To the Graduate Council:

I am submitting herewith a thesis written by David B. Hawk entitled "Perceptions of Knox County and Sevier County Tennessee Restaurant General Managers Regarding The Generally Accepted Core Competencies And Their Appropriate Learning Format Required For Entry-Level Restaurant Managers." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Hotel and Restaurant Administration.

Mark McGrath, Major Professor

We have read this thesis
and recommend its acceptance:

Katherine A. Young

Carol A. Costello

Accepted for the Council:

Associate Vice Chancellor and
Dean of The Graduate School

RESTAURANT GENERAL MANAGERS REGARDING THE GENERALLY ACCEPTED CORE COMPETENCIES AND THEIR APPROPRIATE LEARNING FORMAT REQUIRED FOR ENTRY-LEVEL RESTAURANT MANAGERS

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CHAPTER I

INTRODUCTION

It has long since been assumed that the higher the level of education, the greater the potential is for success in terms of two measurable benefits, (1) income and (2) occupational status (Solomon, 1973). Is this necessarily true, however, for the hospitality industry, in particular, entry-level restaurant management? In a dynamic climate where family members and friends of proprietors once dominated restaurant management, the U.S. has witnessed an evolution in the training and education required for restaurant operations managers. More and more hospitality leaders are paying premium salaries to non-family college educated entry-level managers under the assumption that those managers are better prepared and equipped with the core competencies necessary for operational success (Anonymous, 1996).

Altman and Brothers (1995) suggest that the hospitality industry is facing a shortage of trained managers interested in working at the operations or entry level. Between 1990 and 2005, it is predicted that there will be 76,200 job openings annually for restaurant and lodging managers due to growth or replacement needs (Pavesic & Brymer, 1989). Unless industry growth is curtailed, which is highly unlikely due to the economic boom in the service sectors, it stands

to reason that there will continue to be a shortage of available, well-qualified entry-level managers (Altman et al., 1995).

Hospitality schools throughout the United States are racing to keep pace with the demands of this rapidly diversifying and highly dynamic industry (Tress, 1996). Alan T. Stutts (1995), Professor and Dean of the University of Houston, Texas stated, "Preparing the future hotel, restaurant, and hospitality manager for an industry that must be proactive to social, economic, and technological developments is complicated at least." Therefore, the questions exist, "Are college hospitality program graduates prepared for the challenges of the future?" Does college hospitality educational preparation match the expected core competencies expected from the industry? Can industry depend on college hospitality programs to provide entry-level managers with the core competencies once sought through industry-sponsored, on-the-job training (Eder & Lundberg, 1990)?

Organizations develop norms, beliefs, and values to which their members commonly subscribe, which forms their corporate or organizational culture (Hofstede, 1980). Establishing, managing, and maintaining that culture then requires the leadership and willingness to evaluate the appropriateness of those philosophies or belief systems (Eder et al., 1989). One of the belief statements that is commonly heard in the hospitality industry, perhaps more than in any other, is the belief that one must work his or her way up the career ladder by "paying your dues." This belief is expressed and held by many employees as part

of the socialization process at all levels, but particularly organizational newcomers such as entry-level operations managers (Eder et al., 1990). A culture that advocates the "pay your dues" philosophy would seemingly place more value on length of service rather than the employee's apptitude in critical core competencies upon entry to the organization.

Cheryl Ursin (1997) acknowledges that the restaurant industry is a "highly competitive, even grueling, business," with the first few years of operation the most difficult. "A great deal of independent restaurants have always had the same owner, or have been passed down through generations, which may perpetuate the organizational culture characterized by (1) experiential learning, (2) promotion from within, and (3) the buy-in to the *paying your dues* philosophy," said Ursin. Richard Alston, a top chef at Washington D.C.'s Jockey Club, notes, "Promoting from within helps restaurants to maintain a high-quality, loyal staff." Also, he points out, as another benefit of promoting from within and experiential learning, "the stability allows employees to form friendships and for the chef to feel secure about giving the longtime workers and managers who have risen through the system the freedom to be creative" (as cited in Ursin, 1997). Furthermore, statements such as the one made by North Beach's Petroni Restaurant, "The only reason we are successful is that my partner and I are here seven days a week, 14 hours a day," only serve to strengthen the idea of promotion from within and "paying your dues" in the hospitality industry (as cited in Ursin, 1997).

On the other hand, it is reasonable to assume that, because of unique advantages, hospitality management education will be alive and very productive well into the 21st century if programs serve both the industry and the students (Zuber, 1997). As running a foodservice operation becomes more and more complex, educators and foodservice operators agree that the industry is changing its perception of a college education (Zuber, 1997). Certainly, there is no substitution for hands-on experience or prior foodservice exposure, but the more skills and knowledge that one brings into the operation, the more both the individual and the operation will benefit (Zuber, 1997). "Today, there is no doubt that the industry is more interested in entry-level managers who have academic backgrounds, as well as hands-on experience" (Zuber, 1997).

"On-the-job training just doesn't cut it anymore," said Anthony Marshall, Dean of Florida International University's (FIU) School of Hospitality Management (as cited in Zuber, 1997). He also pointed out that in the past, the industry leaders, especially those long-term independents who simply passed down their operations through the generations, were very fortunate to have been able to effectively train on-the-job. Today, however, those same independents are finding it increasingly more difficult to meet the training challenge, and the industry as a whole understands that an operation stands a better chance of survival and success if it employs a college-educated person (Zuber, 1997).

There is a substantial population of students that, for a variety of reasons, is interested in studying and pursuing a career in the hospitality field, as evidenced by the widespread amount of employer recruiting on most campuses (Powers & Reigel, 1993). Moreover, the highly visible support of firms in our industry for the Council on Hotel, Restaurant and Institutional Management Education (CHRIE) and hospitality education programs in general, is encouraging (Powers et al., 1993). Another issue rises from the fact that the hospitality environment is so unique in contrast to goods-producing and manufacturing industries. Hospitality education undoubtedly fills a need for both students and the industry, as long as it identifies and keeps all its customers' needs prioritized (Powers, et al., 1993).

Because of increased job competition, increased caliber of employees, increased technology, heightened awareness of human resource needs, and the constant strive to exceed expectations in terms of quality and specialized service, the career path leading to top management will be more challenging than ever before (Swanljung, 1981). In fact, Swanljung (1981) analyzed the career paths of a selected group of hotel executives to determine which factors they believed most significantly affected their careers. He found that the majority of the executives reported higher education as absolutely essential in the ascertainment of success in the lodging industry. These subjects measured their success in monetary terms and occupational status (Swanljung, 1981).

Paul Piscitelli (1997) stated, "Managers today need to do more than give their companies a competitive advantage- they need to give themselves one." He goes further to describe one of those advantages as higher education. Other experts say lifelong learning is crucial to a businessperson's success. Here success is defined in terms of longevity, life enrichment, monetary value, and occupational status (Piscitelli, 1997). No matter what the path chosen, it seems obvious that higher education and continuing education is becoming an essential ingredient for the recipe of a successful hospitality manager.

The key to success is a continuing dialogue between educators and industry leaders concerning curriculum, students, and facilities (Stutts, 1997). In order for the entry-level manager, along with the hospitality industry to be served effectively, educators must balance the instruction of fundamental theories and principles with the skills, knowledge, and operational competencies required by the industry. Industry leaders benefit greatly by sharing their changing needs and demands with academe in order to acquire highly-developed and much coveted "human capital" (Stutts, 1995). Students will most certainly reap the benefits of such collaboration in terms of their individual success, no matter how they personally measure that success.

Statement of the Problem

The need for competent management personnel has created outstanding career opportunities for restaurant and lodging management graduates (Buergermeister, 1983). The dynamic environment of the hospitality industry has evolved into a highly complex business entity that creates its own unique issues, advantages, and problems. Rapidly changing technology, the rising demand for quality service, growing diversity in the workforce, and increasingly complex problems has forced drastic changes in the traditional hospitality mindset and climate. Thus, the question exists, "Are formal hospitality education programs designed to prepare hospitality managers for the challenges of the next millennium?"

Increased demand for competent managers and heightened focus on future challenges have also created problems in the development and evaluation of formal hospitality educational programs (Buergermeister, 1983). Buergermeister (1983) stated that "entry level hospitality managers need a diversity of talents, skills, and competencies to meet the expectations of the industry." If the four year hotel and restaurant program is to remain a vital force in hospitality education, it is imperative that their curricula and learning activities reflect these challenges (Buergermeister, 1983). Furthermore, to meet the challenge of maintaining current information and communication in the professional area, education must seek all the industry response possible (Buergermeister, 1983).

Need for the Study

The National Restaurant Association and the Institute for the Foodservice Industry maintains that during the past two decades, the hospitality industry has experienced a rate of growth unparalleled in its history (Riehle, 1992). This growth has produced a greater industry awareness of the need to identify and retain those who possess the competencies to function successfully within complex service oriented systems (Riehle, 1992). Further growth is expected to increase even faster in the 21st century, and the demand for highly developed entry-level restaurant managers should be stronger than ever.

Responding to this need, post secondary, formal education institutions have expanded some existing hospitality programs while initiating new ones (Buergermeister, 1983). The literature shows that in general, restaurateurs are a highly educated group. If this trend continues, it might push up overall education attainment for restaurateurs, as well as their expectations and criteria for entry-level managers.

The goal of educators must be to measure the quality, effectiveness, timeliness, and creditability of their hospitality programs. A continuing dialogue and open lines of communication between industry leaders and educators are imperative if formal hospitality education is to continue producing precious human capital for the industry. Hospitality management programs vary widely and are constantly re-evaluating their success at meeting the needs of students and industry.

"Educators must collect and analyze feedback from industry leaders if they are to continue preparing students for a future characterized by increased competition, more demanding guests, and a changing work force" (Breiter & Clements, 1996).

Purpose of the Study

The purpose of this study is to attempt to answer several questions pertaining to the perceptions of Knox County and Sevier County, Tennessee restaurant General Managers regarding the generally accepted core competencies and their appropriate learning format required for entry-level managers. The researcher is interested in answering the following questions. (1) Are there any demographic differences between the General Managers from Sevier County and the General Managers from Knox County? (2) Is there a significant difference in the way Sevier County and Knox County General Managers rate the importance of the generally accepted core competencies for entry-level restaurant managers? (3) How do the respondents rate the importance of the overall core competencies for entry-level restaurant managers? (4) What learning format(s) do the respondents prefer for acquiring the generally accepted core competencies for entry-level restaurant managers?

Another aspect of this study is to give the respondents an opportunity to report or suggest any individual competency statements that did not appear on the survey that they believe are important for entry-level restaurant managers. Furthermore,

the respondents' comments regarding their beliefs toward hiring hospitality college graduates will be solicited through open-ended questions on the survey. The researcher hopes to gain insight through these open-ended questions that might lead to further research.

The results of this study might be used by hospitality educators, administrators, and program directors to design specialized courses, overall curricula, and tailored learning activities that match industry needs and expectations. To summarize, "as educators plan the curricula of the future, they must develop ways to prepare students to be the innovators of the future" (Breiter et al., 1996). Tomorrow's hospitality professional will need a broader base of skills than their predecessors (Breiter et al., 1996). In particular, "they will need excellent human and conceptual skills, and they should possess the competencies at entry level that create excellence in hospitality" (Breiter, et al., 1996).

CHAPTER II

REVIEW OF LITERATURE

The Benefits of Higher Education

Rama (1997) defines education as "the systematic process of training, learning, and improving one's abilities." Education, and particularly higher education, has been the topic of research and study for generations. Many studies have served to illuminate the impacts of higher education, not only on the individual, but its effects on society in general. Most of the literature centers on the influence of schooling and subsequent success of higher education's client, the student. Again, success, for the most part, is defined in terms of monetary returns, social class, and occupational ability (Solomon & Taubman, 1973).

Studies of the relationship between educational inputs and long-run outputs, such as income or occupational ability, is not a new phenomenon. For example, Donald Bridgman (as cited in Solomon, et al., 1973) attempted to explain success as salary adjusted for number of years' experience. In general, he concluded that rank in class, college achievement, and early graduations, in that order, are indicative measures of success for college graduates in general. Also, Griliches and Mason (as cited in Solomon, et al., 1973) concluded, "schooling is apparently of strong economic and statistical significance in the explanation of observed differences in income." In addition, John Hause (as cited in Solomon, et al., 1973)

found that higher education and the ability transferred from that schooling have a major complementary effect on earnings.

Jacob's *Changing Values in College* and his more defining work, *The Impact of College on Students* showed that students who attend college present differing values and orientations from those individuals who do not participate in higher education (as cited in Withey, 1971). Most studies show that students who go through college increase their interest in aesthetic and cultural values, and they become more relativistic in their ethical judgements (Withey, 1971). The findings on open-mindedness are particularly relevant since, as previously noted, the work force of the 21st century will be increasingly more diverse, and the deployment of human resources will become a much more mainstream function integrated throughout the business organization.

Certainly, there is a broad range of financial and occupational status achievements between the vast numbers of college graduates, but Katona's *Income and Education of Family Heads* established a positive relationship between higher education and financial security and occupational achievement (as cited in Withey, 1971). "In addition to altering the income and wealth of its beneficiaries, higher education has changed the readiness and ability of people to shape their material future and that of their children," stated Katona when describing his studies. He found that higher education increased people's job satisfaction, standard of living, and their expectations for the future. He also

added that college graduates are less subject to the risk of unemployment or the obsolescence of skills, as well as being highly motivated and more likely to utilize their skills more efficiently and effectively.

"Rates of return on investment in education" are calculated by comparing incomes to costs (Machlup, 1970). An exhaustive study found that an investment in four years of college yielded over thirteen percent of the initial investment in education (Machlup, 1970). His work also reinforced the hypothesis that job satisfaction is increased by higher education.

Benefits from higher education are also, obviously, predictable for society at large. National income and industrial productivity are also increased as years of college experience increases. Increased literacy, responsible participation in society and politics, identification with national goals, improvement in physical and mental health, and development of attitudes and values favorable to progress are as unmistakably significant as national income and levels of productivity (Machlup, 1970). Furthermore, there is notable increase in technology transfer and much higher yields in human capital (Machlup, 1970).

Although the literature on this subject is somewhat dated, the external and internal rates of return on investment in higher education for individuals and society are extremely relevant and applicable today. "Congress, the President, and every citizen must work collectively to ensure that America will remain strong into the 21st century," says U.S. Chamber of Commerce President Richard L.

Lesher (as cited in Blakely, et al., 1997). Blakely et al. (1997) added that America's real challenge is to improve education so that American businesses can find the highly skilled workers for 21st century jobs, which will be based on "brains rather than brawn." Already, businesses are feeling the effects of a historic switch from an industrial economy to an information and service oriented economy where knowledge, skills, adaptability, creativity, and analytical skills replace physical ability as prized commodities (Blakely et al., 1997). Advancing technology, work place innovation, and substantial changes in the composition of the work force will continue to mitigate the importance and improvement of higher education (Blakely et al., 1997). The challenge is not only to improve higher education, but increase awareness and information-sharing between businesses and educators.

Benefits of a College Hospitality Program Degree

The tourism and hospitality industry has experienced dramatic growth worldwide. Government and other relevant sources continue to predict further growth. As a result, the industry has been perceived as an attractive career choice for many young people (Sparks & Bradley, 1994). Morrison (as cited in Sparks, et al., 1994) conducted a survey in which he spotted a trend in Australia, applicable to other parts of the world, that on-the-job and certificate-level training is rapidly being replaced with university-based professional education. However,

Sparks, et al. (1994) pointed out, the hospitality industry is still skeptical of the worth of hospitality graduates, and they have encountered reservations and resistance from established professionals in their field. These difficulties may be due, in part, to the fact that, unlike other professions and trades, there is no license required to practice (Sparks, et al., 1994). Also, results from another Australian study by Sparks, et al. (1994) indicated that managers with higher levels of education preferred entry-level managers who held the same college degrees as they. The inverse is also true for those managers who did not possess a degree.

James R. Abbey (1980) conducted research of club managers that revealed the club segment of the hospitality industry needed hospitality graduates. Eighty-four percent of the managers surveyed believed that a college degree was important, very important, or extremely important to the success of a club manager while forty percent of the respondents went a step further to say they believed that a hospitality degree was extremely important in club management, as compared to only thirteen percent who thought business degrees were beneficial (Abbey, 1980).

For instance, managers with business degrees rated such personal problems as long working hours a much more significant problem than managers holding degrees in hospitality management (Abbey, 1980). This is not surprising since hospitality students are bombarded with repeated warnings about the long, grueling hours involved with the industry. Also, many hospitality students have

traditionally come from an industry background where they learned this and other real-life lessons first-hand. This distinction between a hospitality degree and other formal degrees is significant because it is important to isolate the competencies acquired through hospitality programs only. Other disciplines could enhance competency levels, but they do not directly focus on the unique characteristics of the hospitality industry.

O'Halloran and Wong (1994) identified the key skills and abilities for tourism managers, another constituency of the hospitality industry. Tourism managers have a unique relationship with hotel and restaurant operators because they are the conduits through which potential guests will pass. The quality of service and general treatment that a guest receives from tourism managers will influence a guest's decision to return and utilize the accommodation and foodservice facilities (O'Halloran, et al., 1994). A recently conducted European study found specific education and training needs of the European travel and tourism industry. Skills identified as important were (1) team leadership (2) strong technical and financial skills (3) training (4) guest and staff relations (5) flexibility, and (6) an appreciation for multi-cultural approaches to business (O'Halloran, et al., 1994). The study concluded that there was a general inadequacy of formal education and training. In fact, holding a hospitality degree was rated most important, followed by previous experience (O'Halloran, et al., 1994).

Sparrowe and Popielarz (1995) noted the interest in the graduates of hospitality programs shown by the industry through internships, career fairs, and recruiting efforts on college campuses. They also stated, "Individuals with formal education in the field may possess industry-specific skills and competencies that permit them to perform better on the job which is more likely to result in promotion than those who entered the industry with other educational backgrounds" (Sparrowe, et al., 1995). Also, formal hospitality education serves as a signal to perspective employers that these graduates have a particular interest in and commitment to the industry, which conveys the appearance of competence that others, lacking such a credential, may not have (Sparrowe, et al., 1995). A decrease in turnover and longer job spells were found as a direct result of specific college hospitality education as well (Sparrowe, et al., 1995).

In a recent study that surveyed hospitality recruiters, curriculum was noted to be very important in the selection process (Sneed & Heiman, 1995). Specific skills mentioned were human relations skills, business skills, and writing and speaking skills (Sneed, et al., 1995). Communication skills, including interpersonal, verbal, writing, and listening were identified as very important, as well as accounting and financial management (Sneed, et al., 1995). In a similar study by Hogan (1989), hospitality recruiters ranked hospitality courses in order of their importance in relation to entry-level management selection and future success with the company. They were: (1) food, beverage, and labor costs (2)

principles of management (3) hospitality human resources (4) industry work experience (5) hospitality accounting (6) front office operations (7) hospitality law (7) hospitality sales and marketing (8) financial analysis, and (9) housekeeping (Hogan, 1989). Most hospitality programs stress all of these areas, and attempt to prepare the student for these challenges as they directly relate to the industry by using real-life case scenarios and partnerships or internships with a number of actual operations in the industry.

Another aspect of the hospitality industry that seems to receive a great deal of benefit from graduates of hospitality programs is human resource development or training, especially for independent restaurant managers who do not have the functional areas of expertise or financial resources afforded by corporate structure. Service industries will create most of the new jobs in the next decade that will demand much higher skill levels (Lynn, 1994). Future success, therefore, will require managers, even entry-level, to be experts in training (Lynn, 1994). Quality human resource development attributes to less costly turnover, higher job satisfaction, and a greater degree of quality service. The literature has cited formal, systematic training as a major need for the future success of the hospitality industry, and many college hospitality programs offer train-the-trainer coursework, as well as human resource management and development, which will definitely enhance the individual's own job satisfaction, effectiveness, and occupational status (Lynn, 1994).

In addition, Andrew Sikula (1993) predicts, "the 1990s will be an era in which management ethics will be the focus of administrative activities". In a recent survey, James Rest (1989) concluded that moral development continues throughout formal higher education, and acting ethically requires intellectual skills that develop with both maturity and formal education. Teaching ethics and ethics-related coursework is a rising concern within hospitality education programs, which are becoming more and more aware of and responsible for internalizing principles during college so they will be readily transferred into the work place (Casado, Miller & Vallen, 1994).

The *Occupational Outlook Handbook* (1996) suggests, "A bachelor's degree in restaurant and foodservice management provides a strong preparation for a career in that occupation." Employment demands of restaurant and foodservice managers are predicted to continue to rise through 2005. Job opportunities are expected to be the best for those people with degrees in restaurant management and institutional foodservice management (Occupational Outlook Handbook, 1996).

Finally, it is important to note that three studies were found in the literature that do not conclude that level of education or type of education is necessarily a predictor of hospitality management success. Ariss and Timmins (1989) investigated the association between job performance and levels of education measured in terms of success within the firm. In this case, there were two

available measures of success: (1) salary, and (2) grade level. Ariss, et al. (1989) were unable to establish a concrete connection between "job performance" and level of education. They indicated that "colleges do not contribute as much to an individual's performance ability as much as they filter out those who fail to meet a minimum performance level as measured by a college's admission requirements" (Ariss, et al., 1989).

In another non-hospitality study, Schick and Kunnecke (1982) examined the relationship between educational variables such as grades, schools attended, degrees achieved, and job related variables such as job security, employee retention, and salary progression. They contended that the educational variables have little or no relationship with these jobs related measures (Schick, et al., 1982). They also concluded that the individual's personality is a better determinant of future success on the job than is the individual's academic achievement (Schick, et al., 1982).

In another Australian research study, there was little evidence that in the short term, hospitality graduates are better equipped to deliver value to their employers than those employees who take direct entry or enter having studied at certificate or associate diploma level (King, 1994). The dilemma is that the vast majority of employment opportunities are in those areas which do not require the intellectual capabilities of the competent graduate (King, 1994). Certainly, Australian

hospitality employers appear to put little value on a hospitality degree as an indicator of potential employee value (King, 1994).

Characteristics, Roles, and Attributes of General Business Management

Webster's Dictionary (Gove, 1971) defines the word manager, a noun, as: "(1) A director (2) One who manages a business or affair with skill." Thus, a manager is a director; one who makes decisions, is in charge and makes things happen. The second part of the definition, however, "a business or affair with skill--skill being the key word; " to be skilled means to be thoroughly trained and understand all aspects of the job (Ford, 1989). Further, Webster's describes manager, a verb, as: "(1) to administer, conduct, direct, handle (2) to govern, control (3) to succeed in doing."

Overall, to be a good manager, an individual must have experience, training, and knowledge to succeed, or complete as specified, at a given task, job, or assignment (Ford, 1989). Ford (1989) lists several skills or competencies that are considered to be essential in achieving success in business management. Those competencies, according to Ford (1989), are: (1) becoming a good communicator (2) becoming an enthusiastic leader (3) learning to ask questions and processing feedback (4) learning to become a good listener (5) making the customer always come first (6) seeking out and solving internal problems (7) getting your people

involved (8) staying open and understand that *you will never know it all* (9) knowing your competitors (10) monitoring your own business (11) not wasting time (12) staying on track (13) setting public service as a high priority, and (14) delegating, not abdicating.

Mary Parker Follett (as cited in Stoner & Wankel, 1986) called management "the art of getting things done through people." She called attention to the fact that managers achieve success, defined in terms of meeting organizational goals, by arranging for others to perform whatever tasks may be necessary--not by actually performing the tasks themselves. Stoner and Wankel (1986) expand Follett's definition of management to say, "Management is the process of (1) planning (2) organizing (3) leading, and (4) controlling the efforts of organization members and of using all organizational resources to achieve stated organizational goals." Here, management is described as a systematic process within which all managers engage in these interrelated activities in order to achieve their desired goals or success (Stoner, et al., 1986).

Although the working definition of Stoner, et al. (1986) describes managers as: (1) planners (2) organizers (3) leaders, and (4) controllers, in actuality, every manager participates in a much larger array of roles in order to move their organization toward success or completion of organizational goals. Again, Stoner, et al. (1986) describe the roles of managers as (1) managers work with and through other people (2) managers act as channels of communication within the

organization (3) managers balance goals and set priorities (5) managers think analytically and conceptually (6) managers are mediators (7) managers are politicians (8) managers are diplomats (9) managers are symbols, and (10) managers are difficult decision makers. These roles show that managers must "change hats" frequently, and the ability to recognize the appropriate role to be played in particular situations is a key mark of an effective , successful manager who meets individual and organizational goals (Stoner, et al., 1986).

A study by management consultants Peters and Waterman (as cited in Stoner, et al., 1986) examined the qualities of forty-three "excellently managed" U.S. companies who have been consistently profitable over a twenty-year period. They also were unusually successful in (1) responding to customer needs (2) providing a challenging and rewarding working environment to employees, and (3) being good corporate citizens by meeting their social and environmental obligations. Rather than having some secret, mysterious business strategy, these companies simply performed the most fundamental management tasks quite well. From their research, Peters and Waterman derived "eight attributes of excellent companies," which are: (1) a bias for action (2) staying close to the customer (3) autonomy and entrepreneurship (4) productivity through people (5) hands-on, value-driven (6) stick to the marketing plan (7) simple form, lean staff, and (8) simultaneous loose-tight priorities. Once more, these attributes stress the critical

role played by managers at all levels in creating the values and practices that encourage individual and operational success.

Robert Katz (as cited in Stoner, et al., 1986), an educator and business executive, identified three basic types of skills that successful managers should possess as: (1) technical (2) human, and (3) conceptual. Katz makes the following clarifications: "(1) Technical skill is the ability to use the tools, procedures, and techniques of a specialized field. (2) Human skill is the ability to work with, understand, and motivate other people. (3) Conceptual skill is the mental ability to coordinate and integrate all of the organizations interests and activities."

In moving business organizations toward their goals, managers must adopt and effectively perform various interpersonal, informational, and decisional roles. Attempts made to isolate, identify, and describe the characteristics, functions, and skills (competencies) displayed by mangers of unusually successful business firms can only serve to enlighten and educate other managers in other business sectors to employ the same characteristics, roles, and competencies. Perhaps, by comparing these overall, general business competencies to the hospitality industry, entry-level hospitality managers can use the same fundamentals in moving themselves and their organizations toward success from the very beginning of their careers.

Unique Attributes, Roles and Competencies of Hospitality Management

Much has been written regarding criteria for successful general business management, but far less has been written about specific hospitality management or leadership. There are, however, several skills and core competencies that make hospitality management unique (Kutson & Patton, 1992). Today's beginning hospitality manager needs a diversity of talents, skills, and competencies to meet the expectations of the industry (Buergermeister, 1983). The real question of utmost importance is, "What skills or competencies do tomorrow's hospitality leaders need to be successful in their chosen field?" (Knutson et al., 1992)

According to recent studies, hospitality leaders see (1) vision (2) communication (3) trust, and (4) perseverance as essential attributes for a successful manager or leader in today's and tomorrow's competitive business environment (Knutson, et al., 1992). Knutson, et al. (1992) further believe that hospitality managers need a strong sense of humor and a high level of energy to ferret out innovative approaches to complex problems. Knutson, et al. (1992) view management as an art rather than a science, and highlight the importance of human resources management now and into the next century.

Tom Peters and Nancy Austin (as cited in Knutson, et al., 1992) describe the attributes which they believe add up to superior performance in managers at every

level; being people-oriented led the way. Top executives agree with Peters and Austin about the importance of managers actually enjoying working with others. Undoubtedly, one of the characteristics that makes the hospitality industry so unique is its capitulation for face-to-face contact with all the stakeholders of the organization. As with any service-oriented product, the offerings of the hospitality industry are often intangible, which make that direct contact and communication with guests, employees, suppliers, and the community a very unique facet of the industry. Highly developed human relation skills combined with an intrinsic motivation and desire to serve and please others are necessary for hospitality managers to successfully meet the challenges and crises that arise daily.

There are existing theories about what it takes to be a successful hospitality manager. Roberts (1987) defines seventeen essential competencies which he proposes are time-tested tenets of leadership and management. From his framework, fifteen competencies were identified as important for career success in the hospitality industry. They were: (1) managing employees (2) interacting with guests (3) giving information to other managers/supervisors (4) getting feedback from other managers/supervisors (5) working with corporate politics (6) using computer systems (7) food production skills (8) hotel operation skills (9) writing skills (10) speaking publicly (11) having realistic expectations (12) selling/ making a sale (13) focusing on long-term results (14) possessing a positive work ethic, and (15) having the ability to take criticism and recover.

In a study by Knutson, et al., (1992) these competencies were further sorted into four categories. The category names were: (1) Horse Sense- having a practical view of the business's future (2) Maze Haze- succeeding within the corporate culture (3) Confabulation- effectively communicating with others, and (4) Elbow Grease- possessing the ability to operate a hotel or restaurant.

Clifford Morris (1973) conducted a research study titled "Job Competencies Expected of Hotel and Restaurant Administration Graduates with Implications for Curriculum Development". The objectives of his research were: (1) to discover the job competency expectations held by restaurant owners in Oklahoma for graduates of hotel and restaurant administration of management entry level (2) to determine if there was any relationship between selected variables and the rankings of those job competencies, and (3) to draw implications and make recommendations as to curriculum development in higher education (Morris, 1973). Buergermeister (1983) revisited Morris' work a decade later and agreed with Morris that the competencies rated most highly desirable for hospitality entry level managers were: (1) operate equipment properly and safely (2) delegate appropriate tasks to others (3) perform in-service training of personnel (4) plan a schedule for personnel (5) plan orientation of new personnel (6) capable of interviewing and selection of personnel (7) train employees with appropriate material (8) observe state, local, and federal labor laws (9) maintain accurate and appropriate records, and (10) assist others in the process of change. The

competencies specific to the foodservice and restaurant industry were: (1) understand that standardized recipes are the basis for consistent quality and quantity control (2) maintain technical skills in food and beverage production (3) implement standard food, beverage, and labor costs control procedures, and (4) possess technical skills in receiving, storage, and issuing food and beverage products (Buergermeister, 1983). Other competencies specific to the lodging industry were: (1) identify components of the hotel front office (2) able to manage the personnel employed within the housekeeping department, and (3) identify the procedures which form the basis of the guest accounting cycle (Buergermeister, 1983).

Tas (1988) defines competencies as "those activities and skills judged essential to perform the duties of a specific position" and is based on "one's ability to accomplish specific job-related tasks and assume the role connected to the position". Baum (1991) expanded Tas' survey of 75 hotels with 400 rooms or more bedrooms in the United States, which produced ratings of the essential competencies needed for entry level hotel managers. Those essential competencies were: (1) manages guest problems with understanding and sensitivity (2) follows hygiene and safety regulations to ensure compliance by the organization (3) communicates effectively both written and orally (4) strives to achieve positive working relationships with employees (5) demonstrates professional appearance (6) develops positive customer relations (7) follows the

legal responsibilities associated with hotel operations, and (8) motivates employees to achieve desired performance (Baum, 1991). Overall, this study identified what might be described as "soft" or human relations associated competencies as the most significant within hospitality, in particular, hotel management such as: (1) guest care and quality service (2) employee relations, and (3) professionalism and communication (Baum, 1991).

Brotherton and Shaw (1996) applied the "Critical Success Factor" (CSF) approach to management in order to identify core competencies specific to the UK hotel industry. Previously, only one other study of this nature had been performed by Geller (as cited in Brotherton, et al., 1986) using US hotels as subjects. This identification of CSFs by practicing managers in the UK constitutes a contemporary and informative picture of the key factors facing entry level managers in the UK hotel industry. Brotherton et al. (1996) established CSFs as: (1) Front office operations (2)Food and beverage production and service (3) Conference and banqueting (4) Back of house operations (5) Marketing and sales (6) Human resource management (7) Accounting and control, and (8) Guest accommodation.

Mario Arnaldo (1981) conducted research aimed at giving hospitality leaders a more precise understanding of critical management functions and roles within the industry. These roles fell into three basic categories: (1) interpersonal (2) informational, and (3) decisional. Those categories were further sectioned into the

specific roles involved in each category. The "interpersonal" category contained the roles of (1) Figurehead (2) Leader, and (3) Liaison (Baum, 1981). The "informational" category included (1) Monitor (2) Disseminator, and (3) Spokesman (Baum, 1981). Finally, the "decisional" category held the roles of: (1) Entrepreneur (2) Disturbance Handler (3) Resource Allocator, and (4) Negotiator (Baum, 1981). The managers in this study reported (1) the ability to plan creatively (2) the ability to relate to guest effectively, and (3) the ability to manage employees effectively as most important factors related to their career success (Baum, 1981).

Cynthia Mayo (1997) identified "ten essential ingredients" for success in hospitality management. She noted, " Key knowledge, skills, and behaviors (KSBs) are required to secure a job and succeed in that position in any area of the hospitality industry today." The ingredients identified were: (1) Become a self-motivated professional (2) Develop exceptional communication and leadership skills (3) Develop a good work history to secure credible references (4) Become guest oriented (5) Become a personable team player (6) Become career oriented (7) Become a responsible self-starter (8) Check your level of maturity (9) Seek experiences, and (10) Always be dependable and committed to your success (Mayo, 1997).

The competencies and roles of the hospitality industry identified here are certainly applicable to the restaurant and foodservice sector of the industry.

However, it is reasonable to suspect that characteristics and principles of the hospitality industry, which seem to be centered around the hotel sector by the vast majority of the literature, may have further implications or unique applications in the restaurant and foodservice sector. In order to not generalize the competencies most commonly associated with success in the hotel sector to those necessary in the restaurant sector, an investigation of the specific competencies required of entry-level restaurant and foodservice managers is definitely warranted.

Generally Accepted Competencies Specific to the Restaurant and Foodservice Sector

Highlights of the "Foodservice Manager 2000" study reported by Riehle (1992) listed the five most likely developments in the industry as: (1) greater computer proficiency (2) more culturally diverse staff (3) more competitive service (4) more teaching and training skills, and (5) greater people-management skills. The report then determined educational priorities which correspond to each of those developments (Riehle, 1992). They were (1) communication (2) leadership (3) customer/human relations (4) training, and (5) motivation (Riehle, 1992). Panelists who participated in this study stated that managers in 2000 will place more emphasis on the success of their own careers and will be better educated.

Mariapolski, Spears, & Vaden (1980) maintained that, "the first step in planning educational programs is the description of competencies required for successful functioning in a position." These researchers used three classifications of competencies described by Katz as: (1) technical skills (2) human skills, and (3) conceptual skills (Mariapolski, et al., 1980). Most of the technical skills considered essential concerned food production and purchasing: (1) proper and safe operation of equipment (2) supervision of food items produced and served (3) management of food and beverage production (4) use of daily production schedules (5) use of standardized recipes (6) supervision of receiving, storage, and sanitation procedures (7) use of appropriate purchasing techniques (8) coordination of purchasing and service, and (9) report preparation (Mariampolski, et al., 1980). The "human skills" found essential pertained to staffing and employee relations: (1) personal training (2) orientation of new personnel (3) personnel selection (4) effective communication (5) employee motivation, and (6) evaluation of employee performance (Mariampolski, et al., 1980). The "conceptual skills" found essential to successful entry level restaurant management were: (1) coordinates labor, equipment, and personnel (2) ranks customer satisfaction as a high priority, and (3) realizes profit as a very important goal (Mariampolski, et al., 1980). This study suggested that restaurant-management curricula should help students develop technical and human skills, perhaps through simulations or coordinated work experience, but it noted that the

conceptual skills were beyond the responsibility of the entry level manager (Mariampolsi, et al., 1980).

Summary

Formal hospitality education is at a crossroads. Once, the field was dominated by on-the-job training mainly in technical skills, but dynamic evolutions in business environments, hospitality management, and society in general have perpetuated the need to re-evaluate the preparation of the managers and leaders of the hospitality industry. The U.S. has gone through a paradigm shift to a service-oriented economy, which demands the highest quality and proposes more complex systems and issues than ever before. Experiential learning alone, on-the-job technical skills training, and the "pay your dues to the industry" philosophy may be outdated and simply too sophomoric in theory and in practice to prepare today's entry level restaurant and foodservice managers for the challenges presented in the modern era of hospitality environments.

There are however those fundamental independent restaurateurs and general managers who still subscribe to the "paying your dues" theory, and who possibly view tertiary hospitality education as holding little value compared to "getting your hands dirty" or "working your way up the ladder." Perhaps, they feel threatened by the knowledge, skills, and competencies that the majority of hospitality graduates bring with them into entry level positions. Perhaps, they

resent the fact that most hospitality graduates have educational backgrounds and foodservice experience much different, or possibly superior to the backgrounds and exposure they had at the same career stage. Maybe, they view hospitality graduates as "thinkers" instead of "doers" who are not willing to work hard to succeed in daily operations. Or, maybe, hospitality educators have not provided those tried-and-true independent restaurateurs and general managers with enough cooperation, open channels of communication, opportunities for input and feedback, or evidence to believe in their graduates.

Hospitality enterprises, no matter how large or small, do not want graduates per se. They want entry level employees that add value to their enterprises (King, 1994). It is up to hospitality educators to provide the evidence that, in the long term, hospitality graduates are better equipped to deliver value to all their stakeholders (King, 1994).

There are a number of serious challenges now facing hospitality educators and the industry (Lewis, 1993). In many cases, the companies themselves are to blame for basing their on-the-job training programs on functional expertise and not on developing employees with general management skills (Damon, 1994). The complexity of foodservice and restaurant operations requires that professional entry level managers be prepared to understand and function within their particular organizational system (Lewis, 1993).

"It is clear that the new view of professionalism demanded by employers has radically refocused the educational curricula from quasi-vocational training to an interdisciplinary, professional management degree" (Lewis, 1993).

CHAPTER III

RESEARCH METHODOLOGY

Sample

In order to understand the methodology of this study, it is important to first understand the population from which the sample and the hypothesis in question were drawn. Due to the relative ease of gathering data and their proximity to The University of Tennessee's Hotel and Restaurant Administration Program, the population targeted by this researcher was all restaurant General Managers in Sevier County and Knox County, Tennessee.

The sample was limited to the existing restaurants listed in the 1997-1998, Smoky Mountain Area and Knoxville Area Bell South Telephone Directories Yellow Pages. A list of all the restaurants was obtained from those two perspective telephone directories. Each restaurant was then numbered accordingly for purposes of anonymity. Every establishment was called in order to obtain the name and mailing address of each restaurant's General Manager. The total combined number of active, usable managers was 454. In order to eliminate misrepresentation of the population from a small sample size, 100% of the restaurants listed in the Yellow Pages was surveyed. It is important to note that the population researched in this study is only the restaurants in the 1997-1998, Smoky Mountain Area and Knoxville Area Bell South Telephone Directories Yellow Pages and not every foodservice establishment in the two counties.

Instrument Development

The research instrument for this study was a three (3) part survey modified from several other research instruments frequently cited in the literature. Questions pertaining to the rating of generally accepted competencies were derived from the research of Hsu & Gregory (1995) and Mariampolski, et al. (1980). Questions dealing with hiring practices for entry level managers were modified from research conducted by Breiter et al. (1996). The survey was designed to ask a series of descriptive qualitative questions, which were answered by the General Manager of the operation.

The questionnaires were mailed using the Dillman approach to mail surveys which included the initial mail-out with cover letters, first and second reminders, and self-addressed, stamped return envelopes (Dillman, 1978). The participants were given ample instruction and time to answer the questionnaires. The researcher was available and accessible to answer any questions the participants had during this process.

The first section of the survey asked the respondent to rate the importance of the generally accepted core competencies of entry-level restaurant managers. The measurement device was a Likert scale ranging from one (1) to five (5) (1 = not important to 5 = extremely important). The questions appeared randomly throughout the survey as to not suggest their association with any particular category.

The second section dealt specifically with the appropriate format for learning the generally accepted core competencies of entry-level foodservice managers. This portion of the survey required respondents to choose the particular learning format they believed was appropriate for each competency; individual (I), on-the-job (J), or school (S). This type of forced choice required the respondent to choose only the one he/she believed was the most appropriate. A combination of the formats for a single competency statement was not allowed.

The third portion of the questionnaire was directed toward obtaining demographic information. Characteristics such as age, gender, industry sector, organizational selection/recruitment requirements, and educational background of the respondent were crucial in accurately describing the sample. The demographic data was designed to help the researcher characterize and describe the sample.

The questionnaire was pilot tested with current restaurant General Managers of Blount County, Tennessee restaurants. Ten (10) Blount County establishments, two (2) representing each industry segment, were randomly chosen to participate in the pilot test. The pilot test was used to identify any problem areas within the questionnaire. The initial pilot test was sufficient in verifying the accuracy and readability of the survey. There were no comments or additional competencies added by the respondents that would indicate any necessary adjustment to the instrument.

Data Collection

The initial mail-out was sent in a labeled manila envelope via first class U.S. mail. It contained a cover letter, a survey, and a self-addressed, metered reply envelope. In hopes of achieving the highest response rate possible, a reminder was mailed four (4) weeks following the initial mail-out to those who had not yet responded. Further, another reminder was sent fourteen (14) days following the first reminder to any respondents who had still not replied. All correspondence was returned to and collected at The University of Tennessee's office of Consumer and Industry Services Management.

Data Analysis

Data was analyzed using the statistical analysis package, SPSS at The University of Tennessee, Knoxville. T-tests were used to analyze continuous data like age and experience. Crosstabs were used in conjunction with the remainder of the demographic data to determine if there were significant differences between counties. Factor Analysis was used to categorize the individual competency statements from the survey into core competency factors. To provide a clearer picture of the factors, Varimax Rotation with Kaiser Normalization was administered. The four generally accepted core competency factors were (1) Human Resource Management (2) Directing, Leading, & Communicating (3) Quality Assurance, and (4) Ethics and Professionalism. Then, Cronbach alpha

was used to determine reliability of the survey itself. Next, Mann-Whitney U Tests were employed to determine if there were significant differences between the two counties within the core competency factors. Friedman Tests were used for post hoc analysis to test for significant importance of the core competency factors. Finally, Friedman Tests were used again to determine significant importance between the learning formats

CHAPTER IV

FINDINGS

Descriptives and Demographics

Questionnaires were mailed to 454 General Managers of Knox County and Sevier County restaurants found in the Bell South Yellow Pages of those respective counties. Of that first mailing, only 29 usable surveys were returned within the first month. After that initial waiting period, 44 surveys were returned in response to the first reminder letter that had been sent to all non-respondents from the original mailing. After two (2) weeks, 16 surveys were returned in response to the second and final reminder letter.

The total number of surveys collected was 89; 27 from Sevier County and 60 from Knox County. This yielded a total response rate of 19%. Two (2) of the respondents did not complete the demographics section of the survey. A total of nine (9) surveys were returned as undeliverable, 2% of the entire mailing.

Table 1 showed the demographic characteristics of the restaurant General Managers who responded to the questionnaire. Descriptive statistics showed the sample to have an average age of 38.4, with the youngest being 19, and the oldest being 64. The average age of the respondents from Sevier County was 37.9, while the average age of respondents from Knox County was 38.6. An independent samples t-test showed that there was no significant difference regarding age between the two counties (t= -3.46, df= 59.694, p-value= 0.731). Consequently,

Table 1 Demographic Characteristics of the Restaurant General Managers Responding to the Questionnaire (n= 89).

	Means or Percentages	
CHARACTERISTICS	**SEIVER COUNTY**	**KNOX COUNTY**
AGE	37.9	38.6
NUMBER OF YEARS' EXPERIENCE	11.7	15.0
GENDER		
Female	29.2%	14.3%
Male	70.8%	85.7%
LEVEL OF EDUCATION		
Less than Baccalaureate degree	62.5%	58.7%
Baccalaureate degree or more	37.5%	41.3%
INDUSTRY SEGMENTATION		
Quick-Service	41.7%	33.3%
Family	29.2%	44.4%
Lodging Foodservice	0.0%	1.6%
Up-Scale	25.0%	15.9%
Cafeteria	4.2%	4.8%
COLLEGE DEGREE AS PREREQUISITE FOR ENTRY-LEVEL MANAGEMENT		
Yes	12.5%	4.8%
No	87.5%	95.2%
HIRED ENTRY-LEVEL MANAGER WITH A COLLEGE DEGREE		
Yes	50%	55.6%
No	50%	44.4%

the average number of years' restaurant industry experience was 14, with the minimum number of years' experience being one (1), and the maximum number of years' experience being 38. The average number of years' experience for Sevier County respondents was 11.7, and the average number of years' experience for Knox County respondents was 15. Again, there was no significant difference in the average number of years' experience between the two (2) counties (t= -1.89, df= 59.947, p-value= 0.063).

In regard to gender, 16 of the total number of respondents were female while 71 of the total number of respondents were male. The total percentage of female respondents was 18%, and the total percentage of male respondents was 79.8%, with 2.2% not answering. The number of female respondents was low from both counties with Sevier County at seven (7), or 29.2% for that county, and Knox County at nine (9), or 13.8% for that county. Crosstabs for the categorical variables, county and gender, were used. A chi-square test showed that their was no significant difference between gender in the two counties (chi-sq.=2.564, df= 1, p-value= 0.109).

Frequencies for the industry segments were more evenly distributed than gender. Of the 87 total respondents, 31 (34.8%) worked in the quick service segment, 35 (39.3%) in the family segment, one (1.1%) in the lodging foodservice segment, 16 (18%) in the up-scale segment, and four (4.5%) in the cafeteria segment. The largest percentage of Sevier County respondents (41.7%) was from

the quick service segment, and the largest percentage of respondents (43.1%) from Knox County was from the family segment. A very small percentage of the total respondents were from the cafeteria and lodging foodservice segments (4.6% and 1.1% respectively). Due to these small counts, lodging foodservice and cafeteria were collapsed together when subjected to chi-square testing. The chi-square test showed no significant difference between the industry segments in the two (2) counties (chi-sq.= 2.278, df= 3, p-value= 0.517)

Education levels of respondents within the sample varied widely from below a high school diploma to a graduate degree. The frequency of total respondents with below a high school diploma was one (1.1%). The frequency of total respondents with a high school diploma alone was 13 (14.6%). The frequency of total respondents with an education beyond high school and less than a Baccalaureate Degree was 30 (33.7%). The frequency of the total respondents with a Baccalaureate Degree was exactly the same (30, 33%). The frequency of total respondents with an Associates Degree was eight (9%), and the frequency of total respondents with a graduate degree was five (5.6%).

The breakdown of education levels between the two counties yielded the largest variation between the sample members. Of the respondents from Sevier County, 4.2% did not possess a high school diploma, while all of the Knox County respondents had completed at least a high school education. Also, 45.8% of the Sevier County respondents had an education beyond high school but less

than a Baccalaureate Degree. The average percentage of Knox County respondents who obtained a Baccalaureate Degree was 35.4%, while the average percentage of Sevier County respondents who obtained a Baccalaureate Degree was 29.2%. The frequency of total respondents with a graduate degree was two (2) in Sevier County and three (3) in Knox County. For analysis, this data was collapsed into two (2) levels; (1) less than a Baccalaureate Degree and (2) Baccalaureate Degree and above. A chi-square test showed there was no significant difference between the levels of education for the two (2) counties (chi-sq.= 0.11, df= 1, p-value= 0.75).

The college prerequisite question showed that there were very few of the sample respondents who actually required a college degree as part of the hiring criteria for entry-level restaurant managers. Of the total number of respondents, only 6.9% required a college degree from their entry-level restaurant managers while the vast majority, 93.1%, did not. Again, there appeared to be little variation between the two counties although the average percentage of respondents who required a college degree was only slightly higher in Knox County. A chi-square test showed that there was no significant difference between the two (2) counties regarding this hiring prerequisite (chi-sq.=1.62, df= 1, p-value= 0.20).

Furthermore, the percentage of total respondents who had hired an entry-level foodservice manager within the last five (5) years was divided at 54% who had and 46 % who had not. Of those who had, 50.0% were from Sevier County while

55.6% were from Knox County. Once more, A chi-square test showed there was no significant difference between the two (2) counties (chi-sq.= 0.22, df= 1, p-value= 0.64).

Factor Analysis

The survey instrument consisted of 33 individual statements describing different competencies expected of entry-level restaurant managers. The competency statements varied in nature. The variables were subjected to factor analysis, which grouped like variables with Eigenvalues greater than 1.5 (>1.5) into factors that would contain like variables with similar scores. The extraction method employed was Principal Component Analysis. In order to fine-tune the factors into a much clearer overall picture, Varimax Rotation with Kaiser Normalization was used.

These procedures were used to ensure the variables had been placed in understandable and logical groupings. Subsequently, they were grouped into four (4) factors that contained important like concepts. The factors were named (1) Human Resource Management (HRM), (2) Directing, Leading, and Communicating (DLC), (3) Quality Assurance (QA), and (4) Ethics and Professionalism (EP).The nature and conceptual similarities of the individual competency statements within each factor dictated the naming of that factor.

Reliability

Before differences between the factors could be tested, it was crucial to test and ensure the reliability of the survey itself. A Cronbach alpha was used as the critical control measurement of reliability with an alpha of at least 0.8 indicating good reliability. The survey tested highly reliable with a Cronbach alpha of 0.95, substantially higher than the control point of 0.8. Reliability suggests that if this survey was administered to another sample at some point in the future, the respondents should score the same or similarly to the sample in this study.

Core Competency Importance Ratings among Sevier County and Knox County General Managers

One research question posed in this study addressed the importance of the generally accepted core competencies identified from the literature as perceived by restaurant General Managers of Sevier County and Knox County, Tennessee. First, it was imperative to make no assumptions that the data was normally distributed. In fact, the data was skewed consistently to the right, which meant that indeed the data was not normally distributed. Accordingly, this particular skew indicated that the majority of the respondents rated all the core competency factors as important. Although a few respondents scored various individual competency statements lower than others within a factor, no one statement

reflected a low importance rating. Because of non-normal distribution, the data was treated as non-parametric and any further treatments or procedures were in accordance to non-parametric data.

Table 2 showed the importance ratings of the generally accepted core competencies broken down by county. Across the board, HRM appeared to consistently score low among all four (4) factors. Sevier County and Knox County respondents alike rated HRM the least important core competency factor with a mean score of 3.8. It was obvious that there was no significant difference in the ratings by General Managers in either county. The means were similar and Friedman tests indicated no significant differences among any of them.

In fact, the analysis did not reveal any significant differences between Sevier County and Knox County in any aspect of the study. Even demographic data reported by the respondents from each county did not reveal any significant differences in the composition, education level, age, years' experience, gender, or hiring criteria within the sample. Moreover, further tests to detect variation in the respondents from each county were inhibited by the low response rate from the Sevier County sample sub-set. Since no significant differences were detected between Sevier and Knox Counties, from this point forward, the two groups (sample sub-sets) were treated as one sample population.

Table 2

County Means for the Core Competency Factors

County		N	Mean*	Std. Deviation
Sevier	Human Resource Management[a]	24	3.8	0.96
	Directing, Leading & Communicating[b]	24	4.3	0.78
	Quality Assurance[c]	24	4.5	0.56
	Ethics[d]	24	4.8	0.35
	Valid N (listwise)	24		
Knox	Human Resource Management[a]	65	3.8	0.74
	Directing, Leading & Communicating[b]	65	4.4	0.53
	Quality Assurance[c]	65	4.6	0.50
	Ethics[d]	65	4.7	0.42
	Valid N (listwise)	65		

[a] Mann-Whitney U = 754.5, Z = -0.24, p-value = 0.81
[b] Mann-Whitney U = 777.0, Z = -0.03, p-value = 0.98
[c] Mann-Whitney U = 750.5, Z = -0.28, p-value = 0.78
[d] Mann-Whitney U = 622.5, Z =-1.64, p-value = 0.1

* 1 represents least important and 5 represents most important.

Overall Core Competency Importance Ratings

Once the research instrument was deemed reliable, with no county differences detected, it was feasible to test the differences found between the four (4) factor ratings. Table 3 represented the mean scores of each core competency factor as rated by the respondents. The core competency factor, EP, scored the highest among respondents with a mean of 4.7 on the five (5) point Likert scale (1= not important, 5= very important). The core competency factor, HRM, scored the lowest with a mean of 3.8.

The Friedman Test was selected to determine if there were significant differences between the mean scores of the core competency factors. Summarily, the Friedman Test yielded a p-value of less than 0.05 (<0.05), indicating that there was a factor or factors that scored significantly higher (more important) than the others. See Appendix E for a complete list of means and core competency factor groupings for the individual competency statements.

Overall Ratings of the Learning Formats

Another important aspect of this study was to document the beliefs that restaurant General Managers from Sevier and Knox Counties held toward different learning formats. Which learning format(s) does General Managers most often prefer for acquiring the generally accepted core competencies needed by entry-level restaurant managers?

Table 3

Mean Ratings of the Core Competency Factors

	Mean*	Std. Deviation
Human Resource Management	3.80	0.80
Directing, Leading & Communicating	4.40	0.60
Quality Assurance	4.59	0.52
Ethics & Professionalism	4.73	0.41

Friedman Test: Chi-Square = 159.46, df=3, p-value < 0.001

*1 represents least important and 5 represents most important.

Figure 1 showed the percentages of each learning format as they break down in the core competency factor, HRM. Over half (54%) of the individual competency statements listed under HRM fell into the learning format, OJT. The format, school, accounted for 32% of the competency statements, and the format, individual, accounted for 14.% of the competency statements.

Table 4 was the results of a Friedman Test to see if the different formats scored significantly different within the core competency factor, HRM. According to the Friedman Test, there was a significant difference between the format ratings. OJT appeared to be chosen most frequently as the preferred learning format for HRM.

Figure 2 showed the percentages of each learning format for the core competency factor, DLC. Again, over half (52%) of the individual competency statements fell under the learning format, OJT. The learning format, school scored 25%. As well, the learning format, individual, scored 23%.

Table 5 was another Friedman Test to determine if there was a significant difference between the scoring of the learning formats within DLC. Indeed, there was a significant difference. Seemingly, the majority of the respondents chose OJT as the preferred learning format.

Figure 3 represented the percentages of learning formats as they broke down in the core competency factor, QA. The format, OJT, seemed to be the leader still containing

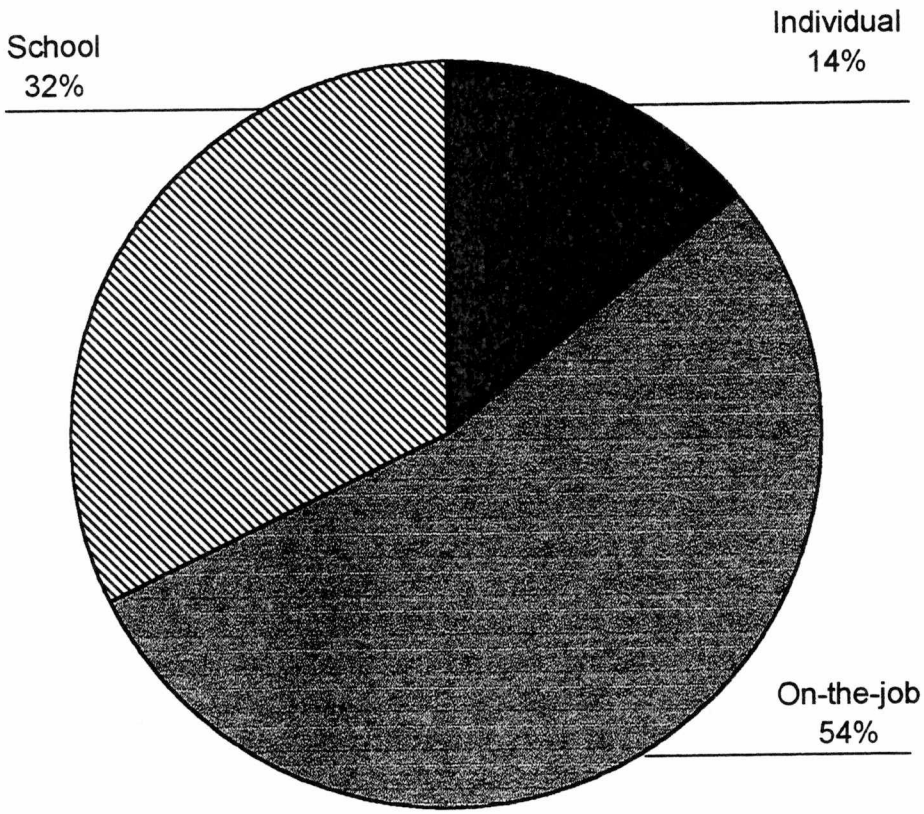


Figure 1 Breakdown of Learning Formats Associated with Human Resource Management

Table 4

Friedman Test for Significant Differences among the Learning Formats Associated with Human Resource Management

	Mean	Std. Deviation
Individual	14.0	12.7
On-the-job	54.0	21.5
School	32.3	21.9

Friedman Test: Chi-Square=63.16, df=2, p-value<0.001

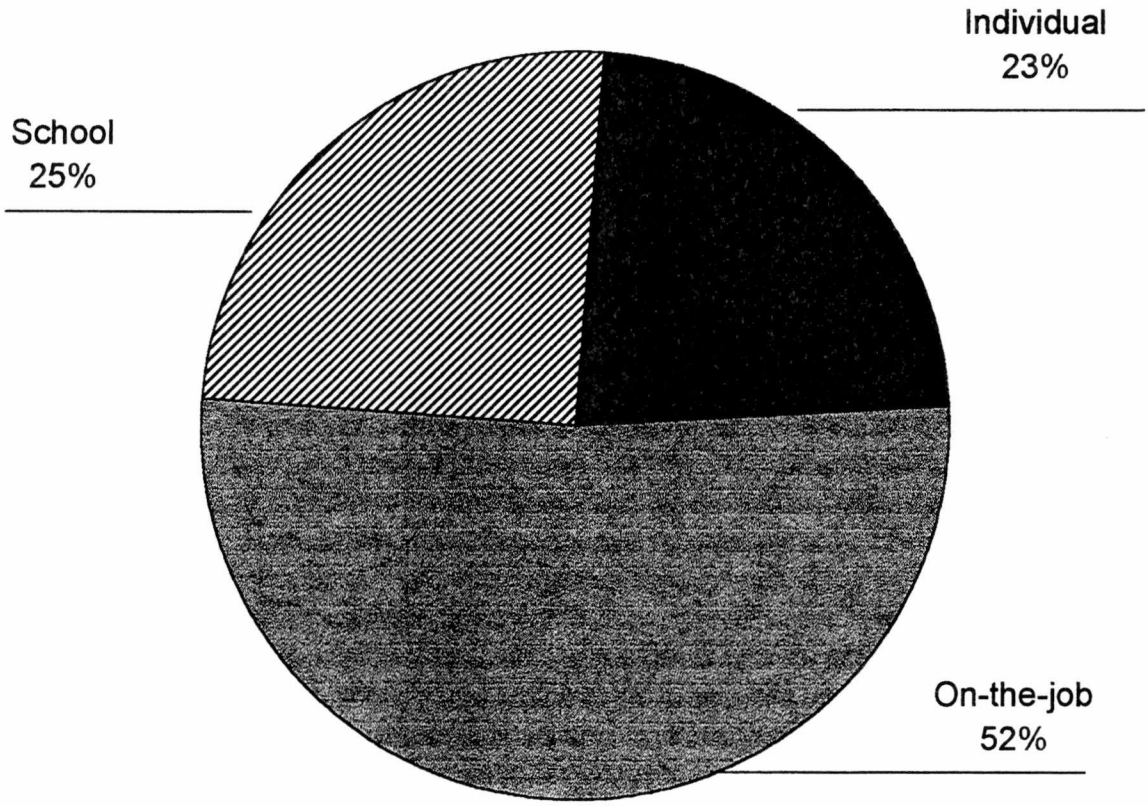


Figure 2 Breakdown of the Learning Formats Associated with Directing, Leading & Communicating

Table 5

Friedman Test for Significant Differences among the Learning Formats Associated with Directing, Leading & Communicating

	Mean	Std. Deviation
Individual	23.0	19.9
On-the-job	52.2	20.4
School	25.0	19.8

Friedman Test: Chi-Square = 46.59, df=2, p-value<0.001

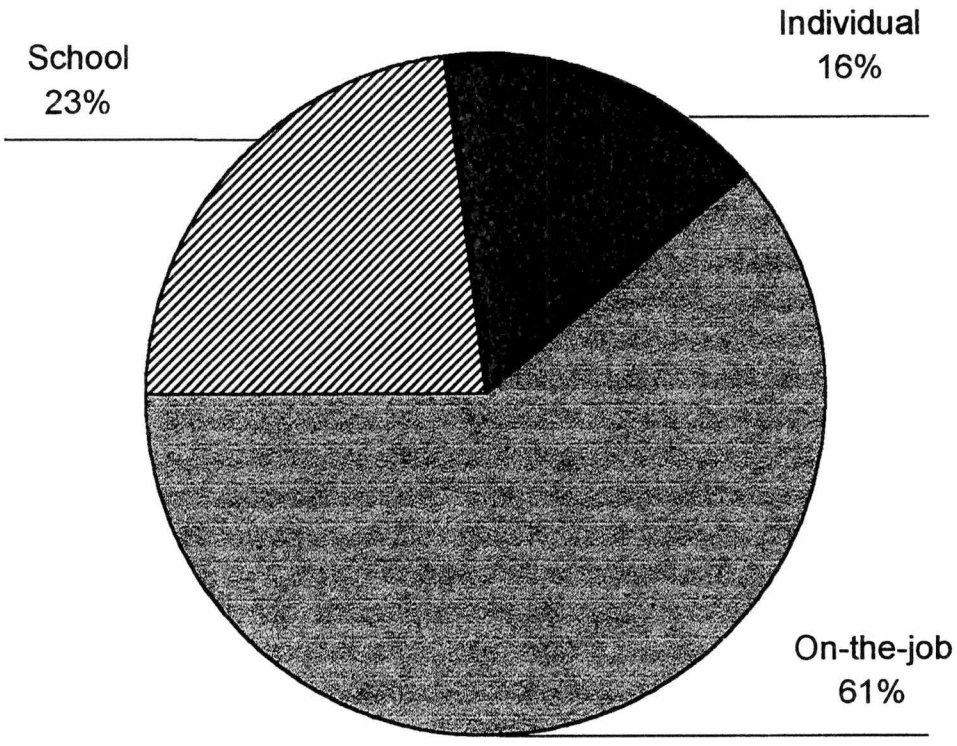


Figure 3 Breakdown of the Learning Formats Associated with Quality Assurance

over half (61%) of the competency statements in QA. This time, however, the competency statements appeared more evenly distributed among the formats, school and individual (23% and 16% respectively).

Table 6 showed the Friedman test for significant differences between the learning formats within QA. Once again, there were significant differences somewhere in the scoring of those formats. The mean percentages again suggested that the respondents predominantly chose OJT as the preferred format.

Figure 4 represented the percentages of learning formats as they broke down in the core competency factor, EP. For the first time, OJT was not the dominant learning format. The format, individual, scored dramatically higher, containing 79% of the competency statements in EP. School appeared to score the lowest in this core competency factor (7%). Table 7 showed the Friedman Test, which found a significant difference between the format ratings in EP.

Format Ratings within Core Competency Factors

For this particular portion of the analysis, every individual competency statement within each core competency factor was examined in order to see which one(s) scored particularly high in certain formats. On-the-job training (OJT) scored high among the vast majority of the competency statements. Table 8 showed the individual competency statements that made up the core competency

Table 6

Friedman Test for Significant Differences among the Learning Formats Associated with Quality Assurance

	Mean	Std. Deviation
Individual	16.0	16.6
On-the-job	61.2	21.9
School	23.3	22.7

Friedman Test: Chi-Square = 82.30, df=2, p-value<0.001

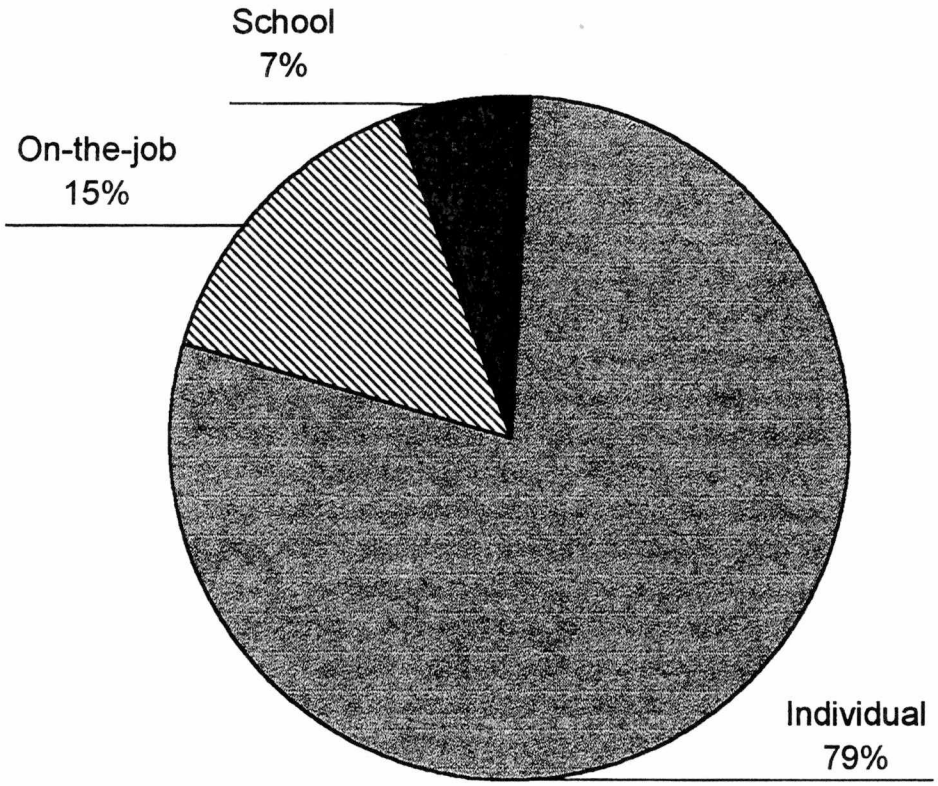


Figure 4 Breakdown of the Learning Formats Associated with Ethics & Professionalism

Table 7

Friedman Test for Significant Differences among the Learning Formats Associated with Ethics and Professionalism

	Mean	Std. Deviation
Individual	79.0	28.8
On-the-job	15.0	27.3
School	7.0	13.3

Friedman Test: Chi-Square = 109.78, df=2, p-value<0.001

Table 8

Breakdown of the Learning Formats within the Core Competency Factor Human Resource Management

	Individual		On-the-job		School	
	Count	%	Count	%	Count	%
Create special promotional packages	20	22.5%	42	47.2%	27	30.3%
Conduct employee orientation	6	6.7%	56	62.9%	27	30.3%
Delegate appropriate tasks to others	18	20.2%	61	68.5%	10	11.2%
Interview and selection of personnel	9	10.1%	45	50.6%	35	39.3%
Maintain knowledge of local competition and general trends in the industry	35	39.8%	34	38.6%	19	21.6%
Assist in establishing organizational objectives	14	16.1%	47	54.0%	26	29.9%
Plan a schedule for personnel	9	10.1%	64	71.9%	16	18.0%
Train kitchen staff to meet special dietary requirements, including Eat-Hearty and Heart-Healthy menu items	8	9.4%	38	44.7%	39	45.9%
Establish and maintain OSHA safety practices	0	0%	25	28.4%	63	71.6%
Develop and conduct training programs	13	14.9%	38	43.7%	36	41.4%
Possess technical skills in management of food and beverage production (cooking, bartending, dishwashing, etc.)	6	6.8%	57	64.8%	25	28.4%
Assist in building and maintaining organizational culture	15	17.2%	44	50.6%	28	32.2%
Use employee performance evaluations effectively	8	9.1%	50	56.8%	30	34.1%
Possess skills to effectively supervise personnel	11	12.5%	61	69.3%	16	18.2%

factor, HRM. Most of the individual competency statements in the factor, HRM, appeared to be most frequently scored as OJT.

However, some competency statements did not score predominately as OJT and merit discussion. For instance, the competency statement, "Maintain knowledge of local competition and general trends in the industry" scored similarly among the formats, individual at 39.8% and OJT at 38.6%. The competency statement, "Train kitchen staff to meet special dietary requirements, including Eat-Hearty and Heart-Healthy menu items" scored similarly among the formats, OJT at 44.7% and school at 45.9%. Also, the competency statement, "Develop and conduct training programs" was split between the formats, OJT at 43.7% and school at 41.4%.

Table 9 depicted the individual competency statements that made up the core competency factor, DLC. Again, the majority of the individual competency statements in the factor, DLC, appeared to be most frequently scored with OJT. However, there were exceptions. For example, the competency statement, "Observe state, local, and federal labor laws which relate to human resources management" scored much higher with the format, school than any other format at 69.7%. The competency statement, "Motivate employees to achieve highest performance levels" scored evenly among the formats, OJT at 39.3% and individual at 40.4%. Table 10 provided the breakdown of the individual

Table 9

Breakdown of the Learning Formats within the Core Competency Factor Directing, Leading & Communicating

	Individual		On-the-job		School	
	Count	%	Count	%	Count	%
Observe state, local, and federal labor laws which relate to human resources management	0	0%	27	30.3%	62	69.7%
Operate equipment properly and safely	3	3.4%	59	67.0%	26	29.5%
Supervise staff in a consistently fair, firm, and equitable manner	31	34.8%	42	47.2%	16	18.0%
Possess skills in receiving, storage, and issuing of food and beverage	3	3.4%	57	64.8%	28	31.8%
Manage employee grievance effectively	26	29.2%	46	51.7%	17	19.1%
Motivate employees to achieve highest performance levels	36	40.4%	35	39.3%	18	20.2%
Adjust daily schedule and shift personnel to meet changes in demand	27	30.3%	61	68.5%	1	1.1%
Maintain effective communication with employees	35	39.8%	43	48.9%	10	11.4%

Table 10

Breakdown of the Learning Formats within the Core Competency Factor Quality Assurance

	Individual		On-the-job		School	
	Count	%	Count	%	Count	%
Establish and maintain quality standards for all menu items	4	4.6%	69	79.3%	14	16.4%
Establish and maintain quality standards for guest service	10	11.5%	61	70.1%	16	18.4%
Resolve guest problems quickly, efficiently, and courteously	27	30.3%	53	59.6%	9	10.1%
Establish and monitor portion sizes for all menu items	4	4.5%	68	77.3%	16	18.2%
Assure highest standards of sanitation and kitchen safety	4	4.5%	38	43.2%	46	52.3%
Achieve budgeted sales and maximum profitability	3	3.4%	54	61.4%	31	35.2%
Control food costs and labor costs efficiently	8	9.2%	55	63.2%	24	27.6%
Treats customer satisfaction as a top priority	49	56.3%	31	35.6%	7	8.0%

competency statements that made up the core competency factor, QA. Although, the majority of the competency statements seemed to score highest among OJT, two (2) of the competency statements did not. First, the competency statement, "Assure highest standards of sanitation and kitchen safety" scored the highest with the format, school, at 52.3%. Second, the competency statement, "Treats customer satisfaction as a top priority" scored the highest with the format, individual, at 56.3%.

Table 11 represented the individual competency statements that made up the core competency factor, EP. This time, OJT was not the format that scored the highest among the individual competency statements. Without exception, Individual appeared to be the most frequently chosen learning format for the core competency factor, EP. The only competency statement that showed only slight variation was, "Demonstrate professional appearance and poise," which scored a mere 20.5% with the format, OJT.

Respondents' Comments

The entire sample was given the opportunity to respond to two (2) open-end questions in order to qualify their answers on the survey. Both Sevier County and Knox County restaurant General Managers had equal opportunity, time, and space provided for their input. Their cooperation was completely voluntary.

Table 11

Breakdown of the Learning Formats within the Core Competency Factor Ethics and Professionalism

	Individual		On-the-job		School	
	Count	%	Count	%	Count	%
Possess a strong work ethic	75	85.2%	10	11.4%	3	3.4%
Maintain the highest ethical standards throughout the organization	71	81.6%	13	14.9%	3	3.4%
Demonstrate professional appearance and poise	58	65.9%	18	20.5%	12	13.6%

First, the survey asked the respondents, "Please list any individual competencies you feel are important for an entry-level restaurant manager to know, that are not included in the previous statements." See Appendix F for a complete list of those written comments expressed by all respondents. Adequate space (25%) of page two (2) on the survey was provided in order to elicit the respondents' perceptions regarding entry-level restaurant management competencies. This portion of the survey was integral to the purpose of the study. Not only was it a means in which to validate the survey instrument itself, but it was the method by which the researcher could gather new or additional competencies that had not been listed on the survey or had not been reported as important in the literature.

A few of the competencies listed by the respondents were (1) knowledge of liquor laws and licensure, (2) personal and emotional control, (3) time management, and (4) organizing and planning skills. Many respondents took the time to write that all of the competencies listed on the survey were very important for entry-level restaurant managers and that they found the list to be quite comprehensive. No respondent said that he/she disagreed with or found contradictions with any of the listed competencies.

Next, the survey asked the respondents, " If you have not hired an entry-level foodservice manager who held a college degree within the last five (5) years, please state why." A sundry of responses followed in reaction to that particular

portion of the survey. Again, this section was crucial to the purpose of the study. If the members of the sample had not hired an entry-level manager with a college degree, it was extremely important to explore the reasons why.

See Appendix G for a complete list of the respondents' comments for this section. Some of the most commonly answered reasons why they had not hired a college graduate were: (1) college graduates do not have realistic expectations of the industry (2) college graduates will not work the grueling hours required in the industry (3) college graduates are too expensive (4) college graduates will leave the organization at any time for a better deal (5) college graduates will not work in a small operation (6) college graduates will not work in an independent operation where there is little room for promotion (7) college graduates are book-smart, but they lack common sense, and (8) our business (the foodservice industry) cannot be learned in a book. Sevier and Knox County respondents alike expressed those views.

CHAPTER V

CONCLUSIONS AND FUTURE RESEARCH

Although there were no significant differences found demographically between the two counties, some conclusions can be drawn from the data. For instance, 33.7% of the total respondents had an education beyond high school but less than a Baccalaureate Degree. This could indicate that the General Managers who attended some higher education classes did not finish their degrees for a variety of reasons. Some of those reasons might have been insufficient finances, lack of commitment or ability, decreased interest, time constraints, or impeding personal circumstances. This list is by no means exhaustive, but only an attempt to explain why 33.7% of the sample had some form of higher education but earned no degree.

Another potential reason for this same phenomenon might be that many of the General Managers might have chosen to attend two-year community colleges instead of four-year institutions. Perhaps tuition and overall costs were lower, the two-year schools were more accessible and flexible or they simply valued the education experience of the instructional two-year school more than the traditional four-year institution. Future research could be done on this very question. Maybe, there is much to learn from the possible information gathered from graduates who chose two-year hospitality programs rather than four-year hospitality programs.

Very few of the respondents demanded a college degree as an employment pre-requisite in entry-level foodservice management. There could be bias in the sample, which may have prevented the respondents from advocating college degrees in Hospitality Management. That could be because some of the General Managers polled did not possess college degrees themselves. This potential bias could also explain the overwhelming proportion of respondents who scored "on-the-job" as the most appropriate format for learning the generally accepted competencies necessary for entry-level hospitality managers. In many ways, their responses could have been a means of protecting their domain.

One disparaging finding of the study was that HR issues and competencies scored the lowest (least important) across the board. This could indicate that General Managers in both counties are failing to realize the potential of their human capital. Maybe, due to previously mentioned biases, the General Managers choose to centralize authority in an attempt to maintain control over their organizations. In any case, the service industry is projected to be the largest and most productive industry in the upcoming century. Without humans who are ready, willing, and able to provide quality service, many organizations might find themselves at a marked disadvantage. Further research on the concepts, perceptions, and constraints of these human resource competencies could prove most beneficial.

Encouraging, was the fact that ethics consistently scored highest (most important) throughout the survey in both counties. By scoring ethics so high, they could be indicating that they perceive ethics as an antecedent to quality and bottom-line profit. In any case, the respondents indicated that ethics should be learned individually, instead of on the job or in school.

Even though the respondents appeared to most often choose the learning format, individual, for ethics, four-year institutions might demonstrate a commitment to ethics through offering courses in business ethics and by demanding the highest moral integrity from all faculty and staff, and students. Alliances, partnerships, and internships could be developed with organizations that display only consistent ethical behavior.

Perhaps, ethical dilemmas might be a regular part of classroom discussion, and scenarios from both case studies and real life could be presented in the educational setting as a means to prepare students for potential crises that lye ahead. Further study on ethics in Hospitality Management might be essential to identify those potential situations and begin to build a base from which to deal with and combat unethical practices. School, therefore, might become an extension to hone one's individual ethical behavior and give individuals the opportunity to enhance rather than acquire their moral standards.

The researcher concluded that the rating of the most frequently chosen learning formats overall appear to be as follows: (1) J or OJT= on-the-job training, (2) S=

school, and (3) I= individual. The greatest majority of the respondents seemed to prefer OJT as the learning format by which to acquire the core competencies required for entry-level restaurant management. Conversely, the vast majority of the respondents appeared to prefer the format, individual, as the least appropriate or effective for acquiring the core competencies required for entry-level foodservice managers. The format, school, appeared to receive moderate scores for all competency factors. The exact difference in values for each format was not distinguishable through the tests employed in this study.

Since the sample group scored all of the competencies as important, this survey might be used as an instrument by which to gauge the competencies taught in many restaurant classes. More research would be warranted to determine the universality of the survey to a broader population. For example, a much more exhaustive study could be planned using all foodservice General Managers in the state of Tennessee or even the regional Southeast United States. For the most part however, this instrument, due in portion to its high degree of reliability, might be a good checklist for curricula planners and instructors as some general guidelines for instructional inclusion. Even Program Directors at smaller two-year institutions might use this compilation of competencies in planning and coordinating courses, classroom simulations, internships, and field experiences.

The main objective of this research was to generate a list of competencies that industry leaders (foodservice General Managers) believed were necessary for

entry-level foodservice managers. The list that appeared on the survey was the culmination of the top five percent (5%) of other previous competency based surveys that had been scored based on importance to the industry in general. This research instrument gave the respondent the opportunity to add, in his or her own words, any additional competencies they thought were important but had been omitted from the survey. Most of the surveys in the literature did not allow this form of interaction.

Only a few respondents found it necessary to add any new competencies, but some that did all focused on hospitality law issues. Possibly, the great number of lawsuits and legal atmosphere of our industry is forcing these General Managers to be more aware of their legal liability. The legal atmosphere in the hospitality industry surely will continue to evolve and command more and more attention as our dynamic industry comes of age in the new millennium.

Similarly, the respondents were asked if they had hired a college graduate for entry-level management within the past five years. If not, they were given space in which to respond, with their own opinion, as to why they have not, could not, or do not hire college graduates. Few respondents had hired a college graduate within the past five years, but some of those who had not, held very strong opinions supporting their decision. The responses could best be summarized by the resounding philosophy that college graduates are out of touch with the "real world." Most respondents conveyed concerns that the college graduates did not

possess realistic expectations about salaries, work hours, and the demanding nature of the business. Other respondents indicated that they did not believe that college graduates would fit into their organizations because the operation was small or in an area of the state or country where a college graduate would not find appealing living conditions or an acceptable standard of living. Are these General Managers making sweeping generalizations about college graduates that are unfounded? Are college graduates really out of touch with the reality of hospitality management? Future research would be interesting to uncover the foundations for those philosophies and the answers to those questions. Also, it might be interesting to see how many college graduates the General Managers had known in their lifetimes to evaluate the basis of their perceptions.

In addition, future research is warranted to explore the perceptions of each educational demographic group regarding a hospitality degree as an employment prerequisite. It would be interesting to see if those general managers who did obtain a college degree value it more in their entry-level managers. An investigation of the biases in selection criteria could prove valuable to recruiters, students, and educators alike.

Limitations

The first limitation of this study was the very narrow scope dictated by the chosen population and sample. This study may or may not be representative of the

population, which is all foodservice General Managers in the state of Tennessee. The even broader population would be all foodservice General Managers in the regional Southeast and inevitable, the entire United States. This study, due to monetary and geographical constraints was limited to a very small, defined population which may or may not be representative of the population as a whole. Basing generalizations to the population at large on the results of this study would be ill advised.

Another limitation of this study was the timeframe in which it was conducted. The data collection was done over the summer of 1998, which is a relatively slow or stagnant period for foodservice operators in Knox County. However, summer is peak season for operators in Sevier County due to the migratory and resort travel that occurs as a direct result of governmental and commercial development surrounding The Great Smoky Mountains National Park. It was very challenging to initiate interest and participation in this type of research during such a hectic and demanding period.

The third limitation of this study was the very low response rate in general. Both counties had low response rates, and respondents were contacted multiple times. The hospitality industry is one of fast-paced action and peak business periods that demand the General Managers full attention. Perhaps another physical form of the survey would have facilitated a larger response. Obviously,

the mailing process was cumbersome, time-consuming, and generally inconvenient for the respondents.

Perhaps the largest limitation of this study was that the researcher failed to define "school" as anything beyond general secondary education. The cover letter, nor the survey, stated that "school" meant a formal college hospitality program. The researcher was working under the assumption that "school" would be interpreted as higher education. Unfortunately, there was no way to determine the respondents' perceptions of "school".

Finally, the fact that the researcher constructed the survey from a sampling of only the top five percent (5%) of competency statements appearing in the literature might be considered a limitation. It might be interesting to see how the General Managers from this sample rate other competency statements in comparison to samples in previous studies. Moreover, it could be beneficial to evaluate this sample's perceptions of competency statements that scored significantly lower in other studies.

Summary

The purpose of this research was to gather information from restaurant General Managers regarding the importance of the generally accepted core competencies required for entry-level foodservice managers. Furthermore, the impetus for this research was to evaluate those managers' beliefs as to where or through what

format the generally accepted competencies should be learned. Hopefully this research will help curriculum planners, administrators, and instructors alike to build courses, class content, learning experiences, and instructional material that address the competencies that restaurant General Managers believe are the most important. This study should stand as another building block to better understand and respond to the concerns and needs of the hospitality industry throughout the preparation process of today's hospitality students.

It was obvious that Sevier and Knox County restaurant General Managers agree on the importance of the core competencies detailed in this study. However, the data suggests that those managers do not trust that formal hospitality education is the most appropriate format through which to acquire those competencies. These perceptions were common among General Managers among both counties with no significant differences arising from demographics.

Communication between industry and academe is imperative. If educators cannot communicate with industry leaders to gain insight and understanding of their beliefs and attitudes toward recruiting, selecting, and promoting, then those educators are ineffective. It should be the commitment of all faculties in every hospitality management program to evaluate his or her program and determine if that program is meeting the needs of all its customers.

Certainly, the hospitality industry and the students themselves are two of the most important customers to any hospitality program. If one area is deficient, the

other is surely lacking. For hospitality management programs to survive, educators must take an active role in strategically planning programs that provide a "fit" between student and employer, institution and industry.

Hopefully, this study will add some value to the literature that is already available on the competencies required for entry-level restaurant management. It was the goal of this researcher to affect fundamental change in the way we as educators approach tomorrow's hospitality educational dilemmas. Our future depends upon the degree of integration, involvement, and induction between traditional higher education and industry practitioners.

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Appendices

Appendix A

RESEARCH QUESTIONNAIRE

ENTRY-LEVEL, FOODSERVICE MANAGEMENT CORE COMPETENCIES QUESTIONNAIRES

Directions - Left side

Check one box under the number that best reflects how important the competency is for a person to know, upon acceptance of an entry-level, foodservice management position.

Directions - Right side

Check one box under the letter that represents the format you feel is most appropriate for learning each core competency.

CORE COMPETENCIES

1 represents least important and 5 most important.

I = individual, self-directed, self-taught
J = on-the-job training and development
S = school

1 2 3 4 5			I J S
☐☐☐☐☐	1. Maintain effective communication with employees	1	☐☐☐
☐☐☐☐☐	2. Possess skills to effectively supervise personnel	2	☐☐☐
☐☐☐☐☐	3. Delegate appropriate tasks to others	3	☐☐☐
☐☐☐☐☐	4. Conduct employee orientation	4	☐☐☐
☐☐☐☐☐	5. Interview and selection of personnel	5	☐☐☐
☐☐☐☐☐	6. Plan a schedule for personnel	6	☐☐☐
☐☐☐☐☐	7. Establish and maintain OSHA safety practices	7	☐☐☐
☐☐☐☐☐	8. Motivate employees to achieve highest performance levels	8	☐☐☐
☐☐☐☐☐	9. Use employee performance evaluations effectively	9	☐☐☐
☐☐☐☐☐	10. Adjust daily schedule and shift personnel to meet changes in demand	10	☐☐☐
☐☐☐☐☐	11. Observe state, local, and federal labor laws which relate to human resources management	11	☐☐☐
☐☐☐☐☐	12. Resolve guest problems quickly, efficiently, and courteously	12	☐☐☐
☐☐☐☐☐	13. Demonstrate professional appearance and poise	13	☐☐☐
☐☐☐☐☐	14. Maintain knowledge of local competition and general trends in the industry	14	☐☐☐
☐☐☐☐☐	15. Manage employee grievances effectively	15	☐☐☐
☐☐☐☐☐	16. Assist in establishing organizational objectives	16	☐☐☐
☐☐☐☐☐	17. Assist in building and maintaining organizational culture	17	☐☐☐
☐☐☐☐☐	18. Supervise staff in a consistently fair, firm, and equitable manner	18	☐☐☐
☐☐☐☐☐	19. Create special promotion packages	19	☐☐☐

ENTRY-LEVEL, FOODSERVICE MANAGEMENT CORE COMPETENCIES QUESTIONNAIRES

Directions - Left side

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☐☐☐☐☐	17.	Assist in building and maintaining organizational culture	17 ☐☐☐
☐☐☐☐☐	18.	Supervise staff in a consistently fair, firm, and equitable manner	18 ☐☐☐
☐☐☐☐☐	19.	Create special promotion packages	19 ☐☐☐

1 2 3 4 5		I J S
☐☐☐☐☐	20. Achieve budgeted sales and maximum profitability	20 ☐☐☐
☐☐☐☐☐	21. Assure highest standards of sanitation and kitchen safety	21 ☐☐☐
☐☐☐☐☐	22. Possess skills in receiving, storage, and issuing of food and beverage	22 ☐☐☐
☐☐☐☐☐	23. Establish and maintain quality standards for all menu items	23 ☐☐☐
☐☐☐☐☐	24. Establish and maintain quality standards for guest service	24 ☐☐☐
☐☐☐☐☐	25. Establish and monitor portion sizes for all menu items	25 ☐☐☐
☐☐☐☐☐	26. Train kitchen staff to meet special dietary requirements, including Eat-Hearty and Heart-Healthy menu items	26 ☐☐☐
☐☐☐☐☐	27. Operate equipment properly and safely	27 ☐☐☐
☐☐☐☐☐	28. Develop and conduct training programs	28 ☐☐☐
☐☐☐☐☐	29. Control food costs and labor costs efficiently	29 ☐☐☐
☐☐☐☐☐	30. Possess technical skills in management of food and beverage production (cooking, bartending, dishwashing, etc.)	30 ☐☐☐
☐☐☐☐☐	31. Possess a strong work ethic	31 ☐☐☐
☐☐☐☐☐	32. Maintain the highest ethical standards throughout the organization	32 ☐☐☐
☐☐☐☐☐	33. Treats customer satisfaction as a top priority	33 ☐☐☐

Please list any competencies you feel are important for an entry-level foodservice manager to know, that are not included in the previous statements.

_____

_____

_____

_____

_____

PROFESSIONAL INFORMATION

Instructions: Fill in the blank or check the box next to the letter of the one response that best applies to you.

1. How many years of management experience do you have in the foodservice industry?_____

2. Gender:

   A. ☐ Female B. ☐ Male

3. Age: _____

4. In what segment of the foodservice industry are you currently employed?

   A. ☐ Quick service
   B. ☐ Family
   C. ☐ Lodging foodservice
   D. ☐ Up-scale
   E. ☐ Cafeteria

5. What level of education have you completed?

   A. ☐ below high school
   B. ☐ high school diploma or equivalent
   C. ☐ beyond high school and less than a baccalaureate degree
   D. ☐ associates degree (2-year degree)
   E. ☐ baccalaureate degree (4-year degree)
   F. ☐ graduate degree

6. Within the past five years, have you hired an entry-levelfoodservice manager who hald a collge degree?

   Yes ☐ No ☐

7. Is a college degree an employment prerequisite for entry-level managers in your organization?

   Yes ☐ No ☐

If "No", please state why.

_____
_____
_____
_____
_____

APPENDIX B

COVER LETTER, PILOT SURVEY

General Manager
Commercial Foodservice Operation
Blount County, TN

Dear Hospitality Industry Leader,

The following is a survey designed to collect data for a graduate thesis in The University of Tennessee's Department of Hotel and Restaurant Administration (HRA). Your responses are completely confidential and are only considered for the purposes of this particular research. This is only a pilot-test. There will be no analysis of data, and your responses will never be used in publication or in any arena other than this research.

My major professor, Dr. Mark McGrath, and I would greatly appreciate your cooperation. By taking the time to answer the following survey, you will not only be helping an HRA graduate student fulfill college requirements, but you will be furthering the interest and knowledge base of the hospitality industry. Your expertise will serve to qualify basic assumptions regarding our field.

I will personally pick up the survey on Thursday, February 17, 1998, between 2:00 and 4:00 PM. If you anticipate needing more time, please call me at 974-6243. Also, if you have any questions about the survey itself, please contact me for clarification. The purpose of this pilot-test is to find potential problems and/or areas that need correction on the survey. Please circle or mark any of these areas that you find confusing or inaccurate. Your input is both invaluable and greatly appreciated.

Sincerely,

David B. Hawk
Graduate Teaching Assistant (GTA)
The University of Tennessee, Knoxville
Fax: (423) 974-5236
Phone: (423) 974-6243
(423) 623-3926

Dr. Mark McGrath, Ed.D.
Associate Professor, HRA
1215 W. Cumberland Ave.
Jessie Harris Building - 230
Knoxville, TN 37996-1900
Phone: (423) 974-6242

APPENDIX C

COVER LETTER, INITIAL MAILING

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

Hotel and Restaurant Administration
230 Jessie Harris Building
1215 West Cumberland Avenue
Knoxville, Tennessee 37996-1900
(423) 974-4357
FAX (423) 974-5236

Dear Hospitality Industry Leader.

The following is a survey designed to collect data for a graduate thesis in The University of Tennessee's Department of Hotel and Restaurant Administration (HRA). Your responses are completely confidential and are only considered for the purposes of this particular research. Your responses will never be used in publication or in any arena other than this research.

My major professor, Dr. Mark McGrath, and I would greatly appreciate your cooperation. By taking the time to answer the following survey, you will not only be helping an HRA graduate student fulfill college requirements, but you will be furthering the interest and knowledge base of the hospitality industry. Your expertise will serve to qualify basic assumptions regarding our field.

Please use the enclosed self-adressed, postage-paid envelope to return the survey as soon as possible. All General Managers who respond to this inquiry and return their completed surveys within two weeks will be placed in a pool from which one winner will be drawn. The winner of the drawing will receive a free training seminar for his or her service staff on "quality service techniques" to be delivered per the specifications of the General Manager.

If you anticipate needing more time, please call me at 974-6243. Also, if you have any questions about the survey itself, please contact me for clarification. Your input is both invaluable and greatly appreciated.

Sincerely,

David B. Hawk

David B. Hawk
Graduate Teaching Assistant (GTA)
The University of Tennessee, Knoxville
Fax: (423) 974-5236
Phone: (423) 974-6243
(423) 623-3926

Dr. Mark McGrath, Ed.D.
Associate Professor, HRA
1215 W. Cumberland Ave.
Jessie Harris Building - 230
Knoxville, TN 37996-1900
Phone: (423) 974-6242

APPENDIX D

COVER LETTER, SECOND MAILING

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

Hotel and Restaurant Administration
230 Jessie Harris Building
1215 West Cumberland Avenue
Knoxville, Tennessee 37996-1900
(423) 974-4357
FAX (423) 974-5236

June 10, 1998
Subject: University of Tennessee Survey
David B. Hawk

Dear Hospitality Industry Leader,

This letter is in reference to the survey you should have received three weeks ago. Your input as a leader in our field is invaluable, and The University of Tennessee cannot adequately prepare its students to be the foodservice managers of tomorrow without fully understanding your needs. This survey is an opportunity for you to share your experience, insight, and expertise with the faculty and students of the University's Hotel and Restaurant Administration Program.

I understand the time constraints and demands of your hectic schedule. However, I urge you to take a few minutes to complete the survey and mail it back in the self-addressed stamped envelope that was previously provided. If you did not receive or cannot presently locate the survey, please contact me post haste so that I can send you the necessary package. If you have returned the survey, please allow me to extend my deepest gratitude for your time and consideration. Together, we can build a stronger force to meet the challenges that lie ahead of our industry for the 21st century. Thank you.

Sincerely,

David B. Hawk

David B. Hawk

APPENDIX E

MEANS AND CORE COMPETENCY FACTOR GROUPINGS OF THE INDIVIDUAL COMPETENCY STATEMENTS

	N	Mean	Std. Deviation	Factor
Maintain effective communication with employees	89	4.79	0.46	2
Possess skills to effectively supervise personnel	89	4.48	0.64	1
Delegate appropriate tasks to others	89	4.12	0.89	1
Conduct employee orientation	89	3.58	1.23	1
Interview and selection of personnel	89	4.15	0.97	1
Plan a schedule for personnel	89	3.75	1.08	1
Establish and maintain OSHA safety practices	89	4.02	1.25	1
Motivate employees to achieve highest performance levels	89	4.57	0.62	2
Use employee performance evaluations effectively	89	3.80	1.12	1
Adjust daily schedule and shift personnel to meet changes in demand	89	4.10	1.00	2
Observe state, local, and federal labor laws which relate to human resources management	89	4.21	0.97	2
Resolve guest problems quickly, efficiently, and courteously	89	4.78	0.60	3
Demonstrate professional appearance and poise	89	4.67	0.52	4
Maintain knowledge of local competition and general trends in the industry	89	3.76	1.08	1
Manage employee grievances effectively	89	4.25	0.83	2
Assist in establishing organizational objectives	89	3.78	1.03	1
Assist in building and maintaining organizational culture	89	3.54	1.09	1
Supervise staff in a consistently fair, firm, and equitable manner	89	4.65	0.6	2
Create special promotional packages	89	3.08	1.23	1
Achieve budgeted sales and maximum profitability	89	4.39	0.85	3
Assure highest standards of sanitation and kitchen safety	89	4.76	0.54	3
Possess skills in receiving, storage, and issuing of food and beverage	89	4.09	0.98	2
Establish and maintain quality standards for all menu items	89	4.53	0.85	3

	N	Mean	Std. Deviation	Factor
Establish and maintain quality standards for guest service	89	4.70	.66	3
Establish and monitor portion sizes for all menu items	89	4.17	.94	3
Train kitchen staff to meet special dietary requirements, including Eat-Hearty and Heart-Healthy menu items	89	3.27	1.33	1
Operate equipment properly and safely	89	4.43	.93	2
Develop and conduct training programs	89	3.82	1.20	1
Control food costs and labor costs	89	4.52	.78	3
Possess technical skills in management of food and beverage production (cooking, bartending, dishwashing, etc.)	89	4.09	1.02	1
Possess a strong work ethic	89	4.83	.46	4
Maintain the highest ethical standards throughout the organization	89	4.69	.65	4
Treats customer satisfaction as a top priority	89	4.90	.37	3
Valid N (listwise)	89			

APPENDIX F

RESPONDENTS' COMMENTS REGARDING COMPETENCY STATEMENTS NOT APPEARING ON THE SURVEY

personnel and human resources skills
flexibility; decision making skills
Organizational skills
tolerance to stress; team building skills; listening/communication skills
common sense
work ethic; communication skills; professionalism
All of these competencies are important. However, they are not necessarily required for entry-level because they can be taught through OJT. Education does make the training process easier.
work ethic; flexible schedule; complaint handling procedures
fairness and flexibility
They should have experience in operations.
alcohol training and legal liability issues are critical.
stability; flexibility; problem-solving skills; creativity
must know "people" and how they function (psychological skills)
Continuous communication with employees so that the employees fully understand all that is expected of them
Organizational skills; time management
Integrity
how to do sales tape; payroll; record keeping
sanitation regulations
fair labor legal issues and practices
goal setting
Demonstrate leadership; establish and maintain standards against sexual harassment in the workplace; establish and maintain an "open-door policy"
knowledge of health codes
taking ownership; positive approach (attitude) to job; personal and professional goal setting
loyalty; low frustration level; "stick -to-it" attitude
should have "hands-on" experience.

APPENDIX G

RESPONDENTS' COMMENTS REGARDING A COLLEGE DEGREE AS EMPLOYMENT PREREQUISITE

We are too small to afford or attract college grads.
Previous experience and strong ethics are as important as an individual's level of education.
I prefer experience over education.
Even with a college degree, our managers must go through our training center.
More emphasis is place on previous management experience during the selection process.
A college degree is helpful in rounding out a person. It shows that they can complete a task and it gives them a different perspective.
promote from within
We do look for years of management experience rather than education.
With our two-interview process, there have been times when the college grad has taken other positions before our second interview.
We are a small operation that cannot afford college graduates.
Hands-on experience is so important.
I have about nine great managers who have worked up through the system without formal education. You can't teach the two most important criteria, work ethic and common sense.
Common sense and personality cannot be taught in a classroom.
Applicant flow for entry-level positions of management is light. If there were enough applicants, a college degree would be required.
OJT is best.
A college degree does not give people the same knowledge gained through experience.
Although a college degree is always an asset, it would be unwise to overlook people within the organization with knowledge of the corporate culture.
College grads who have entered this organization have unrealistic expectations and views. An individual with both experience and education will always win a job over someone with only one of those attributes.
Job is too simple for a manager with a college degree.
promote from within
Its foodservice, not brain surgery!
Not all labor services require a college education.
promote from within
A college degree is not necessary.
Being capable to perform the job cannot be learned from a book, only through experience.
We have business classes.

College grads will not work here. They seek better employment conditions and salaries.
I am currently a single-unit QSR, but if I had multiple units, college educated managers would be a plus.
OJT is the most effective.
Experience is a bigger factor. College grads may not be willing to work hard at less glamorous jobs. Starting salary may also be an issue with college grads. The fact that I do not have a degree may bias my answer.
I try to get people off the welfare roles and make productive citizens of them.
You can only learn so much from a book. Our business changes constantly.
College graduates don't realize the time required for a successful foodservice operation.
Degrees don't ensure "work ethic." Most degreed applicants have an unrealistic view of starting salaries.
Previous management experience is required.
OJT is very effective. Pay level is too low to attract college graduates.
The ability to handle people and cooperative behavior are more important to entry-level managers. Technical skills can be taught through OJT.
promote from within
Policy of owners
A college degree does not represent the essence of what we require, a desire to serve the guest.
promote from within
Hands-on management style is needed.
I believe you do better if you start out in management and then go to school. That way you don't come out as a "know it all", and you see that different skills are needed in different restaurants.
Hands-on experience is what counts.
There are not enough college grads available. The foodservice industry has grown faster than the portion of the population willing to work in it.
Experience (school of hard knocks) is very important.
OJT is important.
Experience and education are equally important.
Some of our best managers in our company do not have a college degree. Those hired with a degree in HRA don't stick it out because they don't realize how hard the job really is.
OJT is the most important skill.
People skills are most important, and they cannot be taught in school.
Applicants from within the organization are given priority.
Drive and motivation to learn on the job are as, if not more, important as

education.
Experience is far more important than book sense. Drive and continuous improvement are important.
Many of the skills taught through a university are beneficial to a managerial position, but most can be taught through OJT.
A college degree does not indicate level of practicality.
I went to the school of "hard knocks."
Work ethic and communication skills are important aspects of the job. Although a college degree does not guarantee these qualities, it does indicate commitment and follow-thru.
College grads often get bored with the job. Many college grads feel they are "too good" for the job. College grads demand a higher salary. College grads have a lack of commitment to fast-food management as a career.

VITA

David B. Hawk is a graduate of The University of Tennessee, Knoxville. He earned his Baccalaureate Degree in 1995, with a major in Hotel and Restaurant Administration and a minor in Business Administration. In 1998, He received his Master of Science Degree in Hotel and Restaurant Administration with a concentration in Human resource Development.

Mr. Hawk has fifteen years of experience in Hospitality Management with special emphasis in quality guest service. He traveled with Cracker Barrel, Old Country Store, Inc., as a New Unit Opening Trainer in the mid Eighties. He opened several new restaurants for Cracker Barrel spanning the East Coast. Mr. Hawk then completed management training in St. Louis, Missouri, before returning to Knoxville, Tennessee, where he managed Casa Gallardo Mexican Restaurant & Bar, a division of California-based El Torito, Inc. He later worked for Calhoun's "On The River," a subsidiary of Copper Cellar Restaurants in Knoxville, Tennessee, and ECHOTA Smoky Mountain Resort in Sevierville, Tennessee, one of the state's fastest growing tourist destinations. Mr. Hawk also had the pleasure of managing Regas Restaurant, one of Tennessee's oldest and most prestigious dining establishments.

Mr. Hawk now pursues a career in Hospitality Education. He served as a Graduate Teaching Assistant and Instructor at The University of Tennessee. He also is an Adjunct Faculty member at The University of Tennessee and Pellissippi State Technical Community College in Knoxville. In 1997, he received the

Chancellor's Award for Excellence in Graduate Teaching at The University of Tennessee's College of Human Ecology. In January 1999, Mr. Hawk will begin his newest endeavor, Program Director for Hospitality Management at Hiwassee College in Madisonville, Tennessee. He plans to continue working on his terminal degree.