different over each day being the same*	Economy	6	3.83	3.33	6.52	.012	.05
	Mid-Scale	68	3.84	3.56			
	Upscale	52	4.10	3.79			
	Luxury	11	3.55	3.45			
Prefers a flexible work schedule with varying hours*	Economy	6	4.00	3.67	3.66	.058	.03
	Mid-Scale	68	4.00	3.75			
	Upscale	52	4.29	4.00			
	Luxury	11	4.00	4.00			
Believes hard work is rewarded through promotion*	Economy	6	4.50	4.17	4.24	.041	.03
	Mid-Scale	68	4.04	3.85			
	Upscale	52	4.35	4.10			
	Luxury	11	4.09	4.00			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire; \*Box's Test of Equality of Covariance Matrices was found to be statistically significant on this item.

Job Competency Variable	Service Level	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Prefers creative work over analytical work	Economy	6	3.50	2.83	8.90	.003	.06
	Mid-Scale	68	3.47	3.43			
	Upscale	52	3.71	3.40			
	Luxury	11	3.45	3.18			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire; \*Box's Test of Equality of Covariance Matrices was found to be statistically significant on this item.

the following means and standard deviations for hospitality baccalaureate graduate expectations: *with baccalaureate degree* = 4.28 (sd = .90); *without baccalaureate degree*,  $m = 4.47$  (sd = .63). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with baccalaureate degree*,  $m = 3.83$  (sd = 1.20); *without baccalaureate degree*,  $m = 3.65$  (sd = 1.07). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; hence, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 135) = 78.76$ ,  $p = .000$ ,  $\eta^2 = .37$ , explaining approximately 37% of the variance in scores. Managers reported statistically higher expectations for hospitality baccalaureate graduates over non-hospitality baccalaureate graduates regardless of whether or not they held a baccalaureate degree of their own.

Statement two under the factor *knowledge* was *knowledge of basic terminology used in the hospitality industry*. Lodging managers reported the following means and standard deviations for hospitality baccalaureate graduate expectations: *with baccalaureate degree* = 4.37 (sd = .89); *without baccalaureate degree*,  $m = 4.42$  (sd = .63). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with baccalaureate degree*,  $m = 2.96$  (sd = 1.10); *without baccalaureate degree*,  $m = 3.33$  (sd = .99). Box's Test of Equality of Covariance Matrices was found to be statistically significant,  $F(3, 147900.4) = 2.76$ ,  $p = .041$ ; hence, sphericity was not assumed.



The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 135) = 146.98, p = .000, \eta^2 = .52$ , explaining approximately 52% of the variance in scores. Managers reported statistically higher expectations for hospitality baccalaureate graduates over non-hospitality baccalaureate graduates regardless of whether or not they possessed a baccalaureate degree of their own.

The third statement, *knowledge of lodging management practices* had lodging managers reporting the following means and standard deviations for expectations of hospitality baccalaureate graduates: *with baccalaureate degree* = 4.03 (sd = .87); *without baccalaureate degree*,  $m = 4.23$  (sd = .81). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with baccalaureate degree*,  $m = 2.89$  (sd = 1.02); *without baccalaureate degree*,  $m = 3.19$  (sd = .98). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; thus, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 135) = 127.51, p = .000, \eta^2 = .49$ , explaining approximately 49% of the variance in scores. Managers reported statistically higher expectations for hospitality baccalaureate graduates over non-hospitality baccalaureate graduates regardless of whether or not they possessed a baccalaureate degree of their own.

The next statement, *knowledge of guest service standards*, had the following means and standard deviations reported by lodging managers for hospitality

baccalaureate graduates: *with baccalaureate degree* = 4.30 (sd = .81); *without baccalaureate degree*,  $m = 4.40$  (sd = .79). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with baccalaureate degree*,  $m = 3.44$  (sd = 1.13); *without baccalaureate degree*,  $m = 3.86$  (sd = 1.04). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; thus, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 135) = 70.69$ ,  $p = .000$ ,  $\eta^2 = .34$ , explaining approximately 34% of the variance in scores. Managers reported statistically higher expectations for hospitality baccalaureate graduates over non-hospitality baccalaureate graduates regardless of whether or not they held a baccalaureate degree of their own.

The last statement under the factor *knowledge* was *knowledge of hospitality products and services*. Lodging managers reported the following means and standard deviations for expectations of hospitality baccalaureate graduates: *with baccalaureate degree* = 4.13 (sd = .83); *without baccalaureate degree*,  $m = 4.26$  (sd = .73). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with baccalaureate degree*,  $m = 2.91$  (sd = 1.17); *without baccalaureate degree*,  $m = 3.26$  (sd = 1.00). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; thus, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 135) = 116.26$ ,  $p = .000$ ,  $\eta^2 = .46$ ,

explaining approximately 46% of the variance in scores. Managers reported statistically higher expectations for hospitality baccalaureate graduates over non-hospitality baccalaureate graduates regardless of whether or not they held a baccalaureate degree of their own.

Overall, statistically significant mean differences were reported on job competency expectations by managers on the factor *knowledge*. Consistently, managers rated higher expectations for hospitality baccalaureate graduates over non-hospitality graduates on all items related to *knowledge*. The results from a repeated-measures ANOVA for *knowledge* are summarized in Table 29.

The next factor, *ability*, was measured on six separate statements. The first of these statements was *ability to be caring and empathetic with guests*. Lodging managers reported the following means and standard deviations for expectations of hospitality baccalaureate graduates: *with baccalaureate degree* = 4.52 (sd = .81); *without baccalaureate degree*,  $m = 4.51$  (sd = .67). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with baccalaureate degree*,  $m = 4.19$  (sd = 1.01); *without baccalaureate degree*,  $m = 4.02$  (sd = 1.10). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; thus, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 135) = 29.13$ ,  $p = .000$ ,  $\eta^2 = .18$ ,

**Table 29****Knowledge Items (Baccalaureate/Non-Baccalaureate)**

Job Competency Variable	Education Level	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Knowledge of the realities involved in this type of work	Baccalaureate	94	4.28	4.47	78.76	.000	.37
	Non-Baccalaureate	43	3.83	3.65			
Knowledge of basic terminology used in the hospitality industry*	Baccalaureate	94	4.37	2.96	146.98	.000	.52
	Non-Baccalaureate	43	4.42	3.33			
Knowledge of lodging management practices	Baccalaureate	94	4.03	2.89	127.51	.000	.49
	Non-Baccalaureate	43	4.23	3.19			
Knowledge of guest service standards	Baccalaureate	94	4.30	3.44	70.69	.000	.34
	Non-Baccalaureate	43	4.40	3.86			
Knowledge of hospitality products and services	Baccalaureate	94	4.13	2.91	116.26	.000	.46
	Non-Baccalaureate	43	4.26	3.26			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire; \*Box's Test of Equality of Covariance Matrices was found to be statistically significant on this item.

explaining approximately 18% of the variance in scores. Managers reported statistically higher expectations for hospitality baccalaureate graduates over non-hospitality baccalaureate graduates regardless of whether or not they held a baccalaureate degree of their own.

Statement two, *ability to balance the needs of multiple guests at one time* had lodging managers report these following mean job competency expectation scores and standard deviations: *with baccalaureate degree* = 4.23 (sd = .90); *without baccalaureate degree*,  $m = 4.26$  (sd = .73). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with baccalaureate degree*,  $m = 3.89$  (sd = 1.04); *without baccalaureate degree*,  $m = 4.07$  (sd = .94). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; thus, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 135) = 12.05$ ,  $p = .001$ ,  $\eta^2 = .08$ , explaining approximately 8% of the variance in scores. Managers reported statistically higher expectations for hospitality baccalaureate graduates over non-hospitality baccalaureate graduates regardless of whether or not they possessed a baccalaureate degree of their own.

The third statement was *ability to generate an attitude of trust among co-workers*. Lodging managers rated the following means and standard deviations for expectations of hospitality baccalaureate graduates: *with baccalaureate degree* = 4.33 (sd = .85); *without baccalaureate degree*,  $m = 4.40$  (sd = .73). Managers rated non-lodging baccalaureate

graduate expectations with the following reported means and standard deviations: *with baccalaureate degree*,  $m = 4.13$  ( $sd = 1.02$ ); *without baccalaureate degree*,  $m = 4.21$  ( $sd = .91$ ). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; thus, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 135) = 8.15$ ,  $p = .005$ ,  $\eta^2 = .06$ , explaining approximately 6% of the variance in scores. Managers reported statistically higher expectations for hospitality baccalaureate graduates over non-hospitality baccalaureate graduates regardless of whether or not they held a baccalaureate degree of their own.

The fourth statement regarding the factor *ability was takes personal pride in satisfying the needs of others*. Lodging managers reported these following mean job competency expectation scores and standard deviations: *with baccalaureate degree* = 4.43 ( $sd = .84$ ); *without baccalaureate degree*,  $m = 4.40$  ( $sd = .93$ ). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with baccalaureate degree*,  $m = 4.12$  ( $sd = 1.00$ ); *without baccalaureate degree*,  $m = 4.28$  ( $sd = .91$ ). Box's Test of Equality of Covariance Matrices was found to be statistically significant,  $F(3, 147900.4) = 2.76$ ,  $p = .041$ ; hence, sphericity was not assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 135) = 10.50$ ,  $p = .002$ ,  $\eta^2 = .07$ , explaining approximately 7% of the variance in scores. Managers reported statistically

higher expectations for hospitality baccalaureate graduates over non-hospitality baccalaureate graduates regardless of whether or not they possessed a baccalaureate degree of their own.

The next statement was *defines self as empathetic to the needs of others*. Lodging managers reported these following mean job competency expectation scores and standard deviations: *with baccalaureate degree* = 4.19 (sd = .92); *without baccalaureate degree, m* = 4.07 (sd = .83). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with baccalaureate degree, m* = 4.03 (sd = .90); *without baccalaureate degree, m* = 3.95 (sd = 1.05). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; as such, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined not to be statistically significant,  $F(1, 135) = 3.84, p = .052, \eta^2 = .03$ . Managers reported expectations for hospitality baccalaureate graduates not significantly different from non-hospitality baccalaureate graduates regardless of whether or not they held possessed a baccalaureate degree of their own.

The final statement under the factor *ability* was *has the tendency to seek out positive solutions as opposed to negative outcomes*. Lodging managers reported these following mean job competency expectation scores and standard deviations: *with baccalaureate degree* = 4.37 (sd = .79); *without baccalaureate degree, m* = 4.33 (sd = .72). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with baccalaureate degree, m* = 4.03 (sd = 1.01);

*without baccalaureate degree*,  $m = 4.21$  ( $sd = .94$ ). Box's Test of Equality of Covariance Matrices was found to be statistically significant,  $F(3, 147900.4) = 3.13$ ,  $p = .025$ ; as such, sphericity was not assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 135) = 9.95$ ,  $p = .002$ ,  $\eta^2 = .07$ , explaining approximately 7% of the variance in scores. Managers reported expectations for hospitality baccalaureate graduates significantly higher than for non-hospitality baccalaureate graduates regardless of whether or not they possessed a baccalaureate degree of their own.

All but one statement under the factor of *ability, defines self as empathetic to the needs of others*, had respondents indicating statistically higher expectations for hospitality baccalaureate graduate new-hires than non-hospitality baccalaureate graduate new-hires. This was the case regardless of whether or not the lodging manager was in possession of a baccalaureate degree. Additional independent-samples  $t$  tests confirmed that no significant differences existed between the baccalaureate-degreed managers and the non-baccalaureate-degreed managers. Summary results of the repeated-measures ANOVA are provided in Table 30.

The third and final factor, *attitude*, had five statements for job competency expectations. The first of these was *prefers solving problems over following standard procedures*. On this statement, respondents provided the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates divided into whether or not the responding manager possessed a baccalaureate degree: *with*



**Table 30****Ability Items (Baccalaureate/Non-Baccalaureate)**

Job Competency Variable	Education Level	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Ability to be caring and empathetic with guests	Baccalaureate	94	4.52	4.51	29.13	.000	.18
	Non-Baccalaureate	43	4.19	4.02			
Ability to balance the needs of multiple guests at one time	Baccalaureate	94	4.23	3.89	12.05	.001	.08
	Non-Baccalaureate	43	4.26	4.07			
Ability to generate an attitude of trust among co-workers	Baccalaureate	94	4.33	4.13	8.15	.005	.06
	Non-Baccalaureate	43	4.40	4.21			
Takes personal pride in satisfying the needs of others*	Baccalaureate	94	4.43	4.12	10.50	.002	.07
	Non-Baccalaureate	43	4.40	4.28			
Defines self as empathetic to the needs of others	Baccalaureate	94	4.19	4.03	3.84	.052	.03
	Non-Baccalaureate	43	4.07	3.95			
Has the tendency to seek out positive solutions as opposed to negative outcomes*	Baccalaureate	94	4.37	4.03	9.95	.002	.07
	Non-Baccalaureate	43	4.33	4.21			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire; \*Box's Test of Equality of Covariance Matrices was found to be statistically significant on this item.

*baccalaureate degree* = 4.07 (sd = .85); *without baccalaureate degree*,  $m = 3.88$  (sd = .98). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with baccalaureate degree*,  $m = 3.80$  (sd = .91); *without baccalaureate degree*,  $m = 3.74$  (sd = 1.09). Box's Test of Equality of Covariance Matrices was found to be statistically significant,  $F(3, 147900.4) = 2.20$ ,  $p = .086$ ; as such, sphericity was not assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 135) = 8.02$ ,  $p = .005$ ,  $\eta^2 = .06$ , explaining approximately 6% of the variance in scores. Managers reported expectations for hospitality baccalaureate graduates significantly higher than for non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree of their own.

The second statement was *prefers each day to be different over each day being the same*. On this statement, respondents provided the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates divided into whether or not the responding manager possessed a baccalaureate degree: *with baccalaureate degree* = 3.96 (sd = .97); *without baccalaureate degree*,  $m = 3.81$  (sd = .70). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with baccalaureate degree*,  $m = 3.61$  (sd = 1.03); *without baccalaureate degree*,  $m = 3.67$  (sd = .97). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; hence, sphericity was assumed. The mean differences in job competency expectation scores on this particular item were

determined to be statistically significant,  $F(1, 135) = 9.93, p = .002, \eta^2 = .07$ , explaining approximately 7% of the variance in scores. Managers reported expectations for hospitality baccalaureate graduates significantly higher than for non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree of their own.

Next, the statement *prefers a flexible work schedule with varying hours* is discussed. On this statement, respondents provided the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates divided into whether or not the responding manager possessed a baccalaureate degree: *with baccalaureate degree* = 4.16 (sd = .94); *without baccalaureate degree*,  $m = 4.00$  (sd = .79). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with baccalaureate degree*,  $m = 3.87$  (sd = 1.01); *without baccalaureate degree*,  $m = 3.84$  (sd = 1.00). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; thus, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 135) = 8.48, p = .004, \eta^2 = .06$ , explaining approximately 6% of the variance in scores. Managers reported expectations for hospitality baccalaureate graduates significantly higher than for non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree of their own.

The fourth statement of the factor *attitude* was *believes hard work is rewarded through promotion*. On this statement, respondents provided the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates divided into whether or not the responding manager possessed a baccalaureate degree: *with baccalaureate degree* = 4.17 (sd = .92); *without baccalaureate degree*,  $m = 4.21$  (sd = .86). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with baccalaureate degree*,  $m = 3.97$  (sd = .92); *without baccalaureate degree*,  $m = 3.98$  (sd = .99). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; therefore, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 135) = 9.31, p = .003, \eta^2 = .07$ , explaining approximately 7% of the variance in scores. Managers reported expectations for hospitality baccalaureate graduates significantly higher than for non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree of their own.

The fifth and final statement of the *attitude* factor was *prefers creative work over analytical work*. On this statement, respondents provided the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates divided into whether or not the responding manager possessed a baccalaureate degree: *with baccalaureate degree* = 3.55 (sd = .88); *without baccalaureate degree*,  $m = 3.58$  (sd = .82). Managers rated non-lodging baccalaureate graduate expectations with the

following reported means and standard deviations: *with baccalaureate degree*,  $m = 3.35$  ( $sd = .89$ ); *without baccalaureate degree*,  $m = 3.42$  ( $sd = .98$ ). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; therefore, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 135) = 5.96$ ,  $p = .016$ ,  $\eta^2 = .04$ , explaining approximately 4% of the variance in scores. Managers reported expectations for hospitality baccalaureate graduates significantly higher than for non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree of their own.

For all statements on the factor *attitude*, managers rated hospitality baccalaureate graduates statistically significantly higher on mean job competency expectation scores regardless of whether or not the manager responding to the survey possessed a baccalaureate degree himself or herself. These findings are reported in Table 31.

### **Research Question 7**

The final research question, Research Question 7, solicited the following:  
Is there a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees based upon the mean scores on a questionnaire measuring job competency

**Table 31****Attitude Items (Baccalaureate/Non-Baccalaureate)**

Job Competency Variable	Manager Education Level	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Prefers solving problems over following standard procedures*	Baccalaureate	94	4.07	3.80	8.02	.005	.06
	Non-Baccalaureate	43	3.88	3.74			
Prefers each day to be different over each day being the same	Baccalaureate	94	3.96	3.61	9.93	.002	.07
	Non-Baccalaureate	43	3.81	3.67			
Prefers a flexible work schedule with varying hours	Baccalaureate	94	4.16	3.87	8.48	.004	.06
	Non-Baccalaureate	43	4.00	3.84			
Believes hard work is rewarded through promotion	Baccalaureate	94	4.17	3.97	9.31	.003	.07
	Non-Baccalaureate	43	4.21	3.98			
Prefers creative work over analytical work	Baccalaureate	94	3.55	3.35	5.96	.016	.04
	Non-Baccalaureate	43	3.58	3.42			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire; \*Box's Test of Equality of Covariance Matrices was found to be statistically significant on this item.

expectations on the concepts of knowledge, ability, and attitude and *whether the baccalaureate degree possessed by the lodging manager was in hospitality management or a non-hospitality management discipline?*

This question was also analyzed using descriptive tallies as well as a repeated-measures ANOVA. A difference in mean scores was searched for only those managerial respondents who possessed baccalaureate degrees which was 68.61% (n = 94) of the total number of respondents (n=137). The descriptive data are provided in Table 32.

**Table 32**  
**Managers' Baccalaureate Degree Information**

Baccalaureate Degree	n	% of Total Sample (n=137)
Yes	94	68.61
No	43	31.39

Baccalaureate Degree	Hospitality management	n	% of Total Sample (n=137)
Yes	Yes	34	24.82
Yes	No	60	43.79

The factor, *knowledge*, had as its first statement, *knowledge of the realities involved in this type of work*. On this statement, respondents provided the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates divided into whether or not the responding manager possessed a

baccalaureate degree himself or herself in the discipline of hospitality management: *with a hospitality degree*,  $m = 4.59$  ( $sd = .70$ ); *with a non-hospitality degree*,  $m = 4.10$  ( $sd = .95$ ). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with a hospitality degree*,  $m = 3.38$  ( $sd = 1.30$ ); *with a non- hospitality degree*,  $m = 3.38$  ( $sd = 1.15$ ). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; therefore, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 92) = 72.53$ ,  $p = .000$ ,  $\eta^2 = .44$ , explaining approximately 44% of the variance in scores. Managers reported mean expectation scores for hospitality baccalaureate graduates significantly higher than for non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree directly in hospitality or in a different discipline.

Statement two was *knowledge of basic terminology used in the hospitality industry*. On this statement, lodging manager respondents provided the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates divided into whether or not the responding manager possessed a baccalaureate degree himself or herself in the discipline of hospitality management: *with a hospitality degree*,  $m = 4.50$  ( $sd = .71$ ); *with a non-hospitality degree*,  $m = 4.30$  ( $sd = .98$ ). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with a hospitality degree*,  $m = 3.03$  ( $sd = 1.11$ ); *with a non-*



*hospitality degree*,  $m = 2.92$  (sd = 1.09). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; therefore, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 92) = 122.59$ ,  $p = .000$ ,  $\eta^2 = .57$ , explaining approximately 57% of the variance in scores. Managers reported mean expectation scores for hospitality baccalaureate graduates significantly higher than for non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree directly in hospitality or in a different discipline.

The third statement, *knowledge of lodging management practices*, had lodging managers report the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates. For those managers *with a hospitality degree*,  $m = 4.21$  (sd = .73); and managers *with a non-hospitality degree*,  $m = 3.93$  (sd = .94). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with a hospitality degree*,  $m = 3.03$  (sd = 1.00); *with a non-hospitality degree*,  $m = 2.82$  (sd = 1.03). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; therefore, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 92) = 105.92$ ,  $p = .000$ ,  $\eta^2 = .54$ , explaining approximately 54% of the variance in scores. Managers reported significantly higher mean expectation scores for hospitality baccalaureate graduates compared to non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree directly in hospitality or in a different discipline.

The fourth statement was *knowledge of guest service standards*. This statement had lodging managers report the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates. For those managers *with a hospitality degree*,  $m = 4.38$  ( $sd = .74$ ); and managers *with a non-hospitality degree*,  $m = 4.25$  ( $sd = .86$ ). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with a hospitality degree*,  $m = 3.47$  ( $sd = 1.02$ ); *with a non-hospitality degree*,  $m = 3.42$  ( $sd = 1.20$ ). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; therefore, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 92) = 75.00$ ,  $p = .000$ ,  $\eta^2 = .45$ , explaining approximately 45% of the variance in scores. Managers reported significantly higher mean expectation scores for hospitality baccalaureate graduates compared to non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree directly in hospitality or in a different discipline.

The fifth and final statement for the factor *knowledge* was *knowledge of hospitality products and services*. On this statement, lodging managers reported the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates. For those managers *with a hospitality degree*,  $m = 4.29$  ( $sd = .72$ ); and managers *with a non-hospitality degree*,  $m = 4.03$  ( $sd = .88$ ). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with a hospitality degree*,  $m = 2.97$  ( $sd = 1.19$ ); *with a non-*

*hospitality degree*,  $m = 2.88$  (sd = 1.17). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; therefore, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 92) = 102.58$ ,  $p = .000$ ,  $\eta^2 = .53$ , explaining approximately 53% of the variance in scores. Managers reported significantly higher mean expectation scores for hospitality baccalaureate graduates compared to non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree directly in hospitality or in a different discipline.

All statements of the factor *knowledge* had respondents report statistically significant differences in mean job competency expectations scores. On all accounts, regardless of whether the baccalaureate degree possessed by the manager responding was specifically in hospitality management or not, the managers rated expectations significantly higher for new-hire graduates with baccalaureate degrees in hospitality over non-hospitality. These findings for the factor *knowledge* are summarized in Table 33.

The next factor, *ability*, consisted of six statements. The first of these statements was *ability to be caring and empathetic with guests*. On this statement, lodging managers reported the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates. For those managers *with a hospitality degree*,  $m = 4.59$  (sd = .70); and managers *with a non-hospitality degree*,  $m = 4.48$  (sd = .87). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with a hospitality degree*,  $m = 4.12$  (sd = 1.04);

**Table 33****Knowledge Items (Hospitality/Non-Hospitality Degree)**

Job Competency Variable	Manager's Degree Type	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Knowledge of the realities involved in this type of work	Hospitality	34	4.59	3.38	72.53	.000	.44
	Non-Hospitality	60	4.10	3.38			
Knowledge of basic terminology used in the hospitality industry	Hospitality	34	4.50	3.03	122.59	.000	.57
	Non-Hospitality	60	4.30	2.92			
Knowledge of lodging management practices	Hospitality	34	4.21	3.09	105.92	.000	.54
	Non-Hospitality	60	3.93	2.82			
Knowledge of guest service standards	Hospitality	34	4.38	3.47	75.00	.000	.45
	Non-Hospitality	60	4.25	3.42			
Knowledge of hospitality products and services	Hospitality	34	4.29	2.97	102.58	.000	.53
	Non-Hospitality	60	4.03	2.88			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire.

*with a non-hospitality degree*,  $m = 4.23$  ( $sd = 1.00$ ). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; therefore, sphericity was assumed. The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 92) = 17.36$ ,  $p = .000$ ,  $\eta^2 = .16$ , explaining approximately 16% of the variance in scores. Managers reported significantly higher mean expectation scores for hospitality baccalaureate graduates compared to non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree directly in hospitality or in a different discipline.

The second statement was *ability to balance the needs of multiple guests at one time*. On this statement, lodging managers reported the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates. For those managers *with a hospitality degree*,  $m = 4.24$  ( $sd = .74$ ); and managers *with a non-hospitality degree*,  $m = 4.23$  ( $sd = .98$ ). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with a hospitality degree*,  $m = 3.74$  ( $sd = 1.02$ ); *with a non-hospitality degree*,  $m = 3.98$  ( $sd = 1.05$ ). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; therefore, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 92) = 16.10$ ,  $p = .000$ ,  $\eta^2 = .15$ , explaining approximately 15% of the variance in scores. Managers reported significantly higher mean expectation scores for hospitality baccalaureate graduates compared to non-

hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree directly in hospitality or in a different discipline.

The third statement, *ability to generate an attitude of trust among co-workers* had the following means and standard deviations reported by managers. For those managers *with a hospitality degree*,  $m = 4.38$  ( $sd = .78$ ); and managers *with a non-hospitality degree*,  $m = 4.30$  ( $sd = .89$ ). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with a hospitality degree*,  $m = 4.15$  ( $sd = .93$ ); *with a non-hospitality degree*,  $m = 4.12$  ( $sd = 1.08$ ). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; therefore, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 92) = 6.59$ ,  $p = .012$ ,  $\eta^2 = .07$ , explaining approximately 7% of the variance in scores. Managers reported significantly higher mean expectation scores for hospitality baccalaureate graduates compared to non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree directly in hospitality or in a different discipline.

Next, the statement *takes personal pride in satisfying the needs of others* was analyzed. On this statement, lodging managers reported the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates. For those managers *with a hospitality degree*,  $m = 4.41$  ( $sd = .86$ ); and managers *with a non-hospitality degree*,  $m = 4.43$  ( $sd = .83$ ). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard

deviations: *with a hospitality degree*,  $m = 4.03$  ( $sd = 1.03$ ); *with a non-hospitality degree*,  $m = 4.17$  ( $sd = .99$ ). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; therefore, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 92) = 15.08$ ,  $p = .000$ ,  $\eta^2 = .14$ , explaining approximately 14% of the variance in scores. Managers reported significantly higher mean expectation scores for hospitality baccalaureate graduates compared to non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree directly in hospitality or in a different discipline.

The fifth statement, *defines self as empathetic to the needs of others*, had lodging managers report the following means and standard deviations. For those managers *with a hospitality degree*,  $m = 4.24$  ( $sd = .82$ ); and managers *with a non-hospitality degree*,  $m = 4.17$  ( $sd = .98$ ). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with a hospitality degree*,  $m = 4.00$  ( $sd = .95$ ); *with a non-hospitality degree*,  $m = 4.05$  ( $sd = .87$ ). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; therefore, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 92) = 4.39$ ,  $p = .039$ ,  $\eta^2 = .05$ , explaining approximately 5% of the variance in scores. Managers reported significantly higher mean expectation scores for hospitality baccalaureate graduates compared to non-

hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree directly in hospitality or in a different discipline.

The sixth and final statement of the factor *ability* was *has the tendency to seek out positive solutions as opposed to negative outcomes*. On this statement, lodging managers reported the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates. For those managers *with a hospitality degree*,  $m = 4.38$  ( $sd = .65$ ); and managers *with a non-hospitality degree*,  $m = 4.37$  ( $sd = .86$ ).

Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with a hospitality degree*,  $m = 3.97$  ( $sd = 1.03$ ); *with a non-hospitality degree*,  $m = 4.07$  ( $sd = 1.01$ ). Box's Test of Equality of Covariance Matrices was found to be statistically significant,  $F(3, 144979.9) = 2.99$ ,  $p = .030$ ; hence, sphericity was not assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 92) = 14.69$ ,  $p = .000$ ,  $\eta^2 = .14$ , explaining approximately 14% of the variance in scores. Managers reported significantly higher mean expectation scores for hospitality baccalaureate graduates compared to non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree directly in hospitality or in a different discipline.

On each of the six statements comprising the factor *ability*, statistically significant mean score differences were reported by managers. All statements indicated that lodging managers held higher mean job competency expectations for new-hires who possessed baccalaureate degrees in hospitality compared to those who had non-hospitality degrees.



There was no interaction effect based upon whether the manager himself or herself had a baccalaureate degree specifically in hospitality or in a non-hospitality discipline. The findings for the factor *ability* are listed in Table 34.

The third factor, *attitude*, included five separate statements for lodging managers to respond to. The first of these statements was *prefers solving problems over following standard procedures*. On this statement, lodging managers reported the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates. For those managers *with a hospitality degree*,  $m = 4.24$  ( $sd = .61$ ); and managers *with a non-hospitality degree*,  $m = 3.98$  ( $sd = .95$ ). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with a hospitality degree*,  $m = 3.85$  ( $sd = .82$ ); *with a non-hospitality degree*,  $m = 3.77$  ( $sd = .96$ ). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; hence, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 92) = 10.82$ ,  $p = .001$ ,  $\eta^2 = .11$ , explaining approximately 11% of the variance in scores. Managers reported significantly higher mean expectation scores for hospitality baccalaureate graduates compared to non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree directly in hospitality or in a different discipline.

The next statement, *prefers each day to be different over each day being the same*, had the following mean job competency expectation scores and standard deviations

**Table 34****Ability Items (Hospitality/Non-Hospitality Degree)**

Job Competency Variable	Manager's Degree Type	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Ability to be caring and empathetic with guests	Hospitality	34	4.59	4.12	17.36	.000	.16
	Non-Hospitality	60	4.48	4.23			
Ability to balance the needs of multiple guests at one time	Hospitality	34	4.24	3.74	16.10	.000	.15
	Non-Hospitality	60	4.23	3.98			
Ability to generate an attitude of trust among co-workers	Hospitality	34	4.38	4.15	6.59	.012	.07
	Non-Hospitality	60	4.30	4.12			
Takes personal pride in satisfying the needs of others	Hospitality	34	4.41	4.03	15.08	.000	.14
	Non-Hospitality	60	4.43	4.17			
Defines self as empathetic to the needs of others	Hospitality	34	4.24	4.00	4.39	.039	.05
	Non-Hospitality	60	4.17	4.05			
Has the tendency to seek out positive solutions as opposed to negative outcomes*	Hospitality	34	4.38	3.97	14.69	.000	.14
	Non-Hospitality	60	4.37	4.07			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire; \*Box's Test of Equality of Covariance Matrices was found to be statistically significant on this item.

reported for hospitality baccalaureate new-hires. For those managers *with a hospitality degree*,  $m = 4.09$  ( $sd = .79$ ); and managers *with a non-hospitality degree*,  $m = 3.88$  ( $sd = 1.06$ ). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with a hospitality degree*,  $m = 3.59$  ( $sd = .99$ ); *with a non-hospitality degree*,  $m = 3.62$  ( $sd = 1.06$ ). Box's Test of Equality of Covariance Matrices was found to be statistically significant,  $F(3, 144979.9) = 2.83$ ,  $p = .037$ ; therefore, sphericity was not assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 92) = 17.20$ ,  $p = .000$ ,  $\eta^2 = .16$ , explaining approximately 16% of the variance in scores. Managers reported significantly higher mean expectation scores for hospitality baccalaureate graduates compared to non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree directly in hospitality or in a different discipline.

The third statement under the factor of *attitude* was *prefers a flexible work schedule with varying hours*. On this statement, lodging managers reported the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates. For those managers *with a hospitality degree*,  $m = 4.41$  ( $sd = .66$ ); and managers *with a non-hospitality degree*,  $m = 4.02$  ( $sd = 1.05$ ). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with a hospitality degree*,  $m = 4.00$  ( $sd = .74$ ); *with a non-hospitality degree*,  $m = 3.80$  ( $sd = 1.13$ ). Box's Test of Equality of Covariance Matrices was found

to be statistically significant,  $F(3, 144979.9) = 4.87, p = .002$ ; hence, sphericity was not assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 92) = 12.24, p = .001, \eta^2 = .12$ , explaining approximately 12% of the variance in scores. Managers reported significantly higher mean expectation scores for hospitality baccalaureate graduates compared to non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree directly in hospitality or in a different discipline.

The next statement was *believes hard work is rewarded through promotion*. The last statement under the factor of *attitude* was *prefers creative work over analytical work*. On this statement, lodging managers reported the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates. For those managers *with a hospitality degree*,  $m = 4.35$  ( $sd = .77$ ); and managers *with a non-hospitality degree*,  $m = 4.07$  ( $sd = .99$ ). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with a hospitality degree*,  $m = 3.97$  ( $sd = .87$ ); *with a non-hospitality degree*,  $m = 3.97$  ( $sd = .96$ ). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; thus, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 92) = 9.79, p = .002, \eta^2 = .10$ , explaining approximately 10% of the variance in scores. Managers reported significantly higher mean expectation scores for hospitality baccalaureate graduates compared to non-

hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree directly in hospitality or in a different discipline.

The last statement under the factor *attitude* was *prefers creative work over analytical work*. On this statement, lodging managers reported the following means and standard deviations for job competency expectations of hospitality baccalaureate graduates. For those managers *with a hospitality degree*,  $m = 3.74$  ( $sd = .93$ ); and managers *with a non-hospitality degree*,  $m = 3.45$  ( $sd = .83$ ). Managers rated non-lodging baccalaureate graduate expectations with the following reported means and standard deviations: *with a hospitality degree*,  $m = 3.41$  ( $sd = 1.05$ ); *with a non-hospitality degree*,  $m = 3.32$  ( $sd = .79$ ). Box's Test of Equality of Covariance Matrices was not found to be statistically significant; thus, sphericity was assumed.

The mean differences in job competency expectation scores on this particular item were determined to be statistically significant,  $F(1, 92) = 7.39$ ,  $p = .008$ ,  $\eta^2 = .07$ , explaining approximately 7% of the variance in scores. Managers reported significantly higher mean expectation scores for hospitality baccalaureate graduates compared to non-hospitality baccalaureate graduates regardless of whether or not the managers possessed a baccalaureate degree directly in hospitality or in a different discipline.

Every statement within the factor *attitude* had lodging managers reporting statistically higher expectation scores on job competencies for new-hires with baccalaureate degrees in hospitality over new employees with non-hospitality degrees. There were no interaction effects that were significant when the researcher analyzed the between-subjects variable of whether or not the lodging manager respondent possessed

his or her own baccalaureate degree in hospitality management or a non-hospitality discipline. The findings for these statements regarding the factor *attitude* are displayed in Table 35.

### **Data Analysis Summary**

An analysis of the data gathered for Research Questions 1-7 indicated statistically significant higher expectations for graduates possessing baccalaureate degree in hospitality management than in non-hospitality management disciplines on the majority of statements. As stated above, if small sub-groups which were non-representative (i.e., had fewer than 10 respondents in the sub-group) were eliminated from the data analysis, the researcher most likely would have found statistically significant higher job competency expectations on all items.

Nonetheless, the data analysis was performed according to acceptable statistical procedures and data were reported accordingly. Such reporting indicates higher overall expectations for new-hires with lodging baccalaureate degrees as well as higher expectations for new-hires with lodging baccalaureate degrees even with the addition of between-subjects factors: *gender, total number of years worked in the lodging industry, type of lodging facility where manager was employed, service level provided at the lodging facility, possession of a baccalaureate degree*, and if a baccalaureate degree was possessed by the manager respondent, *whether the baccalaureate degree was in hospitality management or in a non-hospitality management discipline*.

**Table 35****Attitude Items (Hospitality/Non-Hospitality Degree)**

Job Competency Variable	Manager's Degree Type	n	<i>m</i> (H)	<i>m</i> (NH)	<i>F</i>	<i>p</i>	$\eta^2$
Prefers solving problems over following standard procedures	Hospitality	34	4.24	3.85	10.82	.001	.11
	Non-Hospitality	60	3.98	3.77			
Prefers each day to be different over each day being the same*	Hospitality	34	4.09	3.59	17.20	.000	.16
	Non-Hospitality	60	3.88	3.62			
Prefers a flexible work schedule with varying hours*	Hospitality	34	4.41	4.00	12.24	.001	.12
	Non-Hospitality	60	4.02	3.80			
Believes hard work is rewarded through promotion	Hospitality	34	4.35	3.97	9.79	.002	.10
	Non-Hospitality	60	4.07	3.97			
Prefers creative work over analytical work	Hospitality	34	3.74	3.41	7.39	.008	.07
	Non-Hospitality	60	3.45	3.32			

Note: H = Hospitality baccalaureate degreed new-hire; NH = Non-hospitality baccalaureate degreed new-hire; \*Box's Test of Equality of Covariance Matrices was found to be statistically significant on this item.

## **CHAPTER FIVE: SUMMARY AND RECOMMENDATIONS**

### **Introduction**

This final chapter is presented in five separate sections to provide a review of the research to the reader. First, the author gives a brief statement of the problem, discusses methodology, describes the population, explains the method of data collection, and mentions the data analysis procedure. Major findings related to each research question are presented in the second section. Next, discussion and recommendations of the research are offered in section three. Limitations of the current research are provided in the fourth section. Recommendations for future research are presented in the fifth and final section.

### **Statement of the Problem**

Is there a difference in job competency expectations held by lodging managers for newly hired employees between new hires with a baccalaureate degree in hospitality management and new hires with a baccalaureate degree in a non-hospitality management discipline? In order to ascertain accurate and current job competency expectations from industry professionals, lodging managers were asked to rate the importance in their personal expectations of specific job competencies for future lodging managers. The job competency categories included: *knowledge*, *ability*, and *attitude*. The managers were



asked to list the expected job competencies dependent upon whether new hires had a baccalaureate degree specifically in hospitality management or in a non-hospitality discipline.

A difference between expectations for hospitality baccalaureate graduates and non-hospitality baccalaureate graduates was examined. Additionally, between-subjects variables were examined which included: gender, years of experience in the lodging industry, type of service level provided at the specific property where the manager was employed, type of property where the manager was employed, whether or not the manager possessed a baccalaureate degree, and, if so, whether or not the baccalaureate degree (if one was possessed) was specifically in hospitality management.

## **Methodology**

### **Population**

The population for this study consisted of all current lodging manager members of the Central Florida Hotel & Lodging Association (CFHLA) as of the fall, 2004 time period. The CFHLA is credited as being the largest regional trade hospitality organization of its kind in the world (Central Florida Hotel & Lodging Association, 2004). As a member of the CFHLA, the author had access to a current membership listing and selected only current lodging managers for purposes of this survey. The census of CFHLA lodging members included 156 individual lodging facilities at the time of the study.

## **Data Collection**

Data were collected through the use of an online questionnaire (Appendix A) adapted from job competencies relevant to hospitality managers as found in a review of the literature. The questionnaire consisted of forty items that were created to ascertain demographic information as well as job competency expectations for lodging new hires on three key areas: knowledge, ability, and attitude. Lodging managers divided their expectations for new hires based upon whether the new hire had a baccalaureate degree in hospitality management or in some other discipline.

Items 1-8 pertained to demographic information including verification of management-level employment at a lodging facility, gender, years worked in the lodging industry, type of lodging facility where employed, service level of the lodging facility where employed, possession or non-possession of a baccalaureate degree and, if a degree was held, whether or not the manager's degree was specifically in hospitality management. Only individuals who claimed to be lodging managers at the time of the survey were asked to participate. One hundred percent of the respondents indicated they were in a lodging management position upon completion of the survey instrument.

Items 9-13 examined the job competency concept expectation of knowledge; items 14-16 pertained to the job competency concept expectation of ability; and, items 17-24 looked at the job competency concept expectation of attitude. Items 9-24 applied to new hires who possessed a baccalaureate degree specifically in hospitality management.

Items 25-40 were a repeat of the identical items found in statements 9-24; however, for this repetition. managers were asked to consider job competency concept expectations relating to new hires who were in possession of a baccalaureate degree in a non-hospitality management discipline. The job competency concept expectation of knowledge included items 24-29; items 30-32 were repeated pertaining to the job competency concept expectation of ability; and, 33-40 were restated for the job competency concept expectation of attitude.

Lodging manager members of the CFHLA were initially phoned to verify email addresses in July, 2004. Next, they were each sent an email in the late August of 2004 inviting them to complete the questionnaire in its online format. The email contained an electronic link which took the questionnaire respondent directly to the website with detailed directions and the actual questionnaire in its entirety. The initial email indicated the author's former position as a hotel general manager and the importance of participation for all current lodging members of the CFHLA.

A follow-up email was sent to all potential respondents in early September, 2004 and again in early October, 2004 to enhance response rate. Additionally, telephone calls were made to the lodging managers to verify receipt of the questionnaire and to drive response rate through a personal request from the researcher.

Of the total population (N=156), 137 surveys were returned. Of these 137 returned surveys, all 137 provided usable responses for a response rate of 87.82%. Of the 19 lodging managers who did not complete questionnaires, several of them explained their non-participation to the researcher. Four lodging managers specifically stated (via

telephone) that no hiring for entry level managers was coordinated with universities; hence, they did not feel able to complete the survey. Eight respondents stated (via telephone or electronic mail) that their properties were too small for property-level managers and were managed by the owner himself or herself. Only the seven remaining lodging respondents out of the total 156 were true non-respondents in the common form of a non-respondent with no type of response whatsoever (telephone, electronic mail, or ground mail). The researcher made no fewer than ten contact attempts to reach these individuals. Hence, the proper non-response rate, when accounting for those non-respondents who did not fit the criteria of the research frame, was a minimal 4.49%.

### **Data Analysis**

Analysis of the collected data was completed by the researcher. All statistical computations were performed using the computer program, Statistical Package for Social Sciences, Version 11.5 (SPSS<sup>®</sup>, 2003).

### **Summary of Findings**

Seven research questions were used to guide this study. Results of the research questions are discussed in this section with a reproduction of each research question provided for the reader, followed by specific findings from the data analysis of that particular research question. It is important to note that due to the sample size restrictions, when between-subjects variables were included, in many cases the resultant sub-groups

were small (fewer than  $n = 10$ ) and could not be considered representative of that specific group. As such, the researcher reported the findings as indicated, but caution is advised in interpretation of these findings. These situations are described to the reader within the confines of each specific research question that was affected.

### **Research Question 1**

In the analysis of Research Question 1, concerning whether a statistically significant difference was found between lodging manager job competency expectation self-ratings of new hires with hospitality management baccalaureate degrees compared to non-hospitality management baccalaureate degreed graduates, the researcher provided descriptive statistics of lodging managers (see Table 1). Next, a repeated-measures analysis of variance (ANOVA) was performed to determine if any statistically significant differences in reported mean scores were present between groups.

Statistically significant differences were present between lodging manager expectations for new hires based upon whether the new hire possessed a hospitality baccalaureate degree or a non-hospitality baccalaureate degree. These differences were found on all three factors, *knowledge*, *ability*, and *attitude*, as indicated by the respondents' mean score differences. The significant differences were found on every questionnaire item for Research Question 1 with significantly higher job competency expectations for hospitality baccalaureate graduates reported in every possible case (see Tables 11, 12, & 13).

## **Research Question 2**

Research Question 2 asked if a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees existed when *gender* of the lodging manager respondent was added as the between-subjects variable. It was analyzed using a repeated-measures ANOVA.

All statements on all factors had statistically significant mean score differences between hospitality graduates new-hire expectations and non-hospitality graduate new-hire expectations (see tables 14, 15, and 16). It appeared that regardless of *gender* of the lodging manager respondent, all managers rated higher expectations for hospitality graduate new-hires over non-hospitality graduate new-hires regardless of the factor *knowledge, ability, or attitude*. There were sufficient numbers of subjects in both the male ( $n = 109$ ) and female ( $n = 28$ ) categories to have adequate representation of both groups.

## **Research Question 3**

Research Question 3 asked if a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees existed when *years of experience in the hospitality industry* of the lodging

manager respondent was added as the between-subjects variable. It was analyzed using a repeated-measures ANOVA.

The majority of statements, on all three factors, had statistically significant mean score differences between hospitality graduates new-hire expectations and non-hospitality graduate new-hire expectations (see tables 18, 19, and 20). It appeared that regardless of *years worked in the hospitality industry* of the lodging manager respondent, most managers rated higher expectations for hospitality graduate new-hires over non-hospitality graduate new-hires regardless of the factor *knowledge, ability, or attitude*.

Where no statistically significant difference was located, this effect was most likely caused by insufficient numbers of respondents in the *2 or more, but less than 5 years* category ( $n=2$ ) and the *5 or more, but less than 10 years* ( $n=5$ ) category. When the three statements which indicated non-significant differences ( $p>.05$ ) had these non-representative groups removed, statistically higher mean job competency expectations were found for hospitality baccalaureate graduates over non-hospitality baccalaureate degree graduates. The three statements where significant differences were not discovered included: *defines self as empathetic to others, prefers a flexible work schedule with varying hours, and prefers creative work over analytical work*.

#### **Research Question 4**

Research Question 4 asked if a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate

degrees existed when *type of lodging facility that employed the lodging manager* (the respondent) was added as the between-subjects variable. It was analyzed using a repeated-measures ANOVA.

The majority of statements had statistically significant mean score differences between hospitality graduates new-hire expectations and non-hospitality graduate new-hire expectations (see tables 22, 23, and 24). It appeared that regardless of *type of lodging facility that employed the lodging manager* respondent, most managers rated higher expectations for hospitality graduate new-hires over non-hospitality graduate new-hires regardless of the factor *knowledge, ability, or attitude*.

Where no statistically significant difference in job competency expectations was located, this result was most likely caused by insufficient numbers of respondents in the *Full Service* ( $n=7$ ) and the *Bed & Breakfast* ( $n=5$ ) categories. With only seven respondents in the *Full Service* category and five respondents in the *Bed & Breakfast* category, these categories cannot be assumed to be representative.

For all of the six statements which indicated non-significant differences in mean job competency scores ( $p>.05$ ), when the non-representative groups of *Full Service* and *Bed & Breakfast* were removed, statistically higher mean job competency expectations were found for hospitality baccalaureate graduates over non-hospitality baccalaureate degree graduates. The six statements where non-significant differences were found included: *ability to be caring and empathetic with guests, ability to balance the needs of multiple guests at one time, ability to generate an attitude of trust, takes*



*personal pride in satisfying the needs of others, defines self as empathetic to the needs of others, and prefers creative work over analytical work.*

### **Research Question 5**

Research Question 5 asked if a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees existed when *level of service provided at the lodging property* that employed the lodging manager was added as the between-subjects variable. It was analyzed using a repeated-measures ANOVA.

The majority of statements had statistically significant mean score differences between hospitality graduates new-hire expectations and non-hospitality graduate new-hire expectations (see tables 26, 27, and 28). It appeared that regardless of *type of service level provided at the lodging property*, most managers rated higher expectations for hospitality graduate new-hires over non-hospitality graduate new-hires regardless of the factor *knowledge, ability, or attitude*.

Where there was a lack of a statistically significant difference, this result was most probably caused by insufficient numbers of respondents in the *Economy* ( $n=6$ ) and the *Luxury* ( $n=11$ ) categories. With only six respondents in the *Economy* service level category and 11 respondents in the *Luxury* service level category, these categories cannot be assumed to be representative.

For the three statements which indicated non-statistically significant differences between groups, when the non-representative groups of *Economy* and *Luxury* were removed, statistically higher mean job competency expectations were uncovered for hospitality baccalaureate graduates over non-hospitality baccalaureate degree graduates. The three statements where non-significant results between groups were found included: *defines self as empathetic to the needs of others*, *prefers solving problems over following standard procedures* and *prefers a flexible work schedule with varying hours*.

### **Research Question 6**

Research Question 6 asked if a statistically significant difference between lodging managers' job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees existed dependent upon *whether or not the manager possessed a baccalaureate degree* was added as the between-subjects variable. It was analyzed using a repeated-measures ANOVA.

All statements had statistically significant mean score differences between hospitality graduates new-hire expectations and non-hospitality graduate new-hire expectations (see tables 29, 30, and 31). It appeared that regardless of *whether or not the manager possessed a baccalaureate degree*, all managers rated higher expectations for hospitality graduate new-hires over non-hospitality graduate new-hires regardless of the factor *knowledge, ability, or attitude*. Respondents appeared to be sufficient in number to

create representative groups in both categories with managers reporting “yes” to possession of a baccalaureate degree ( $n=94$ ) and “no” to possession of a baccalaureate degree ( $n=43$ ).

### **Research Question 7**

Research Question 7 was completed only by those lodging manager respondents who indicated “yes” to possessing a baccalaureate degree. Research Question 7 asked if a statistically significant difference between lodging managers’ job competency expectations of new hires with hospitality management baccalaureate degrees and new hires with non-hospitality management baccalaureate degrees existed dependent upon *whether the baccalaureate degree possessed by the lodging manager was in hospitality management or a non-hospitality management discipline* was added as the between-subjects variable. It was analyzed using a repeated-measures ANOVA.

All statements had statistically significant mean score differences between hospitality graduates new-hire expectations and non-hospitality graduate new-hire expectations (see tables 33, 34, and 35). It appeared that regardless of *whether the baccalaureate degree possessed by the lodging manager was in hospitality management or a non-hospitality management discipline*, all of the managers rated higher expectations for hospitality graduate new-hires over non-hospitality graduate new-hires regardless of the factor *knowledge, ability, or attitude*. Respondents appeared to be sufficient in number to create representative groups in both categories with managers reporting “yes”

to possession of a baccalaureate degree in hospitality management ( $n=34$ ) and “no” to possession of a baccalaureate specifically in hospitality management ( $n=60$ ).

### **Summary of Research Questions 1-7**

An analysis of all seven research questions indicates a majority of statistically significantly higher job competency expectations by managerial respondents for new-hires in possession of hospitality baccalaureate degree than those in possession of non-hospitality baccalaureate degrees. When non-representative sub-groups ( $n<10$ ) were controlled for, statistically significant higher expectations for hospitality graduate new-hires were reported on every statement for every factor.

### **Discussion and Recommendations**

Implications of this research are far-reaching and traverse several segments of the hospitality industry. The most viable areas which are affected include general managers in the lodging industry, human resource professionals in the lodging industry, and higher education administrators within institutions offering baccalaureate degrees in the fields of hospitality and/or lodging management.

#### **Lodging Industry General Managers**

The lodging industry continues to grow along with the larger hospitality industry within which it operates; as a matter of fact, the hospitality industry continues to be the

world's largest industry (World Travel & Tourism Council, 2001). With an extremely brisk pace of growth since the 1960s, many lodging facilities face difficulty when attempting to recruit educated and capably trained managers (Guide to College Programs, 2002, 2004; Marriott, 2001; Walker, 1999, 2004).

Combined with the rapid industry pace has been a commensurate growth pace among institutions of higher learning offering the baccalaureate degrees of hospitality and/or lodging management (Guide to College Programs, 2002, 2004). The first baccalaureate program in hospitality management was offered in the United States in 1922 at Cornell University (Cornell, 2004). By 1974, there were 41 programs in the United States offering baccalaureate degrees in hospitality management or hospitality administration (Brady, 1988). Since the mid-1970s, the number of baccalaureate degree granting programs has increased yet another 314% to 170 programs (Guide to College Programs, 2002, 2004). The path to become a general manager typically takes ten or more years; as such, many lodging managers employed throughout the industry do not possess a baccalaureate degree specifically in the field of hospitality since the programs offering such programs were not ubiquitous in the United States during the time these individuals pursued a higher education. Further, many individuals in the lodging industry have historically not possessed any type of higher education; instead, these professionals climbed the ranks by way of their attainment of on-the-job knowledge and experience. However, the times are changing for the hospitality industry, and particularly for the lodging sector. As we move into the 21<sup>st</sup> Century, it is becoming more probable that future general managers will possess a hospitality-specific degree at the baccalaureate

level. The sheer number of programs offering such degree types continues to escalate with no abatement currently on the horizon.

The results of this study included a sample of 137 lodging managers. Of these, 68.6% possessed baccalaureate degrees. Even in the greater Orlando, Florida area with one of the largest concentrations of hotels in the United States, over 30% of the sample's lodging manager respondents did not possess a baccalaureate degree of any type. The historical tendency to move up through the ranks using one's work experience versus formal education is still visible.

Of the 94 respondents who were in possession of a baccalaureate degree, just over one third had degrees specifically in hospitality or lodging management ( $n=34$ , 36.17%). When taken as a percentage of the entire sample size ( $n=137$ ), only 24.82% of the lodging managers ( $n=34$ ) possessed a baccalaureate degree specifically in hospitality or lodging management.

Results indicated overwhelmingly that lodging managers surveyed held higher expectations for new-hires who possessed a hospitality-specific baccalaureate degree. Even though only one quarter of the respondents actually possessed such a degree, all managers surveyed consistently expected more for students who emerged from such programs and joined the lodging industry. Former research specific to lodging general manager job competencies utilized industry executive and academic input in determining relevant job competencies. Tas (1983) began with over 70 such competencies and narrowed to 36 such competencies that withstood an exploratory factor analysis (Tas, 1988, Tas et. al, 1996). This current research further refined lodging manager job

competency concepts to the three areas of *knowledge*, *ability*, and *attitude*. Yet even with the narrowing to five statements measuring *knowledge*, six statements measuring *ability*, and five statements measuring *attitude* – for a total of 16 statements – statistically significantly higher expectations were demonstrated for new-hires possessing baccalaureate degrees in the field of hospitality/lodging on all three factors. The competency statements support previous research on hospitality management competencies (Tas, 1983, 1988; Tas et al., 1996) and appear even further refined.

Findings are useful to lodging managers in detailing what similar expectations and levels of expectations others hold within the profession. Expanded program offerings among colleges and universities have most likely increased visibility and possible worth of such degree offerings. Surprisingly, managers held high expectations on the factors of *knowledge*, *skills*, and *abilities* for new-hires with hospitality baccalaureate degrees whether or not the manager had his or her own baccalaureate degree and, even further, if they did possess a degree, whether or not the degree was hospitality- or lodging-specific.

Lodging managers in the central Florida area can examine these results and determine whether such high expectations are fair and consistent. Additionally, they may ponder whether or not such high expectations should be placed upon new-hires. Should lodging managers only recruit from lodging management baccalaureate degree programs? Or, if two new-hires are employed simultaneously, is it fair to expect more from the individual who studied lodging at the baccalaureate level compared to the other who may have pursued business, liberal arts, or English? If higher expectations for lodging baccalaureate graduates exist, do these graduates command a higher starting salary?

These questions remain unanswered; however, it is evident that among those surveyed, lodging managers expected a great deal from lodging baccalaureate graduates.

### **Lodging Industry Human Resource Professionals**

Similarly, those responsible for recruiting new applicants into the lodging industry would be well served to recruit the types of individuals most likely to succeed. Indeed, high employee turnover is a demonstrable problem within the lodging and hospitality industry (Guide to College Programs, 2002, 2004; Milman, 2002; Milman & Ricci, 2004; Walker, 2004). The results from the current study demonstrated to lodging industry human resource professionals that new-hires brought into the industry with the intention of becoming a lodging manager in the future are expected to have a strong job competency base in *knowledge*, *ability*, and *attitude*. While baccalaureate new-hires were rated to have medium or high expectations regardless of their degree type, statistically significantly higher expectations were demonstrated for those who chose to study lodging or hospitality at the baccalaureate level.

Lodging industry human resource professionals are encouraged to monitor trends in expectations by their general managers already employed within their companies. These front-line management professionals indicate the trends in the type of individuals are likely to succeed in their positions. It would serve the human resource recruiters and training professionals well to focus on the key competency areas. Assessment, profile exams, and other tools can be developed and/or incorporated into the recruitment process



so that better matches are obtained for lodging companies. Employee turnover is expensive (Milman, 2002; Milman & Ricci, 2004). The better matched a newly-hired employee is to the job requirements and job duties, the more likely that individual will perform successfully within the organization. Since many lodging companies recruit from baccalaureate programs for entry-level management training positions, the results of this research may assist the human resource professionals in better pinpointing viable candidates early on in their career paths.

### **Higher Education Administrators**

Higher education administrators within baccalaureate degree granting institutions in the lodging and hospitality arena will benefit greatly from ongoing research of the current type. Ongoing focus groups consisting of leaders in the lodging industry and front line general managers can produce lists of desired competencies for new-hires entering the lodging business. Undoubtedly, the job competencies deemed important to success will change over time as changes in the business environment take place. Rutherford (1987) illustrated the evolution of the hotel engineer's job in terms of changing competencies required for success in the late 1980s compared with previous decades.

The current research indicates the paramount importance for lodging baccalaureate degree graduates to be well-trained in lodging *knowledge, ability, and attitude* as measured by statements provided through the questionnaire (See Appendix A).

These competencies are consistent, yet more refined, than those found in previous lodging manager job competency research (Tas, 1983, 1988; Tas et al., 1996).

In order for a particular baccalaureate degree program to produce entry-level graduates well-prepared for the lodging industry, continual competency focus group attention and research should be conducted among lodging manager leaders. Curricula can be changed, altered, expanded, or deleted as necessary to match the current industry goals. Any program focused on yesterday's cutting edge programs will be left behind as evidenced through the rapid growth of the lodging industry and its ever changing face (Guide to college programs, 2002, 2004). Indeed, the sheer growth in number of academic baccalaureate degree programs makes for tremendous competition among programs (Guide to college programs, 2002, 2004). Administrators are encouraged to continually re-evaluate their curricula, faculty training, and student preparation materials.

### **Study Limitations**

As with any research undertaking, results are useful only when applied within correct context. As such, the following limitations and delimitations of the current research project are provided to the reader.

1. The data were delimited to those which were obtained from respondents' self-reported responses to the questionnaire (see Appendix A).
2. The generalizability of findings are delimited to the central Florida lodging industry and, further, only to those lodging managers who responded to the questionnaire

(see Appendix A) and who were current members of the Central Florida Hotel & Lodging Association (CFHLA) at the time of the survey's administration during the fall of 2004 (Central Florida Hotel & Lodging Association, 2004).

3. The study was limited to responses from those who self-reported as holding the position of lodging facility manager, often titled, general manager, at the time of the study; non-managers were discouraged from completing the questionnaire.

The greater Orlando area was chosen as the venue since the Central Florida Hotel & Lodging Association is credited as the large trade association of lodging managers in the United States (Central Florida Hotel & Lodging Association, 2004) and, as such, represents lodging manager members from all segments of the accommodations and lodging industry. Further, the greater Orlando/central Florida region has a higher concentration of lodging facilities (measured by number of guest rooms) than any other locale in the United States except Las Vegas, Nevada; the central Florida region offers a wide variety of lodging facility types and lodging facility service levels (Central Florida Hotel & Lodging Association) which are commonly found within the lodging industry worldwide.

The high response rate of 87.82% permits the researcher to confidently generalize to the CFHLA lodging members at the time of the study. Yet, even though central Florida and greater Orlando should adequately represent a cross section of lodging managers from differing lodging facility types and service levels, caution is advised in interpreting results to any other populations.

Lastly, while several methods were employed to develop the research instrument (i.e., focus group, literature review, exploratory factor analysis, etc.) one cannot assume that the job competency factor categories of the current research, *knowledge*, *ability*, and *attitude*, are all-encompassing and relevant for the future, but only for the period of time when this survey was administered.

### **Recommendations for Future Research**

Based upon the review of literature and the results of this study, future areas of research were identified as follows:

1. Additional research should be undertaken to include larger geographic areas which will be more likely to be representative of lodging manager job competency expectations in the United States. For example, areas include the state of Florida, the Southeast, and the continental United States.

2. Longitudinal research conducted to continually examine job competency expectations for new-hires held by lodging managers needs to be conducted.

3. Future research for lodging facility type segments or service level types should also be conducted. For example, a study including only full service lodging managers or only extended stay lodging managers may shed specific light on expectations held by lodging managers within certain industry segments. Separately, future research specific to service level provided in a lodging facility should also be conducted. For example, limited service managers can be isolated or only managers of resorts.

4. Future research with an international focus needs to be undertaken. While a review of literature indicated similar baccalaureate degree program structure and concerns, an examination of lodging manager expectations in various international locations would aid in the provision of an industry-wide review.

5. Future research may lead to the development of a recruiting or human resources assessment examination which can locate the best prepared individuals for the lodging manager position. Indeed, a lodging manager type indicator would be quite useful for lodging manager practitioners and lodging industry human resource managers.

6. Future research may examine the question of higher starting salaries for those new-hires in possession of a lodging management baccalaureate degree versus those new-hires in possession of a non-lodging management degree. If lodging managers seem to expect higher return on investment from a lodging graduate, an exploratory analysis of pay needs to be undertaken. Whether or not higher expectations translate into higher earnings potential for these graduates remains a current unknown.

## **APPENDIX A: QUESTIONNAIRE**

## **DEAR LODGING MANAGER:**

This survey is designed to gather your personal expectations of new hires in the lodging industry. For the purposes of this study, you are asked to think *only* of new hires who possess a baccalaureate degree. You will be asked to describe your expectations of these new hires on the three key areas of *knowledge*, *ability*, and *attitude* for both hospitality management baccalaureate-degree graduates and baccalaureate-degree graduates with other types of degrees.

A new hire is defined as an employee who has 1) graduated from a college or university with a baccalaureate degree; 2) an individual who has never worked previously at your lodging facility (i.e., during college); and, finally, 3) an individual who has worked with your lodging establishment for ninety (90) days or less. The researcher is not seeking your expectations for any other type of individual. Think specifically of new hires as described herein and think of personal expectations *you* hold for these employees on the three key areas of knowledge, ability, and attitude.

You do not need to have a specific individual who meets these criteria currently employed at your lodging facility. If you do not have such a current employee, please think of any individual who would *fit this profile*.

For the purposes of this study separate new hires into two distinct categories: those who possess a baccalaureate degree in hospitality management and those who possess a baccalaureate degree in *any other discipline*.

Your answers will be kept confidential. Your participation is completely voluntary. You may discontinue the survey at any time. By completing this questionnaire, your consent to participate will be implied. Only statistical averages or totals may ever be published – individualized information will not be displayed in any manner. Please return any completed portions of your questionnaire in the event that you do not finish it entirely.

For each question, please choose the answer that is the most accurate for *you* – do not worry about “industry standards,” “lodging company expectations,” or what you “think” the researcher wants you to report. There are no “right” or “wrong” answers. Your *honest* and *personal* feedback is critical to the success of this study. Please proceed to Section A.

Thank you for participating!

## SECTION A: INFORMATION ABOUT YOU AND YOUR LODGING FACILITY

Please select the answer that is true for you. Please select only ONE answer for each question.

1. Do you currently work at a lodging facility?  
 Yes (Go To #2 below)       No (Please STOP here. Thank you for participating.)
  
2. What is your current level of employment at your lodging facility?  
 Property/General Manager (Go to #3 below)  
 Other (Please STOP here. Thank you for participating.)
  
3. What is your gender?       Female       Male
  
4. What is the total number of years you have worked in the hospitality industry?  
 Less than 2     2 or more, but less than 5     5 or more, but less than 10     10 or more
  
5. Which ONE type of lodging facility best matches your current place of employment?  
 Limited Service (with little or no food and beverage facilities)  
 Extended Stay (designed for travelers who stay on average one week or longer)  
 Full Service (a facility with banquet, food, and beverage space as well as rentable space)  
 Resort (a facility with recreation, entertainment, and/or related amenities)  
 Bed & Breakfast (a residential-style home where guests experience an informal atmosphere)  
 Timeshare /Vacation Ownership  
 Other
  
6. Which ONE type of service level best describes that which is found at your current lodging facility?  
 Budget       Economy       Mid-Scale       Upscale       Luxury
  
7. Do you possess a baccalaureate degree?  
 Yes (Go to #8 below)       No (Please continue to Section B.)
  
8. Is your baccalaureate degree in hospitality management?  
 Yes       No



**SECTION B: NEW HIRES WITH *HOSPITALITY MANAGEMENT* DEGREES**

Please select the number that best represents your level of agreement or disagreement with each of the following items as they pertain to new hires who possess a baccalaureate degree in hospitality management.

<b>Knowledge</b> <b>A new hire in my lodging facility who holds a baccalaureate degree in hospitality management should have...</b>	<b>strongly disagree</b>	<b>disagree</b>	<b>neither agree nor disagree</b>	<b>agree</b>	<b>strongly agree</b>
Knowledge of the realities involved in this type of work	1	2	3	4	5
Knowledge of basic terminology used in the lodging industry	1	2	3	4	5
Knowledge of lodging management practices	1	2	3	4	5
Knowledge of guest service standards	1	2	3	4	5
Knowledge of hospitality products and services	1	2	3	4	5
<b>Ability</b> <b>A new hire in my lodging facility who holds a baccalaureate degree in hospitality management should have the...</b>	<b>strongly disagree</b>	<b>disagree</b>	<b>neither agree nor disagree</b>	<b>agree</b>	<b>strongly agree</b>
Ability to be caring and empathetic with guests	1	2	3	4	5
Ability to balance the needs of multiple guests at one time	1	2	3	4	5
Ability to generate an attitude of trust among co-workers	1	2	3	4	5
Take personal pride in satisfying the needs of others	1	2	3	4	5
Define self as empathetic to the needs of others	1	2	3	4	5
Have the tendency to seek out positive solutions as opposed to avoiding negative outcomes	1	2	3	4	5
<b>Attitude</b> <b>A new hire in my lodging facility who holds a baccalaureate degree in a field OTHER than hospitality management should...</b>	<b>strongly disagree</b>	<b>disagree</b>	<b>neither agree nor disagree</b>	<b>agree</b>	<b>strongly agree</b>
Prefer solving problems over following standard procedures	1	2	3	4	5
Prefer each day to be different over each day being the same	1	2	3	4	5
Prefer a flexible work schedule with varying hours	1	2	3	4	5
Believe hard work is rewarded through promotion	1	2	3	4	5
Prefer creative work over analytical work	1	2	3	4	5

**SECTION C: NEW HIRES WITH *NON-HOSPITALITY MANAGEMENT DEGREES***

Please select the number that best represents your level of agreement or disagreement with each of the following items as they pertain to new hires who possess a non-hospitality management baccalaureate degree.

<b>Knowledge</b> <b>A new hire in my lodging facility who holds a baccalaureate degree in hospitality management should have...</b>	<b>strongly disagree</b>	<b>disagree</b>	<b>neither agree nor disagree</b>	<b>agree</b>	<b>strongly agree</b>
Knowledge of the realities involved in this type of work	1	2	3	4	5
Knowledge of basic terminology used in the lodging industry	1	2	3	4	5
Knowledge of lodging management practices	1	2	3	4	5
Knowledge of guest service standards	1	2	3	4	5
Knowledge of hospitality products and services	1	2	3	4	5
<b>Ability</b> <b>A new hire in my lodging facility who holds a baccalaureate degree in hospitality management should have the...</b>	<b>strongly disagree</b>	<b>disagree</b>	<b>neither agree nor disagree</b>	<b>agree</b>	<b>strongly agree</b>
Ability to be caring and empathetic with guests	1	2	3	4	5
Ability to balance the needs of multiple guests at one time	1	2	3	4	5
Ability to generate an attitude of trust among co-workers	1	2	3	4	5
Take personal pride in satisfying the needs of others	1	2	3	4	5
Define self as empathetic to the needs of others	1	2	3	4	5
Have the tendency to seek out positive solutions as opposed to avoiding negative outcomes	1	2	3	4	5
<b>Attitude</b> <b>A new hire in my lodging facility who holds a baccalaureate degree in a field OTHER than hospitality management should...</b>	<b>strongly disagree</b>	<b>disagree</b>	<b>neither agree nor disagree</b>	<b>agree</b>	<b>strongly agree</b>
Prefer solving problems over following standard procedures	1	2	3	4	5
Prefer each day to be different over each day being the same	1	2	3	4	5
Prefer a flexible work schedule with varying hours	1	2	3	4	5
Believe hard work is rewarded through promotion	1	2	3	4	5
Prefer creative work over analytical work	1	2	3	4	5

*Please stop here. Thank you for your participation in the survey!*

## **APPENDIX B: INSTITUTIONAL REVIEW BOARD PERMISSION**



Office of Research

July 15, 2004

Peter Ricci  
University of Central Florida  
Rosen College of Hospitality  
P.O. Box 161450  
Orlando, FL 32816-1450

Dear Mr. Ricci:

With reference to your protocol entitled, "Lodging Manager Survey Comparing Expectations of New Hires Based Upon New Hires College Degree Type," I am enclosing for your records the approved, expedited document of the UCFIRB Form you had submitted to our office.

Please be advised that this approval is given for one year. Should there be any addendums or administrative changes to the already approved protocol, they must also be submitted to the Board. Changes should not be initiated until written IRB approval is received. Adverse events should be reported to the IRB as they occur. Further, should there be a need to extend this protocol, a renewal form must be submitted for approval at least one month prior to the anniversary date of the most recent approval and is the responsibility of the investigator (UCF).

Should you have any questions, please do not hesitate to call me at 823-2901.

Please accept our best wishes for the success of your endeavors.

Cordially,

*Barbara Ward*

Barbara Ward, CIM  
Institutional Review Board (IRB)

Copies: Dr. Randal Upchurch, Rosen College of Hospitality, Hospitality Operations  
IRB File

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