

To the Graduate Council:

I am submitting herewith a thesis written by Candice E. Clemenz entitled "Perceptions of Current Club Managers Regarding College Coursework Necessary for Preparation for a Career as a Club Manager." 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 Food Service and Lodging Administration.

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PERCEPTIONS OF CURRENT CLUB MANAGERS
REGARDING COLLEGE COURSEWORK NECESSARY
FOR PREPARATION FOR A CAREER AS A CLUB MANAGER

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ABSTRACT

The purpose of this research was to gather and interpret the perceptions of current club managers regarding the college coursework that they believed was necessary to prepare a student for a career as a club manager. First, a list of course areas was developed via a review of hospitality curriculums, and conversations with industry professionals. The list was used to design Part 1 of a questionnaire that featured 13 course areas with corresponding descriptive and ascending levels of competencies. Instructions clearly directed club managers to select the highest level of competency for each course area that they thought should be taught to aspiring club managers in a classroom setting. Part 2 included 7 questions of a demographic nature.

Following minor revisions based upon pilot test results, the survey instrument was mailed to a random sample of 333 club managers who belonged to the Club Managers Association of America. A 52% response rate was obtained after two mailings, and statistical analysis was performed to determine response frequencies and significant relationships.

The majority of club managers indicated that students should be taught the highest level of competency in the following course areas: Club Industry, Communications, Financial Management, Hospitality Law, and Human Resources. The courses that received intermediate competency

recommendations included Beverage Management, Computer Applications, Food Production, Managerial Behavior, Properties Management, and Sales Management. The club managers indicated that the most basic competencies were necessary in the course areas of Marketing and Recreation.

In reference to a question regarding the first, second and third most important course areas, club managers responded by first citing Financial Management, Human Resources was second in importance, and Communications was third in importance. In general, a chi-square test for independence failed to establish any significant relationships between the independent variables and levels of competencies. The results of this research indicated that industry professionals believe club managers of tomorrow should be educated today to be savvy financial managers with excellent people skills.

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CHAPTER I

INTRODUCTION

Private clubs represent a sizeable segment of the hospitality industry with an estimated 13,000 clubs in the United States (Grady, 1989). The Club Managers Association of America, the industry's leading professional organization, estimates that the average club generates \$2.6 million in revenues. That means the club industry produces approximately \$39 billion in annual revenues with food and beverage accounting for 40% of that total (CMAA, 1992).

These revenues are expected to increase dramatically as private clubs are experiencing a growth surge (Farnham, 1990) that parallels the growth of the hospitality industry in general. Yet the dilemma exists in the fact that hospitality schools graduate approximately 25,000 students per year and the industry need will exceed 400,000 in new managers to keep pace over the next five years (Lang, 1991). This indicates a serious labor shortfall. Also, considering that a maximum of 12% of hospitality graduates accept club positions (Abbey, 1980), the club sector may fare worse than the industry as a whole.

Hospitality educators should not be portrayed as negligent, however, considering that there are now about 170 four-year Hotel and Restaurant Management programs as compared to just 40 in the 1970s. Also, there are more than 700

programs that offer associate's degrees, certificates, or diplomas in the food service or hospitality area (Lang, 1991).

In spite of this impressive growth in educational programs, the club industry has cause for concern because only a handful of colleges offer specializations in the club business. Three of the most prominent club programs can be found at Florida International University, Georgia State University, and The University of Nevada/Las Vegas (Lang, 1991); other universities offer limited coursework in club management.

It frequently is thought that hospitality management can be self-taught or learned on-the-job, but in this age of increased complexity, a degree is even more essential than ever (Lang, 1991). The industry must depend upon schools to feed the pipeline with talented graduates who have had access to coursework options beyond the traditional areas of food, lodging, catering, and tourism (Williams, 1990).

But who is in the best position to determine coursework and program content, industry leaders or educators (Quinton, 1988)? The dilemma seems to be that industry leans toward a training focus to produce a working product at the time of graduation, while educators believe it is more important to teach theory with the goal of producing critical thinkers (Williams, 1990). To summarize, private clubs represent an expanding segment of the hospitality industry that is likely to face a shortage of qualified management candidates.

Consequently, it is important for educational programs to offer coursework that will prepare students for a future in this specialization; industry professionals are in an excellent position to assist educators in this endeavor. Therefore, the purpose of this research was to gather and interpret the perceptions of current club managers regarding the college coursework that they believe is necessary to prepare a student for a career as a club manager.

CHAPTER II

REVIEW OF LITERATURE

The History of Private Clubs

The beginning of the club concept can be traced back to primitive societies when people had the natural inclination to band together in compatible groups (Club Management Operations, 1989). Perhaps originally driven by the need for mutual protection and survival, individuals later gathered based upon common interests that focused around religious preferences, professional interests, secret societies, or cults.

The date of origin of the first formally established club varies depending upon how the word club is defined. Based upon Samuel Johnson's definition of a club as "an assembly of good fellows, meeting under certain circumstances" (Gordon, 1991), the oldest organized club in the English-speaking world is American. Established in 1732, The Fish House originated in Philadelphia approximately four years before White's was formally established in London. It was an association of thirty men who met only a few days in the summer to cook, eat and drink large quantities of Fish House punch (Gordon, 1991).

By applying an updated definition of a club as a place where a member can go to partake of the facilities and socialize, it can be argued that clubs originated in the early

19th century with the establishment of the Union Club in New York. The Union Club, founded on June 17, 1836, was unique because it was designed not for the furthering of business, but as a refuge where business documents were forbidden in the public rooms of the club. This rule remains in effect today and the club continues to thrive with its sixth clubhouse (Gordon, 1991).

The Union Club was so successful that it was soon used as a model for clubs in other cities such as Somerset in Boston and The Philadelphia Club. The Union Club also spawned several other clubs in the New York area as its members became disgruntled and sought to form their own organizations. Examples include The Brook Club, The Union League Club, The Knickerbocker Club, and The Metropolitan (Gordon, 1991).

Prior to 1845, clubs served a strictly social purpose, but that year a different type of club originated that was dedicated to authors, artists, and the discussion of cultural subjects. It was called The Century Association and the concept was so popular that it was used to model other clubs: The Players in New York, St. Botolph's in Boston, The Cosmos in Washington, The Cactus Club in Denver, and The Bohemian Club in San Francisco (Gordon, 1991).

All of the clubs previously mentioned had one thing in common, they were strictly for men only. Therefore, to create a refuge of their own, wives of club members started a club at the beginning of the twentieth century. The Colony Club,

established in 1903, was exclusively for women. Although the club was to be devoted to artistic and cultural pursuits, there were rumors of unspeakable behavior on the part of club members. Probably the rumors were started by the women themselves (Gordon, 1991).

At the end of the 19th century, the following trends were emerging: (1) standards of behavior were becoming more liberal, (2) the population was moving from the cities to the country, and (3) sport was becoming more important in the lives of affluent Americans (Gordon, 1991). All of these factors together led to the establishment of the first real country club in 1882. It was appropriately called The Country Club and it was located in Brookline, Massachusetts, just outside of Boston (Club Management, 1989). To develop the club, wealthy Bostonian J. Murray Forbes discussed the idea with some friends and they issued invitations to their immediate social circle. The general idea was to have a comfortable clubhouse for the use of members and their families, a simple restaurant, bedrooms, a bowling alley, and lawn tennis grounds. The fact that The Country Club was to include use by family members indicated that this was a very different sort of place than The Somerset Club (Gordon, 1991).

The Country Club was a great success. Priced at thirty dollars per year in dues, the founders immediately signed up four hundred and four members, over one hundred more than they anticipated. The following year, two hundred more members

joined.

Country Clubs began to spring up in all major cities, and sport remained the focal point of country club life. The interesting fact, however, was that the first country clubs included polo, horse racing, baseball, boating, etc., but did not have golf courses. Golf had been known in colonial days, disappeared after the Revolution, and then reappeared in the United States in the 1880's when a course was laid out at Foxburg, Pennsylvania. The popularity of golf exploded in the late 1800's, and this provided a powerful impetus to the spread of country clubs (Gordon, 1991).

Clubs in general prospered during the early twentieth century as emerging ethnic groups formed their own clubs. By the end of the 1920's there were an estimated 4500 country clubs in existence and perhaps 500 major city clubs. Very quickly, however, this trend came to an end with the Depression and the Second World War. Many small, weak clubs closed forever, and the larger ones scaled down operations due to the lack of labor during the war. About half the clubs in the United States closed during the depression and war years. It was not until the 1970's that the number of clubs returned to the 1920's level (Gordon, 1991).

After the war, clubs changed rapidly. First, members of the all-male city clubs were less inclined to use the club as a refuge from their families. Instead, they wanted to use it to entertain whoever they wanted, regardless of sex. By 1960,

ladies could accompany male members to dinner on any evening in most American clubs. The door that remained shut for women was membership itself (Gordon, 1991).

It is very true that clubs discriminated not only on the basis of sex, but also on race and religion. Unfortunately, integration of private clubs proceeded more slowly than has society as a whole (Gordon, 1991). Much of change experienced in recent years was due to pressure applied by the Internal Revenue Service (IRS). The IRS policy refused tax exempt status to clubs whose by-laws mandate discrimination based on national origin, race, or creed (Price, 1980). For example, Burning Tree, in Bethesda, Maryland, lost a \$150,000-a-year property tax break when it refused to change its policy regarding black members (Gordon, 1991). Gender is not included in the IRS definition, so perhaps that is why women were the last to gain entrance to many exclusive clubs. A milestone was achieved when Pittsburgh's Duquesne Club voted in June of 1980 to admit women (Price, 1980).

As much as clubs changed to resemble American Society as a whole, there is one respect in which they will stay the same. A club must always to be home away from home (Gordon, 1991).

The Club Industry Today

Whereas clubs of the past were probably developed when a few businessmen who habitually dined together decided to chip

in a few thousand dollars each to construct a clubhouse or develop a golf course, modern-day clubs are not a reflection of such spontaneous actions. Most golf/country club development of the last three decades has been of the resort or residential variety, and usually established to increase marketability of real estate/home sales. City clubs (of the executive-luncheon variety) are established as an important asset to downtown office buildings that compete to lease available office space at premium rates (Club Management Operations, 1989).

Many definitions may be applied to "club", but for purposes of further discussion, the following criteria must be met: (1) members convene at a regular place which they rent, lease, own, (2) accommodations vary according to purposes and services for which club was established, (3) members employ a manager to run facilities and operations, and (4) a common bond exists and there is a selection criteria for new members (Club Management Operations, 1989).

The Club Managers Association of America and the National Club Association estimate that there are approximately 13,000 clubs in the United States, as defined by the previous paragraph. Regarding club types, the National Golf Foundation estimates over 6,000 private country clubs which makes it the largest segment (Club Management Operations, 1989). Amenities usually include a golf course, clubhouse, swimming pool, tennis courts, and (occasionally)

athletic facilities. Statistics from 1988 indicated that the average golf club had 700 members with an average annual dues of \$2,000 per member (Club Management Operations, 1989).

The second most prevalent type of club, with a representation of approximately 2000, is the city club (Club Management Operations, 1989). It offers members a haven for social interaction and relaxation in the core of an urban area. Traditional city clubs are built on snobbery, and members are respected just through their association with the Club (Braham, 1983). The lure of a city club often lies in mystique and access to other even higher-powered members.

Throughout the United States, private clubs are booming as they have not boomed in years. Demand for traditional city club memberships is high, with New York's Knickerbocker Club having a wait list of up to two years; San Francisco's Bohemian Club's list is even longer (Farnham, 1990). Generally, amenities at a city club include dining facilities with other options ranging from overnight accommodations to libraries and reading rooms. According to 1988 statistics, city clubs average 2000 members and dues are \$1000 per member (Club Management Operations, 1989). With 6000 country clubs and 2000 city clubs, the balance of the approximately 13,000 private clubs in the U.S. is a combination of yacht clubs, tennis clubs, athletic clubs, hunt clubs, beach clubs, etc. (Club Management Operations, 1989).

The Club Managers Association of America has a membership

of 5,000 people who manage approximately 2,900 clubs of various types. The organization estimates that the average club generates revenue of \$2.6 million per year. That equates to an industry estimate of \$34 billion in annual income, and approximately \$13.5 billion of that total comes from food and beverage sales (CMAA, 1993). It is membership dues, however, that accounts for the largest source of club income (Club Management, 1983). The average club spends \$846,000 in the local community and \$1.2 million within its state as a whole (CMAA, 1993).

It generally is assumed that members own the club and it's assets, but that is not always true. In the case of proprietary clubs, ownership may rest with an individual or corporation (Club Management Operations, 1989). The central theme of professional club management corporations firms is simple and appealing: clubs can be run well and at a profit by centralizing the various business functions for a large number of clubs (Spitzig, 1988).

In 1983, there were eight club megamanagers that owned or managed anywhere from 4 to 130 clubs. By far the largest was Robert Dedman's Club Corporation of America (CCA) with 130 clubs (Hollander, 1983). Today, not all of the eight companies are still doing business, but CCA has flourished to become an \$870-million-a-year business that has 183 clubs in the United States and abroad. Although Dedman's 89 city clubs, 62 country clubs, and 32 athletic/city athletic clubs,

account for only a small fraction of the private clubs in the U.S. (CCA, 1992), he has developed a reputation for making clubs operate in the black while members pay lower than conventional monthly dues (O'Reilly, 1984).

As clubs continue to evolve in the 1990's, waiting lists are usually found at only the most traditional clubs. More often, clubs today offer accessibility in a straightforward and non-discriminatory manner. The new member is nominated by a current member, fills out an application, and pays an initiation fee. Generally, few applicants are denied admission, and although fees and dues are comparable to the older traditional clubs, the new breed offers greater value for the money (Segal, 1988).

Hospitality Education

As the club business is growing, so is the hospitality industry in general. The bad news is that from a personnel perspective, the field of hospitality is suffering growing pains. In the restaurant segment alone, it is estimated that by 1995 there will be a need for one-and-one-half times the current number of managers (Damonte, 1987). According to Mike Hurst, owner of 15th Street Fisheries and 1990 President of the National Restaurant Association (NRA), "current capacity is not even beginning to address the industry's labor shortage, and we'll be falling even further behind in the future" (Lang, 1991).

Because management jobs in the hospitality industry have traditionally been filled by graduates of programs in hotel and restaurant administration, hospitality education has become a thriving business (Schmelzer et al, 1987). With only a handful of programs in the 1970's, the field now includes hundreds of options (Lang, 1991).

Regarding development of a school's hospitality curriculum, there is a highly debated and yet unresolved controversy among educators and industry practitioners over whether hospitality education should stress specific skills training, or a broader theoretical knowledge base (Pavesic, 1991). In an article surveying the opinions of nine hospitality deans or program directors, David Hayes of Texas Tech University pointed out that "Industry needs to realize that the university community is not the enemy. The university needs to realize that a program with a strong industry bent is not so vocational that it cannot take its place in the community of scholars" (Lefever, 1989). The dispute seems to be resolving itself as educators allow industry to play an increasingly significant role in curriculum development, without losing basic control of what is to be taught to future practitioners (Williams, 1990).

In response to surveys completed by hospitality industry professionals, some universities have updated their programs. One example is The University of Tennessee that reviewed and revised its hospitality program as part of a transition to a

new semester system. The department took a needs satisfaction approach by talking to industry representatives. The result of the communication was the addition of new courses including Hospitality Sales, Hospitality Marketing, Hospitality Law, Front Office Management, Convention Management, Food and Lodging Personnel Development, and Lodging and Food Cost Control (Quinton, 1988).

Research was conducted in 1987 that involved 76 hospitality industry executives (Buick, 1987). The purpose was to obtain their perspectives on what disciplines should be included in a degree program in Hospitality and Leisure Management. The respondents said that hospitality graduates should have classroom preparation in the following disciplines: Personnel Management, Financial Management, Planning and Control, Office Administration, Information Technology, Food and Wines, Production and Service of Food and Drink, Technical Expertise, Leisure, and Architecture/Design/Building Maintenance (Buick, 1987).

As industry officials and educators share a common concern regarding the preparation of students to accept the challenges of the future, hospitality coursework has become a popular research topic. In 1989, a survey was conducted of 128 hospitality programs that offered bachelor's, master's and doctoral degrees (Zabel, 1992). Regarding curricular requirements, it was determined that 95% of the schools required field experience or a practicum; 76% required

courses in operations planning; 62% required coursework on special topics and problem solutions.. Almost an equal number specified courses in case study, but fewer than half required market research or management research. Also diminished was an emphasis on a research-based seminar class (Zabel, 1992).

The same survey data indicated that areas of concentration varied depending upon location of the hospitality program within the college and university. The location options were (1) independent hospitality program (2) separate school of hospitality management, and (3) hospitality as an area of concentration within another department or school. The latter represented 63% of the colleges surveyed, and the results were as follows: 64% offered a restaurant/foodservice management option, 28% had a concentration in hotel/lodging management, travel/tourism was offered by 15%, 14% reported a general hospitality management concentration, management dietetics was offered by 9%, 2% indicated institutional management as an option, and none of the programs offered a concentration in convention/meetings management or club management (Zabel, 1992).

A similar study conducted by Schmelzer et al. (1987) also categorized four-year hospitality programs by academic setting. The results of that study indicated a similarity in program options offered among the various program settings, however, more programs in business and self-contained/other units offered a hotel, tourism, and general curriculum option.

During an analysis of the undergraduate hospitality programs of 51 four-year universities, a weakness was identified in the number of schools requiring Human Resource courses (Meyer et al., 1987). Twelve programs required no Human Resource course, and the maximum required for students was six credit hours. When asked which Human Resource skill was most important for Hospitality graduates to possess, respondents answered most frequently communication, problem solving and dealing with people. The need for a human relations emphasis is reinforced by Bareham and Jones (1988), who believe hospitality educators deal with people skills in an ad hoc and limited way. They have introduced the concept of "theater" as an effective way to develop Human Resource teaching/learning methods (Bareham and Jones, 1988).

Regarding hospitality management schools, one of the top four-year programs exists at Florida International University where an impressive faculty blends theory with practice. Its 800 students generally are faced with the difficult decision of which job to accept upon graduation (Breen, 1985). Also a superior program, Cornell University began its School of Hotel Administration in 1922, and has a fine reputation for turning out some of the top professionals in the industry (Hospitality Education and Research Journal, 1987). Their curriculum includes mandatory study in the areas of general management, human resources, accounting, finance, food and beverage operation, law, property management, communication, and

marketing (Strenk, 1985). Cornell redesigned its Hotel School's curriculum to keep pace with the changing needs of the industry (Clark, 1986), and now frequently hosts continuing education seminars for club managers at their Business Management Institute (Cornell Quarterly, 1990).

Educational Preparation For a Career in the Club Industry

Considering the size of the private club industry and the emerging growth patterns, it is apparent that this sector of the hospitality industry will require trained professionals to manage clubs in the 1990's. So how does an aspiring club professional gain the specialized skills to work in this challenging industry? The most direct path is through formal study. Unfortunately, until very recently, the profession of club management was largely overlooked as a curriculum of study (Spitzig, 1989). Those wishing to acquire the skills necessary to manage a club would pursue a general hospitality school program and then hope to learn the unique skills of their chosen profession under the tutelage of an older, experienced club manager through on-the-job training.

Today things are gradually changing. Not only are the number of schools offering hospitality programs increasing, but some of these same schools are customizing programs for students who want to become club managers (Spitzig, 1989). After reviewing 39 major colleges and universities that offered four-year hospitality degrees, there were three that

indicated an emphasis/specialization in club management: Florida International University, Georgia State University, and The University of Nevada/Las Vegas (Lang, 1991). While the number of educational institutions offering specific training in club management is still inadequate to meet the industry's needs, the Club Managers Association of America offers excellent continuing education programs (Spitzig, 1989).

A research study related to club management education was conducted in 1980 by the Student Chapter of Club Managers Association of America at The University of Nevada/Las Vegas (Abbey, 1980). Club managers were asked to identify courses that would prepare a student for the private club field, using a scale where 1 = unnecessary and 5 = extremely important. The respondents indicated the following to be most relevant to a club career: food and beverage management, club management, and financial management. Of little importance was turf and equipment maintenance, hotel law, and recreation (Abbey, 1980). Briefly summarized, the study indicated that club managers place a high value on college education, and the club industry needs to improve communications with educators and students regarding its career opportunities.

Private club management is a viable area of specialization within the hospitality industry, and therefore it is important that college students are offered a selection of courses preparatory for employment in this sector. The

broad objective of this study was to survey current club managers to obtain their perceptions of the college coursework necessary to prepare a graduate for entry level employment in the Private Club Industry, with the eventual goal of achieving the position of club manager. The research also was designed to determine if various demographic factors (type of facility managed, ownership position of current club, highest level of education completed, degree program, years worked as a club manager, gender, and age) influenced perception of required coursework.

CHAPTER III

METHODS

Sample

To gather the data needed to evaluate current club managers' perceptions of the coursework necessary to prepare a student for a career as a club manager, a sample was obtained from the Club Managers Association of America Membership Roster (CMAA, 1992). CMAA has over 5,000 members representing various categories of membership. Because the survey only applied to managers who currently manage clubs, the roster was first culled to eliminate any members who did not meet that criteria. This process yielded 2,530 eligible CMAA members, and it was determined that a sample size of 333 would be sufficient to allow for only a 5% error that the sample selected did not reflect the population (Wunsch, 1986). By using a random numbers table, the 333 research participants were selected via random sampling.

Instrument Development

The research instrument was developed as a three-page, two-part questionnaire (Appendix A). The first part was a list of thirteen course headings, each one followed by various competency levels. The course areas were: Beverage Management, Club Industry, Communications, Computer

Applications, Financial Management, Food Production, Hospitality Law, Human Resources, Managerial Behavior, Marketing, Properties Management, Recreation, and Sales Management. For each course, respondents were asked to check the highest level of understanding that they felt future club managers should glean in a classroom setting.

The second part of the questionnaire dealt with demographic issues such as type of facility the respondent currently managed, ownership position of respondent's current club, highest level of education attained, degree program (if applicable), years worked as a club manager, gender, and age. Each section was preceded by thorough, descriptive instructions.

The selection of the course headings was determined via (1) personal interviews with five club managers, (2) input from the first pilot test, (3) comments from thesis committee members, (4) review of questionnaires developed for similar research, and (5) review of hospitality school curricula. The schools involved were Cornell University, Florida International University, Florida State University, and The University of Nevada at Las Vegas. The various competency levels pertaining to each course also were established by reviewing the curricula in addition to reading the tables of contents of related text books.

The questionnaire was pilot tested twice to current club managers working for Club Corporation of America. Input from

the first group of fifteen managers was used to make revisions to the survey. The second pilot test was taken by ten managers and their responses indicated that the previous areas of concern had been addressed.

Data Collection

The initial mailing was sent in a hand-addressed, postage metered envelope. It consisted of an explanatory cover letter (Appendix B), the three-page questionnaire, and a self-addressed, postage paid reply envelope. In order to achieve the desired response rate, a second mailing was sent three weeks after the original mailing to those club managers who had not yet responded. It also was sent in a hand-addressed, postage metered envelope, and included a cover letter (Appendix C), the three-page questionnaire, and a self-addressed, postage paid reply envelope.

Data Analysis

Data were analyzed using the Statistical Analysis System (SAS, 1989). For descriptive purposes, frequencies were determined for (1) responses to all competency levels of each course area, (2) the course topics rated first, second, and third most important, and (3) all demographic data. Each demographic variable (type of club facility currently managed, ownership of current club, highest level of education, degree program, years employed as a club manager, gender, and age)

was then cross-tabulated with responses to competency levels for each course area, and the three most important course topics. A chi-square test was used to determine if significant relationships existed between independent and dependent variables.

CHAPTER IV

RESULTS AND DISCUSSION

Demographics

Questionnaires were initially mailing to 333 club managers who were members of the Club Managers Association of America. As a result of the first mailing, 118 completed surveys were returned and 19 envelopes were returned as undeliverable. A second mailing to 196 non-respondents generated 55 more completed surveys and another 8 pieces were returned undelivered. The total response from the 333 randomly selected club managers was 173 or 52% of the sample. If the 27 that were undeliverable were subtracted from the total mailing, the response would have increased to 57%. This response rate was similar to that of another perception-based questionnaire applied to a like population (Abbey, 1980).

Along with returning the questionnaire, two club managers took the time to write two-page letters detailing their responses; one manager wrote a one-page letter and attached an article pertinent to the research topic. The qualitative data obtained from the letters was very insightful. Additionally, five club managers enclosed personal notes of encouragement to the researcher, and three managers requested copies of the completed thesis. Along with the favorable response rate, this extended involvement seemed to be a positive indication

of the club managers' dedication to their profession.

Table 1 identified the demographic characteristics that were descriptive of the respondents. Regarding the type of club facility that the responding club manager currently managed, the vast majority, 69.2%, were located at country clubs. This closely paralleled the 67% country club representation found within the Club Managers Association of America. The second most frequently managed club type was city clubs at 13.7%, city/athletic or athletic clubs were represented by 7.1% of the responding managers, 4.1% managed yacht clubs, 5.9% of the managers selected "other" as a club type option.

The ownership position of the club that the manager currently managed also was assessed (Table 1). Again, there was one selection that was heavily weighted, as 81.0% of the respondents managed member-owned clubs. Thirteen percent managed corporately owned clubs, 3.0% managed clubs owned by an individual, 1.8% managed government-owned or military clubs, and less than 1.0% managed a club on behalf of a professional club management organization. Also, less than 1% cited "other" as the ownership position of their current club assignment.

Regarding the highest level of education attained by the responding club managers, Table 1 indicated that 48.2% of the respondents had received a baccalaureate degree. An Associate Degree was held by 23.8%, 14.3% of the respondents had a

Table 1. Demographic characteristics of the club managers responding to the questionnaire (n=173).

Characteristics	Percentage of Respondents	Frequency
TYPE OF CLUB FACILITY CURRENTLY MANAGING		
City club	13.7	23
City/athletic or athletic club	7.1	12
Country club	69.2	117
Yacht club	4.1	7
Other	5.9	10
OWNERSHIP POSITION OF CLUB CURRENTLY MANAGING		
Member owned	81.0	137
Individual owned	3.0	5
Corporation owned	13.0	22
Government owned	1.8	3
Managed by professional club management organization	0.6	1
Other	0.6	1
HIGHEST LEVEL OF EDUCATION COMPLETED		
Less than high school	0.6	1
High school or equivalent	13.1	22
Associate degree	23.8	40
Baccalaureate degree	48.2	81
Graduate degree	14.3	24
DEGREE PROGRAM		
Business	25.6	43
Nutrition/home economics	0.0	1
Hospitality	19.6	33
Recreation	0.0	1
Other	17.3	29
YEARS WORKED AS A CLUB MANAGER		
Less than 3 years	3.0	5
3 to 5 years	10.1	17
More than 5 but less than 10	21.9	37
More than 10 years	65.0	110

Characteristics	Percentage of Respondents	Frequency
GENDER		
Female	8.9	15
Male	91.1	153
AGE		
Under 35 years of age	13.0	22
35 to 40 years of age	18.9	32
41 to 45 years of age	17.8	30
46 to 50 years of age	17.8	30
Over 50 years of age	32.5	55

graduate degree, 13.1% had a high school education, and less than 1.0% did not have a high school education. Regarding those managers with degrees, 25.6% graduated from a Business program, 19.6% had a Hospitality degree, 17.3% listed "other" as their degree program, and less than 1.0% graduated from either Nutrition/Home Economic or Recreation programs. Some of the most frequently mentioned "other" degree programs included Engineering, Education, Psychology, Liberal Arts, Communication, and English.

Most of the responding managers, 65.0%, managed clubs for more than 10 years (Table 1). Approximately twenty-two percent were club managers for more than 5 years but less than 10 years, 10.1% managed clubs for 3-5 years, and 3.0% of the respondents were a club manager for less than 3 years.

Table 1 indicated that 91.1% of the respondents were male and 8.9% were female. This distribution could be a reflection of the male-dominated legacy of private clubs (Gordon, 1991). Regarding age, 32.5% of the responding club managers were over 50 years old, 18.9 were 35 to 40 years old, 17.8% were 46-50 years old, 17.8% were 41 to 45 years old, and 13% were under 35 years of age. Overall, the demographic profile of the questionnaire respondents was highly representative of the demographic profile of the Club Managers Association of America (CMAA, 1992).

Competency Level Ratings for Each Course Area

Table 2 represented the evaluations of all respondents to the highest level of competency needed to be learned in 13 different course areas by hospitality students preparing for a future as a club manager. Competency levels built upon each other, and the questionnaire instructions clearly instructed club managers to base their responses on competencies that they believed should be learned in a classroom setting.

Regarding Beverage Management, a clear majority, 72.3%, believed that Level 2, pricing and purchasing, was a sufficient competency level for students to learn in a university setting. Only 17.9% thought aspiring managers needed knowledge in the area of wine technology, merchandising, and management. For the Club Industry, 76.3% elected the highest competency level and indicated that students should learn specialized issues relating to club management.

The evaluation of Communications was split between Levels 2 and 3. Thirty-nine and nine-tenths percent indicated Level 2 (integration/application of theories of communication), and 42.2% thought Level 3 competencies should be taught to students in a classroom setting. Level 3 was defined as "complex interaction of organizational communication on all levels." With regard to Computer Application, 59.0% indicated that Level 2 (management information systems) was sufficient knowledge in this course area. The remainder of the

Table 2. Club managers' evaluations of competency levels required for each course area (n=173).

Course Area	Percentage of Respondents	Frequency
BEVERAGE MANAGEMENT		
Level 1: Intro to alcoholic beverages	9.8	17
Level 2: Dram shop, pricing, purchasing	72.3	142
Level 3: Wine technology, management	17.9	31
CLUB INDUSTRY		
Level 1: Historical development	23.7	41
Level 2: Specialized issues, membership	76.3	173
COMMUNICATIONS		
Level 1: Written business communication	17.9	31
Level 2: Application of theory	39.9	69
Level 3: Organizational communication	42.2	73
COMPUTER APPLICATIONS		
Level 1: Basic computer competencies	23.1	40
Level 2: Management information systems	59.0	102
Level 3: Information system design	17.9	31
FINANCIAL MANAGEMENT		
Level 1: Accounting principles	8.1	14
Level 2: Financial analysis, statements	32.4	56
Level 3: Managerial accounting	59.5	103
FOOD PRODUCTION		
Level 1: Intro to food preparation	19.9	34
Level 2: Food composition, safety	60.8	104
Level 3: Quantity food preparation	9.9	17
Level 4: Garnishing, serving techniques	9.4	16

Course Area	Percentage of Respondents	Frequency
HOSPITALITY LAW		
Level 1: Fundamental hospitality law	32.3	56
Level 2: Industry law ethics problems	13.9	24
Level 3: Specific club-related laws	53.8	93
HUMAN RESOURCES		
Level 1: Planning, staffing, training	28.3	49
Level 2: Employer-employee relationships	71.7	173
MANAGERIAL BEHAVIOR		
Level 1: Principles of organization	24.5	41
Level 2: Current trends in management	24.4	41
Level 3: Organizational system design	31.5	53
Level 4: Strategic decision-making	19.6	33
MARKETING		
Level 1: Principles and processes	35.6	61
Level 2: Application of strategies	31.0	53
Level 3: Market and feasibility studies	12.3	21
Level 4: Promotional vehicles	21.1	36
PROPERTIES MANAGEMENT		
Level 1: Management of facilities	26.5	46
Level 2: Survey of maintenance areas	43.4	75
Level 3: Workings/repair of utilities	30.1	52
RECREATION		
Level 1: Study of leisure/recreation	52.5	89
Level 2: Tournaments, teams, leagues	47.5	81
SALES MANAGEMENT		
Level 1: Managing the sales function	22.7	39
Level 2: Development of sales strategy	53.5	92
Level 3: Coaching, motivating salespeople	23.8	41

respondents were fairly evenly split between Levels 1 (basic computer competencies) and 3 (system design and development).

In the area of Financial Management, Table 2 indicated that club managers made a statement of course importance as 59.5% elected Level 3 as the highest competency rating. Club managers clearly believe that students should learn everything from accounting principles to the application of managerial accounting in a classroom setting.

On the other hand, 60.8% of club managers selected Level 2, out of a maximum of 4 competency levels, when evaluating the necessary knowledge of Food Production. The managers indicated that students who take food preparation and food safety courses should be adequately prepared for club management.

Hospitality Law drew a majority of respondents, 53.8%, to select Level 3 (laws pertaining to clubs) as a necessary competency level for aspiring club managers. This perceived need may be a reflection of the increased frequency of litigation.

In support of the premise that "you're only as good as your people" (Lefever, 1989), 71.7% of club managers selected the higher of two level options in the area of Human Resources. The evaluation of Managerial Behavior was divided fairly evenly between four levels: 24.5% chose Level 1 (principles of management), 24.4% of managers selected Level 2 (trends in leadership), a slight majority of 31.5% indicated

Level 3 (organizational systems), and 19.6% of managers thought Level 4 (strategic decision-making) knowledge should be taught to students in a classroom setting. Obviously, a disagreement on the competency levels existed in the Managerial Behavior area.

Another area that did not indicate a clear-cut preference was Marketing. The greatest percentage of club managers, 35.6%, thought that basic Level 1 (principles of marketing) competencies were sufficient. Level 2 (services marketing strategies) was selected by 31.0% of the respondents, 12.3% selected Level 3 (market and feasibility studies), and 21.1% chose Level 4 (promotional vehicles). It is possible that some of the responding club managers employed marketing specialists, and therefore they did not perceive the need for the manager to learn high level marketing skills.

Regarding Properties Management, the feedback also was divided with the largest percentage, 43.4%, selecting Level 2 (survey of maintenance and utilities). Level 3 (repair of utilities) received a 30.1% response as the highest level of competency required, and Level 1 (problems in facilities planning) was chosen by 26.5% of the sample.

Table 2 indicated that response regarding the course area of Recreation was split fairly evenly with 52.5% of the club managers selecting Level 1 (leisure and recreation) competencies, and 47.5% choosing Level 2 (tournaments, teams, instruction). Considering the heavy concentration of country

club managers, a club type that focuses on recreational activities, it is interesting that a greater percentage of respondents did not select Level 2 competencies as being necessary.

The last course area listed on the questionnaire was Sales Management. The majority of club managers, 53.5%, selected Level 2 (sales strategies) competencies as most appropriate for students to learn in a classroom setting. Other response was split fairly evenly as Level 3 (coaching and motivating) received 23.8% and Level 1 (managing the sales function) was 22.7%.

Effect of Club Type On Competency Level Ratings For Each Course Area

Table 3 illustrated the effect of club type managed on a respondents' evaluation of course area competency levels. The four club types were city clubs, city/athletic or athletic clubs, country clubs, and yacht clubs. The "other" club option presented on the questionnaire was eliminated due to very low representation.

Regarding the first area of Beverage Management, the majority of club managers from all club types selected Level 2 (dram shop, pricing, purchasing) as the highest competency level necessary for students to learn in a classroom setting. Considering that beverage service plays a major role in city clubs, it is interesting that 30.5% of city club managers

Table 3. Club managers' evaluations of competency levels required for each course area categorized by club type, percentage of respondents.

Course Area	Club Type			
	City	Athletic	Country	Yacht
BEVERAGE MANAGEMENT				
Level 1	30.5	0.0	7.7	0.0
Level 2	47.8	91.7	75.2	71.4
Level 3	21.7	8.3	17.1	28.6
CLUB INDUSTRY				
Level 1	8.7	8.3	24.8	42.9
Level 2	91.3	91.7	75.2	57.1
COMMUNICATIONS				
Level 1	26.1	33.4	16.2	14.2
Level 2	34.8	33.3	40.2	42.9
Level 3	39.1	33.3	43.6	42.9
COMPUTER APPLICATIONS				
Level 1	43.4	25.0	17.9	14.3
Level 2	52.2	50.0	63.3	71.4
Level 3	4.4	25.0	18.8	14.3
FINANCIAL MANAGEMENT				
Level 1	21.7	0.0	7.7	0.0
Level 2	26.1	25.0	35.0	28.6
Level 3	52.2	75.0	57.3	71.4
FOOD PRODUCTION				
Level 1	17.4	8.3	21.7	42.8
Level 2	73.9	75.0	60.0	14.3
Level 3	0.0	16.7	8.7	14.3
Level 4	8.7	0.0	9.6	28.6

Course Area	Club Type			
	City	Athletic	Country	Yacht
HOSPITALITY LAW				
Level 1	39.1	25.0	31.7	28.6
Level 2	8.7	8.3	16.2	0.0
Level 3	52.2	66.7	52.1	71.4
HUMAN RESOURCES				
Level 1	39.1	16.7	30.8	0.0
Level 2	60.9	83.3	69.2	100.0
MANAGERIAL BEHAVIOR				
Level 1	17.4	41.6	25.2	33.3
Level 2	26.1	16.7	26.1	16.7
Level 3	30.4	16.7	32.2	33.3
Level 4	26.1	25.0	16.5	16.7
MARKETING				
Level 1	34.9	50.0	34.4	16.6
Level 2	39.1	16.7	32.0	50.0
Level 3	13.0	0.0	12.9	16.7
Level 4	13.0	33.3	20.7	16.7
PROPERTIES MANAGEMENT				
Level 1	26.1	8.3	28.2	14.2
Level 2	56.5	41.7	41.0	42.9
Level 3	17.4	50.0	30.8	42.9
RECREATION				
Level 1	72.7	50.0	46.1	57.1
Level 2	27.3	50.0	53.9	42.9
SALES MANAGEMENT				
Level 1	0.0	8.3	29.0	33.3
Level 2	69.6	50.0	47.9	50.0
Level 3	30.4	41.7	23.1	16.7

indicated Level 1 competencies to be sufficient, the greatest percentage of managers of all club types to select the lowest level.

The majority of managers from all four club types also agreed on Level 2 (special club issues), the greater of two alternatives, as the highest competency required in the area of club industry. Athletic club managers made the strongest statement with 91.7% selecting Level 2. On the other hand, yacht club managers had the lowest percentage with 57.1% electing Level 2.

The area of Communications was split evenly between Level 2 (integration/application of theories of communication) and Level 3 (organizational communication) for each club type. Country club and yacht club managers chose Levels 2 and 3 more frequently than city club and athletic club managers.

Level 2 Computer Application competencies (management information systems) were selected by the majority of club managers representing each club type. Yacht club managers were the most positive with 71.4% selecting Level 2. At 50.0%, athletic club managers had the lowest percentage in Level 2 skills, primarily because a greater majority of their response, 25.0%, was in Level 3 (system design and development) competencies.

Table 3 indicated that in the area of Financial Management, club managers from all four club types thought the highest competency level, Level 3 (application of managerial

accounting), was necessary for students to learn in a classroom environment. Athletic club managers felt most strongly with 75.0% selecting Level 3; city club managers had the lowest representation with 52.2%. It is possible that athletic club managers felt Financial Management was so important due to the typical low net revenues generated in that type of club. Fewer incremental dollars generated coupled with high maintenance and servicing expenses, yield a situation that demands an astute financial manager.

Managers from city clubs, athletic clubs, and country clubs agreed that Level 2 (food products, preparation, safety) knowledge was sufficient in the area of Food Production. Only yacht clubs differed with a majority of their managers, 42.8%, selecting the basic Level 1 (nutrition, product identification) competencies. There were no surprises in this data other than in the area of city clubs. Again, since food is a major part of the product they sell, it was interesting that city club managers would not have rated food production knowledge at a higher level.

Club managers representing each club type indicated that the highest level of competencies should be taught to students in the area of Hospitality Law. Percentage of responses to Level 3 (laws pertaining to clubs) knowledge ranged from a high of 71.4% in yacht clubs to a low of 52.1% in country clubs. Perhaps this response is a reflection of club managers' sensitivity to difficult legal issues, such as sex

discrimination and the right to private association, that confront the private club industry professionals today (Sherry, 1992).

Managers of every club type were uniform as they elected the highest level competencies for Human Resources, Level 2 (human relations skills), to be necessary for students to learn in a classroom environment. Yacht club managers were unanimous with 100% choosing Level 2, 83.3% of athletic club managers selected Level 2, 69.2% of country club managers felt Level 2 was appropriate, and 60.9% of city club managers selected Level 2.

Table 3 indicated that the depth of teaching Managerial Behavior is diversified among club types. Athletic club managers responded most strongly to basic Level 1 (principles of management) skills with a 41.6% representation. The majority of country club managers, 32.2%, elected Level 3 (organizational systems) as the appropriate competencies to teach aspiring club professionals. Yacht club managers split their majority vote with 33.3% selecting Level 1 competencies and 33.3% choosing Level 3. City clubs, on the other hand, had their managers equally choosing Level 2 (trends in leadership) and Level 4 (strategic decision-making) competencies. The variance of response may have been due to the ambiguous nature of the Managerial Behavior topic, and the fact that management applied in a club setting is sometimes diverse and difficult to define, even for club managers

(Smith, 1981).

Response to the Marketing area produced variances among club types, although the greatest percentage in each club type never exceeded Level 2 (services marketing strategies) competencies. In yacht clubs, 50.0% of the club managers selected Level 2; 50.0% of athletic club managers thought Level 1 (principles of marketing) competencies were sufficient. The greatest response from city club managers, 39.1%, indicated Level 2, and country club managers almost equally selected Level 1 and Level 2. Since club managers indicated that only Level 2 skills, out of four possible levels, were necessary for students to learn in a classroom environment, it may indicate that marketing was viewed as a lesser priority when managing in a captive private club market.

Table 3 indicated that the majority of club managers from city clubs, athletic clubs and country clubs thought Level 2 (survey of maintenance and utilities) skills in the area of Properties Management should be taught to students in a classroom setting. Yacht clubs, on the other hand, were split evenly with 42.9% selecting Level 2 and 42.9% selecting Level 3 (repair of utilities). One club manager, who wrote a lengthy letter in response to receiving the questionnaire, downplayed the area of Properties Management stating that a club manager can recruit necessary expertise in this area from club members and technical staff.

It was not difficult to understand why an overwhelming number of city club managers, 72.7%, indicated that only basic Level 1 (leisure and recreation) competencies were necessary in the area of Recreation. City clubs, of course, do not typically offer recreational activities as their primary product is food and beverage. Table 3 indicated that the other three club types which are recreationally oriented, were split fairly evenly between Level 1 and Level 2 (tournaments, teams, instruction). It was surprising that a percentage greater than the reported 53.9% of country club managers did not elect Level 2, since those skills are integral to the golf/country club environment.

The course area of Sales Management showed that the greatest number of club managers from each club type selected Level 2 (sales strategies) competencies as being the most important for aspiring club managers to learn in a classroom setting. If sales management was seen as a subset of marketing, there were similarities between the club managers' ratings of the two areas.

Effect of Degree Programs On Competency Levels Ratings for Each Course Area

According to the demographic profile of the respondents, the greatest number of degreed club managers received their education in the areas of Business (25.6%) and Hospitality (19.6%). Therefore, Table 4 was devised to determine the

Table 4. Club managers' evaluations of competency levels required for each course area categorized by degrees in Business or Hospitality, percentage of respondents.

Course Area	Degree Programs of Club Managers	
	Business	Hospitality
BEVERAGE MANAGEMENT		
Level 1	14.0	3.0
Level 2	67.4	78.8
Level 3	18.6	18.2
CLUB INDUSTRY		
Level 1	30.2	24.2
Level 2	69.8	75.8
COMMUNICATIONS		
Level 1	21.0	24.3
Level 2	39.5	33.3
Level 3	39.5	42.4
COMPUTER APPLICATIONS		
Level 1	27.9	12.1
Level 2	55.8	72.7
Level 3	16.3	15.2
FINANCIAL MANAGEMENT		
Level 1	9.3	9.0
Level 2	30.2	36.4
Level 3	60.5	54.6
FOOD PRODUCTION		
Level 1	16.3	15.6
Level 2	65.1	56.3
Level 3	9.3	15.6
Level 4	9.3	12.5

Course Area	Degree Programs of Club Managers	
	Business	Hospitality
HOSPITALITY LAW		
Level 1	41.9	18.2
Level 2	16.2	18.2
Level 3	41.9	63.6
HUMAN RESOURCES		
Level 1	27.9	33.3
Level 2	72.1	66.7
MANAGERIAL BEHAVIOR		
Level 1	28.5	15.2
Level 2	31.0	24.1
Level 3	31.0	45.5
Level 4	9.5	15.2
MARKETING		
Level 1	38.1	24.2
Level 2	33.3	36.4
Level 3	14.3	9.1
Level 4	14.3	30.3
PROPERTIES MANAGEMENT		
Level 1	30.2	24.2
Level 2	41.9	39.4
Level 3	27.9	36.4
RECREATION		
Level 1	54.8	51.5
Level 2	45.2	48.5
SALES MANAGEMENT		
Level 1	21.4	21.2
Level 2	54.8	51.5
Level 3	23.8	27.3

difference, if any, in club managers' responses to the various competency levels based upon their academic backgrounds.

Viewing the various course areas from the perspective of the competency level that received the greatest percentage of response, the following courses showed similarities when responses from the two academic groups were compared.

Beverage Management was rated at Level 2 (dram shop, pricing, purchasing) competencies by 78.8% of Hospitality managers and 67.4% of Business-degreed managers. Managers from both backgrounds also agreed in the area of Club Industry as 69.8% of Business and 75.8% of Hospitality selected Level 2 (special club issues) knowledge. In the area of Financial Management, 60.5% of Business managers and 54.6% of Hospitality-trained managers opted for the highest level, Level 3 (managerial accounting). Agreement also was found in Food Production as both groups of managers overwhelming selected Level 2 (food products, preparation, safety) competencies as being appropriate for aspiring club managers to learn in a classroom setting. Level 3 (laws pertaining to clubs) of Hospitality Law was chosen by 63.6% of the Hospitality group and 41.9% of Business-degreed managers.

The area of Human Resources got strong support from both groups as Level 2 (human relations skills), the highest competencies, was selected by 72.1% of Business majors and 66.7% of Hospitality majors. Level 3 (organizational systems) of Managerial Behavior was chosen by 45.5% of Hospitality

managers and 31.0% of managers with a Business background. Responses from Business majors in this area were divided almost evenly among Levels 1, 2, and 3; Hospitality majors, on the other hand, chose the higher competency levels of 2 and 3.

Managers from both backgrounds agreed that Level 2 (survey of maintenance and utilities) competencies were sufficient in the course area of Properties Management. Level 2 was selected by 41.9% of Business majors and 39.4% of Hospitality majors. Recreation was divided evenly by both groups when given the choice of two competency levels. Business-trained managers selected Level 1 (leisure and recreation) more strongly with 54.8% representation, and 51.5% of managers with Hospitality degrees chose Level 2 (tournaments, leagues, instruction) of Recreation. The area of Sales Management indicated agreement between the two groups with 54.8% of Business majors and 51.5% of the Hospitality majors choosing the middle level, Level 2 (sales strategies).

A greater degree of difference between the managers with Business or Hospitality degrees was seen in three course areas: Communications, Computer Applications, and Marketing. Although these three disciplines more typically would be found in a Business curriculum rather than a Hospitality program, the greatest percentage of response occurred at a higher competency level in each case from managers with Hospitality degrees. For example, in Communications, Hospitality managers had a response marginally greater as 42.4% selected Level 3

(organizational communication) compared to 39.5% of Business majors who made that same choice. A majority, 72.7%, of Hospitality managers thought Level 2 (management information systems) Computer Application competencies should be taught in a classroom setting while 55.8% of Business majors selected Level 2 knowledge. In the area of Marketing, 38.1% of managers with a Business background selected the basic Level 1 (principles of marketing) competencies as being sufficient, while 36.4% of Hospitality majors selected Level 2 (services marketing strategies) skills.

Overall, there were no significant differences in competency level evaluations based upon respondents' educational background in Business or Hospitality. The club managers' orientation towards generalized classroom training may indicate their belief that specialized club management skills can be learned on-the-job.

Although the data are not reflected in table format, survey respondents also were grouped according to those with and without a minimum of a Baccalaureate degree. Only in the area of Managerial Behavior was there a significant relationship between competency ratings and the level of education of the respondents. The majority of managers without a degree indicated Level 1 (principles of management) Managerial Behavior skills were sufficient while degreed managers selected Level 3 (organizational systems) competencies. This may have been because managers with a

higher level of education had a greater understanding of the descriptive terminology used to define the competency levels. In all other course areas, the two groups were homogeneous in their evaluations of competency levels.

Effect of Years Employed as a Club Manager
On Competency Level Ratings for Each Course Area

Table 5 was created in an effort to determine the effect that tenure has on a club managers' perception of preparatory coursework. Groups were divided according to (1) less than 3 years as a club manager, (2) 3 to 5 years experience as a club manager, (3) more than 5 but less than 10 years worked as a club manager, and (4) more than 10 years experience as a club manager. When evaluating the competency level for each course area that received the greatest percentage of response, similarities between all four tenure groups were found in the areas of Beverage Management, Club Industry, Computer Applications, and Financial Management.

Level 2 (dram shop, pricing, purchasing) of Beverage Management was selected as the highest competency level deemed necessary to be taught to future club managers in an academic setting by all four tenure groups. Response ranged from 58.8% for the 3 to 5 year group to 80.0% for individuals who managed clubs less than 3 years. In terms of Club Industry, the unanimous choice from the majority of club managers was Level 2 (special club issues). The least tenured managers felt most strongly with 100% of their response being in Level 2; the

Table 5. Club managers' evaluations of competency levels required for each course area categorized by years employed as a club manager, percentage of respondents.

Course Area	Years Employed as a Club Manager			
	<3	3-5	>5 & <10	>10
BEVERAGE MANAGEMENT				
Level 1	0.0	23.5	8.1	9.3
Level 2	80.0	58.8	78.4	72.2
Level 3	20.0	17.7	13.5	18.5
CLUB INDUSTRY				
Level 1	0.0	17.7	13.5	27.8
Level 2	100.0	82.3	86.5	72.2
COMMUNICATIONS				
Level 1	0.0	11.8	13.6	21.3
Level 2	20.0	23.5	43.2	43.5
Level 3	80.0	64.7	43.2	35.2
COMPUTER APPLICATIONS				
Level 1	0.0	29.4	10.8	27.8
Level 2	80.0	52.9	67.6	57.4
Level 3	20.0	17.7	21.6	14.8
FINANCIAL MANAGEMENT				
Level 1	20.0	5.8	13.5	6.5
Level 2	60.0	17.7	29.7	32.4
Level 3	20.0	76.5	56.8	61.1
FOOD PRODUCTION				
Level 1	20.0	23.5	21.6	19.6
Level 2	60.0	41.2	54.1	67.3
Level 3	0.0	23.5	8.1	7.5
Level 4	20.0	11.8	16.2	5.6

Course Area	Years Employed as a Club Manager			
	<3	3-5	>5 & <10	>10
HOSPITALITY LAW				
Level 1	40.0	47.0	21.6	34.2
Level 2	60.0	17.7	10.8	13.0
Level 3	0.0	35.3	67.6	52.8
HUMAN RESOURCES				
Level 1	60.0	29.4	35.1	25.0
Level 2	40.0	70.6	64.9	75.0
MANAGERIAL BEHAVIOR				
Level 1	0.0	23.5	19.4	27.6
Level 2	50.0	11.8	16.7	28.6
Level 3	50.0	41.2	36.1	27.6
Level 4	0.0	23.5	27.8	16.2
MARKETING				
Level 1	20.0	52.9	25.8	37.1
Level 2	40.0	17.7	31.4	33.3
Level 3	40.0	5.9	11.4	12.0
Level 4	0.0	23.5	31.4	17.6
PROPERTIES MANAGEMENT				
Level 1	60.0	17.6	19.0	26.8
Level 2	20.0	41.2	43.2	45.4
Level 3	20.0	41.2	37.8	27.8
RECREATION				
Level 1	40.0	41.2	40.0	57.9
Level 2	60.0	58.8	60.0	42.1
SALES MANAGEMENT				
Level 1	40.0	23.5	19.4	24.0
Level 2	20.0	53.0	63.9	49.1
Level 3	40.0	23.5	16.7	26.9

most tenured had the lowest response, 72.2%, to the same competency level. This may represent an evolution of the idea that success in club management is based on more generalized as opposed to industry-specific knowledge.

Club managers of all four tenure groups also agreed on Level 2 (management information systems) competencies in the area of Computer Applications. The least tenured managers felt more strongly with 80.0% of responses in Level 2 competencies whereas the managers with 3 to 5 years experience responded the lowest with 52.9% in the same level.

The majority of club managers of all four tenure groups indicated the majority of their response for Level 2 (food products, preparation, safety) competencies in the area of Food Production. Managers of 3 to 5 years tenure had the lowest percentage in Level 2, 41.2%, and club managers of more than 10 years expressed the greatest response with 67.3%. One letter received from a club manager with over 20 years tenure, expressed a strong belief for extensive training in the area of food (and beverage) preparation and service.

In the area of Communications, the two groups of least tenure felt the highest competencies, Level 3 (organizational communication), should be taught in a classroom setting. On the other hand, club managers of more than 5 years experience selected Level 2 (integration/application of theories of communication) skills as being sufficient to prepare students for a future as a club manager. Regarding Financial

Management, the greatest percentage of Club Managers of less than 3 years experience chose Level 2 (financial analysis) competencies; Level 3 (application of managerial accounting) was selected by the majority of club managers with 3 or more years experience.

Opinion was divided among the tenure groups in the area of Hospitality Law. Of the least tenured group, 60.0% selected Level 2 (law problems in service industries) competencies. Club managers with 3 to 5 years experience divided their response with 47.0% choosing Level 1 (laws, rules, regulations) and 35.3% selecting Level 3 (laws pertaining to clubs). On the other hand, the majority of club managers in the two most tenured groups both chose Level 3 skills as necessary coursework for aspiring club managers. Perhaps their years in the industry provided them with more encounters of a legal nature.

In the area of Human Resources, club managers from the three most tenured groups selected the highest level of Human Resource competencies, Level 2 (human relations skills). The majority, 60.0%, of club managers with less than three years of experience chose Level 1 (training and development) as being sufficient. Evaluations of the four competency levels in the area of Managerial Behavior varied between tenure groups. Managers with less than 3 years experience divided their responses evenly between Levels 2 (trends in leadership) and 3 (organizational systems). The majority of managers with

3 to 10 years experience selected Level 3 competencies, and managers with more than 10 years of club management experience divided their vote between Levels 1, 2, and 3.

Marketing was another course area that produced mixed results. Two of the four tenure groups, 3 to 5 years and more than 10, chose Level 1 (principles of marketing) competencies as sufficient for students to learn in a classroom setting. Managers with less than 3 years experience evenly divided their responses between Level 2 (services marketing strategies) and Level 3 (market feasibility studies), and the majority of managers with more than 5 but less than 10 years were divided between Levels 2 and 4 (promotional vehicles). For Properties Management, responses were mixed as 60.0% of managers with less than 3 years tenure chose Level 1 (problems in facilities planning). Conversely, managers with 3 to 5 years tenure in the club industry were divided evenly between the two higher level competencies (survey of maintenance and utilities and repair of utilities). Most Club managers of 5 or more years chose Level 2 as the appropriate level of classroom instruction for future club managers.

In the area of Recreation, the three tenure groups representing Managers with less than 10 years experience, chose the highest competency option, Level 2 (tournaments, leagues, instruction), to be taught in school. Of the club managers with more than 10 years experience, 57.9% selected the basic Level 1 (leisure and recreation) skills.

Regarding the course area of Sales Management, the majority of club managers with three or more years experience chose Level 2 (sales strategies) as the highest level of competency that should be taught to aspiring club managers in a classroom setting. The least tenured managers with fewer than 3 years of experience divided their responses evenly between Levels 1 (managing the sales function) and 3 (coaching and motivating). This could be an indication that experienced club managers realize the importance of being taught selling strategies, but believe coaching and motivation are either self-taught or learned on-the-job.

Club Managers' Response to the Importance of Course Areas

A question asked club managers to consider the course areas evaluated, and list the three most important courses in descending order. Table 6 indicated the percentage of respondents that selected each course area either as first, second, or third in importance. To first review the club managers' choices for the most important course to be taught in a classroom setting to aspiring club managers, the majority, 28.8%, selected Financial Management. Human Resources received a response rating of 25.0% as the most important course; Communications was mentioned by 21.8% of club managers as their first choice. From that point, percent of response dropped dramatically as Food Production received 8.3%, Managerial Behavior was 6.4%, Club Industry was 5.1%,

Table 6. Club managers' indication of first, second, and third most important courses, percentage of respondents.

Course Area	Degrees of Importance		
	First	Second	Third
Beverage Management	0.6	4.5	1.9
Club Industry	5.1	4.5	8.4
Communications	21.8	14.1	10.3
Computer Applications	0.6	1.9	1.3
Financial Management	28.8	31.4	16.1
Food Production	8.3	9.0	11.6
Hospitality Law	0.6	2.5	2.6
Human Resources	25.0	12.2	16.1
Managerial Behavior	6.4	9.0	15.5
Marketing	1.4	4.5	3.9
Properties Management	0.0	1.9	5.2
Recreation	0.0	0.0	1.9
Sales Management	1.4	4.5	5.2

Marketing and Sales Management each received 1.4%, and the areas of Beverage Management, Computer Applications, Hospitality Law, Properties Management, and Recreation all received manager responses of less than 1.0%. For the three top choices for most important course, it is interesting that the majority of club managers selected the highest competency level to be taught to students in a classroom setting.

Considering club managers' choice for the second most important course, the same three course topics were most frequently mentioned. Financial Management was first with 31.4% response rating, Communications was next with 14.1%, Human Resources received 12.2%, Managerial Behavior was 9.0%, Food Production received 9.0%. Beverage Management, Club Industry, Marketing, and Sales Management were chosen equally with 4.5%, and all other course areas received less than 4.0% of the response rating.

Selections for the third most important course area were more diffused with Financial Management and Human Resources each receiving the greatest response at 16.1%. Managerial Behavior was next with 15.5%, followed by Food Production with 11.6%. Communications was 10.3%, Club Industry was 8.4%, Property Management and Sales Management were both 5.2%, and the remaining six course areas each received less than 5.0% of the total responses.

When calculating the percentage of club managers that selected a given course area as either first, second, or third

in importance, the results are as follows. Financial Management was chosen as either first, second, or third, by 76.3% of the club managers, Human Resources was selected by 53.3% of the respondents, 46.2% selected Communications, 30.9% noted Managerial Behavior, and Food Production was chosen by 28.9%. Of the five most frequently selected important courses, only the area of Food Production was unique to the hospitality industry. This may be an indication that Club Managers feel general knowledge versus industry-specific information is more valuable learning in a classroom environment for aspiring club managers.

Effect of Club Type
On Club Managers' Response to the Most Important Course Area

Table 7 applied the variable of club type to managers' choices for the most important course to be taught to future club managers in a classroom setting. Managers representing city clubs most frequently chose Human Resources with a response rating of 35.0%. Communications was next in importance with 25.0%, and Food Production was chosen by 20.0% of the respondents. Excellent service is very important to membership retention in a city club where the product is primarily food and beverage. Therefore, city club managers could have perceived a high need for Human Resource skills for the purpose of training and developing employees to be high quality service providers.

Table 7. Club managers' indication of first, second, and third most important courses categorized by club type, percentage of respondents.

Course Area	Club Type			
	City	Athletic	Country	Yacht
Beverage Management	0.0	0.0	0.9	0.0
Club Industry	5.0	0.0	6.7	0.0
Communications	25.0	27.2	21.7	14.3
Computer Applications	0.0	0.0	0.9	0.0
Financial Management	10.0	36.4	31.1	14.3
Food Production	20.0	9.1	5.8	14.3
Hospitality Law	0.0	9.1	0.0	0.0
Human Resources	35.0	9.1	22.6	57.1
Managerial Behavior	0.0	9.1	8.5	0.0
Marketing	0.0	0.0	0.9	0.0
Properties Management	0.0	0.0	0.0	0.0
Recreation	0.0	0.0	0.0	0.0
Sales Management	5.0	0.0	0.9	0.0

The majority, 36.4%, of athletic club managers selected Financial Management as the most important course, and Communications was next in importance with 27.2%. As stated earlier, the small margins and high expenses experienced in athletic clubs necessitate sound financial skills on the part of the club manager. Food Production, Hospitality Law, Human Resources, and Managerial Behavior were all chosen equally by 9.1% of the respondents.

Country club managers most frequently selected Financial Management as the most important course with a response rating of 31.1%. Human Resources was next with 22.6%, and Communications followed with 21.7%. Their response was understandable considering that a country club is a large and complex operating unit where the club manager is cast into the role of managing staff specialists. Yacht club managers made a strong statement for Human Resources as 57.1% selected it as the most important course for aspiring club managers to learn in a classroom setting. The areas of Communications, Financial Management, and Food Production, all tied with 14.3%. No other course areas, besides the four previously mentioned, received any response from yacht club managers.

Effect of Degree Programs On Club Managers' Response to the Most Important Course Area

Of the 75 responding club managers who had a minimum of a Baccalaureate degree, the majority graduated from programs

in either Business or Hospitality. It was for that reason that Table 8 categorized club managers' responses to the most important course area by the two degree programs. The results indicated that managers from both backgrounds most frequently selected Financial Management as the most important course for students to learn in a classroom setting in preparation for a career as a club manager. Regarding Hospitality majors, 31.0% selected Financial Management, 17.2% opted for Communications, Food Production and Managerial Behavior were equally chosen with 13.8%, and Human Resources received 10.3% of the response rating.

Of the club managers with Business degrees, 29.3% selected Financial Management as the most important course for students who want to be a club manager. Human Resources received 26.8% response rating, Communications was third with 14.6%, and Food Production was viewed as most important by 12.3% of the respondents. In summation, no significant difference in response existed between club managers with Business or Hospitality degrees.

Effect of Years Employed as a Club Manager On Response Ratings of the Most Important Course Area

Table 9 took into consideration the respondents' years of club management experience when viewing their choices of most important course area. For club managers with less than 3 years of experience, responses were divided between only two

Table 8. Club managers' indication of first, second, and third most important courses categorized by degrees in Business or Hospitality, percentage of respondents.

Course Area	Degree Programs of Club Managers	
	Business	Hospitality
Beverage Management	2.4	0.0
Club Industry	7.3	6.9
Communications	14.6	17.2
Computer Applications	0.0	3.5
Financial Management	29.3	31.0
Food Production	12.3	13.8
Hospitality Law	0.0	3.5
Human Resources	26.8	10.3
Managerial Behavior	4.9	13.8
Marketing	0.0	0.0
Properties Management	0.0	0.0
Recreation	0.0	0.0
Sales Management	2.4	0.0

Table 9. Club managers' indication fo first, second, and third most important courses categorized by years employed as a club manager, percentage of respondents.

Course Area	<u>Years Employed as a Club Manager</u>			
	>3	3-5	>5 & <10	>10
Beverage Management	0.0	0.0	0.0	1.0
Club Industry	0.0	5.9	2.8	6.4
Communications	66.7	11.8	16.6	24.5
Computer Applications	0.0	0.0	2.8	0.0
Financial Management	0.0	29.4	33.3	28.7
Food Production	0.0	11.7	11.1	6.4
Hospitality Law	0.0	0.0	2.8	0.0
Human Resources	0.0	35.3	19.4	25.5
Managerial Behavior	0.0	5.9	5.6	7.5
Marketing	33.3	0.0	0.0	0.0
Properties Management	0.0	0.0	0.0	0.0
Recreation	0.0	0.0	0.0	0.0
Sales Management	0.0	0.0	5.6	0.0

areas: 66.7% thought Communications was the most important area and 33.3% selected Marketing as the course of greatest importance for future club managers to learn in a classroom environment. It is possible that club managers with low levels of experience placed a greater importance on communication skills because they feel less secure than their more tenured peers. Club managers of short tenure may perceive the need for good communication skills in order to gather the information needed to supplement their knowledge base and make good decisions.

For managers with 3 to 5 years club management experience, 35.3% chose Human Resources as the most important course, 29.4% selected Financial Management, and 11.8% chose Communications.

Regarding club managers with more than 5 years experience, the majority selected Financial Management as the most important course area. Specifically, 33.3% of managers with more than 5 but less than 10 years club management experience chose Financial Management, 19.4% selected Human Resources, and 16.6% opted for either Communications or Food Production. The club manager group with more than 10 years experience echoed the same priorities as 28.7% thought Financial Management was the most important course, 25.5% chose Human Resources, and 24.5% selected Communications.

Comparison of Research Results To a Study Conducted in 1980

Research of a similar nature was conducted in 1980 by the student chapter of the Club Managers Association of America (CMAA) at the University of Nevada, Las Vegas (Abbey, 1980). The objective of that study was to obtain information from club managers that would help hospitality students prepare for club management careers. Although there were differences between the 1980 study and the one just conducted, there were enough similarities to make an interesting comparison of the findings. The 1980 sample group was 147 CMAA members who attended the annual convention (Abbey, 1980). The participants filled out a 20-item questionnaire, and the demographic profile showed similarities to the current study. The majority of the respondents managed country clubs (72% versus 69% in 1993); 90% of the 1980 sample managed member-owned clubs as opposed to 81% of the current study. Of the club managers surveyed in 1980, 93% were at least 30 years old, and the demographic profile of the current sample group indicated that 87% were 35 years or older.

The 1980 research listed thirteen typical hospitality courses, and asked club managers to rate the relative importance of each to the club industry. A 1-to-5 scale was provided with "1" being unnecessary for aspiring club managers and "5" being extremely important to club management. The following was a list of courses rated by club managers from

most to least important: Food and Beverage Management, Financial Management, Club Management, Personnel, Business Management, Public Relations, Housekeeping and Maintenance, Marketing Research, Hotel Accounting, Entertainment, Recreation, Hotel Law, and Turf and Equipment Maintenance (Abbey, 1980). Although these thirteen subjects were not identical to those listed in the 1993 survey, the top-rated subjects can still be compared with the most important course areas as detailed in Table 6.

Reviewing the three most important subjects as identified in the 1980 research, Food and Beverage Management was listed as most important. The 1993 survey did not indicate Food Production among the top three most important courses for aspiring club managers to learn in a classroom setting. Financial Management ranked number two in 1980 and it was number one in 1993. Club Managers thought the topic of Club Management was third most important in 1980, and in 1993 it did not score among the top three courses. Regarding the 1993 research, Human Resources was number two in course importance, and the area of Communications was scored as third most important by club managers.

The major difference in the comparison of the two studies seemed to be in a trend from hospitality-specific courses to the need for more generalized teaching. The fact that Food and Beverage Management was rated as the most important course in 1980, and its equivalent, Food Production, was not ranked

among the top three in 1993, indicated an important change in the perceptions of club managers. As the club industry has matured and evolved, managers have grown to recognize that general business and human relations skills were necessary in order to thrive in a complex and changing environment. During the 1993 research, one club manager who ranked Financial Management as most important and Communications as second most important, wrote a letter stating that the club manager of the 90's must have the overview of a Chief Operating Officer. From his perspective, staff specialists could be hired to provide the technical expertise, but the club manager must have the training and ability to direct the total operation successfully into the future.

CHAPTER V

SUMMARY

The purpose of this research was to gather and interpret the perceptions of current club managers regarding the college coursework that they believed to be necessary to prepare a student for a career as a club manager. This was accomplished by (1) developing a list of course areas with various levels of competencies, (2) obtaining demographic information on the sample group, (3) determining club managers' evaluations of the course area competency levels, (4) determining club managers' perceptions of the three most important course areas, and (5) identifying if significant relationships existed between independent variables and responses to competency levels and the most important course area.

The majority of club managers indicated that the highest competency level of the following courses should be taught to aspiring club managers in a classroom setting: Club Industry, Communications, Financial Management, Hospitality Law, and Human Resources. In the course areas of Beverage Management, Computer Applications, Food Production, Managerial Behavior, Properties Management, and Sales Management, club managers responded that intermediary competencies should be taught in the classroom. The majority of Managers thought that only basic-level competencies were necessary in the areas of Marketing and Recreation.

Regarding the response rating for most important course, the sequencing was (1) Financial Management, (2) Human Resources, and (3) Communications. Total response to those three course areas equalled 75.6%; the other ten areas shared the remaining 24.4%. The top three course areas of Financial Management, Human Resources, and Communications also were rated at the highest competency levels by the majority of club managers. This parallel seems to indicate that competency level ratings are a reflection of club managers' perceptions of relative course importance. Response from the club management sector of the hospitality industry appeared homogeneous as the chi-square test identified few significant relationships within the independent variables and the level of course competencies. Analysis indicated that the ownership status of the responding managers' clubs affected the evaluations of Food Production competency levels. Also, the number of years that respondents were employed as club managers affected their responses to Food Production competencies, Hospitality Law competencies, and their opinions on the most important course.

Analysis of the research data indicated that industry experts believe club managers of tomorrow should be educated today to be savvy financial managers with excellent people skills. While acknowledging the uniqueness of the club industry, the sample group clearly indicated the importance of a generalized versus specialized educational focus for future

club managers.

Limitations and Applications

Because the sample population for this research, The Club Managers Association of America, represented only 20% of the club managers currently managing clubs in the United States, it must be recognized that the results may not be able to be generalized to the perceptions of all club managers. It also was important to understand that the demographic profile identified the vast majority of respondents as managers of member owned country clubs. Although that accurately described the club type and ownership position of most clubs in the United States, it was limiting in the sense that this research did not equally represent the opinions of managers of all types of clubs. Also, the weighted nature of some of the independent variables caused concern regarding the validity of the chi-square test.

Regarding application, this research could be used by a hospitality program or a student. A hospitality department uniquely interested in preparing students for club management careers can utilize this research as a template to structure a curriculum. Or, individuals can independently use this information to guide their choices of electives in programs that are not club-oriented. In either case, this research may have a positive effect on preparing students for exciting career opportunities in private club management.

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APPENDICES

APPENDIX A
RESEARCH QUESTIONNAIRE

No. _____

CLUB MANAGEMENT QUESTIONNAIRE

Instructions: Listed below each bold course heading you will find various competency levels. Please check the statement that you feel represents the highest level of understanding required for that particular course area.

When responding to the questionnaire, assume that the graduate's goal is to combine college coursework with on-the-job-training in the Club Industry to ultimately qualify for a position as Club Manager with responsibilities for the operation. Base your response to this survey on competency levels that you feel should be learned in a classroom setting.

COURSES

1. Beverage Management

- _____ Level 1: Intro to the identification, production, use and service of alcoholic beverages.
- _____ Level 2: Dram shop liability, staff training, pricing, purchasing, storage, control.
- _____ Level 3: Wine technology, merchandising, and management.

2. Club Industry

- _____ Level 1: Historical development of clubs, intro to club organization and operations.
- _____ Level 2: Special issues including membership, social and recreational aspects, taxes, legislation.

3. Communications

- _____ Level 1: Written communication requiring persuasion in a business context.
- _____ Level 2: Integration/application of theories of communication, semantics, and human relations.
- _____ Level 3: Complex interaction of organizational communication on all levels.

4. Computer Applications

- _____ Level 1: Development of basic computer competencies.
- _____ Level 2: Intro to management information systems available in hospitality industry.
- _____ Level 3: Planning for computer-based information system design, development, adaptation.

5. Financial Management

- _____ Level 1: Survey of accounting principles and financial statements.
- _____ Level 2: Intro to financial analysis, transaction analysis, flow of data to financial statements.
- _____ Level 3: Application of principles of managerial accounting, cost allocation, management control, decision-making models.

6. Food Production

- _____ Level 1: Intro to commercial food prep, nutrition, standard product identification, storage.
- _____ Level 2: Study of food composition and properties, food products and prep, and food safety/sanitation.
- _____ Level 3: Development of cooking expertise in quantity environments.
- _____ Level 4: Techniques of garnishing, pastry, and serving.

7. Hospitality Law

- ___ Level 1: Intro to fundamental laws, rules, and regulations applicable to hospitality industry.
- ___ Level 2: Ethical aspects of traditional law problems as they confront service industry managers.
- ___ Level 3: Specific laws pertaining to clubs, memberships, non-profit organizations.

8. Human Resources

- ___ Level 1: Study of how organizations plan, staff, train, develop and motivate employees.
- ___ Level 2: Development of human relations skills necessary for managing people; understanding employer-employee relationship.

9. Managerial Behavior

- ___ Level 1: Systems approach to understanding management, theories and principles of organization.
- ___ Level 2: Current trends and movements likely to influence management/leadership styles
- ___ Level 3: Design and development of organizational systems, procedures, structures.
- ___ Level 4: Strategic decision-making to determine future direction and competitive positioning.

10. Marketing

- ___ Level 1: Principles and processes of marketing as they relate to hospitality industry.
- ___ Level 2: Application of services marketing strategies, consumer behavior.
- ___ Level 3: Understanding the structure and techniques used to compile standard market and feasibility studies.
- ___ Level 4: Promotional vehicles including advertising, PR, sales promotion, direct mail, and telemarketing.

11. Properties Management

- ___ Level 1: Management overview of problems/opportunities inherent in development and planning of hospitality facilities.
- ___ Level 2: Survey of maintenance, utilities, engineering systems, and efficiency control.
- ___ Level 3: Understanding of workings/repair of plumbing, heating, air conditioning, swimming pools.

12. Recreation

- ___ Level 1: Study of leisure and recreation as they relate to hospitality industry.
- ___ Level 2: Organizational and operational understanding of tournaments, teams, leagues, instruction.

13. Sales Management

- ___ Level 1: Understanding and managing the sales function.
- ___ Level 2: Development of sales strategies, plans and tactics for the hospitality industry.
- ___ Level 3: Coaching and motivating to achieve higher sales.

14. Of the courses evaluated, list (by number) the three most important in descending order (1=most important and 3=least important).

1. ___ 2. ___ 3. ___

Instructions: Please fill-in the blank or check the response that best applies to you.

1. What type of club facility do you currently manage?
 - a. ☐ City club (dining amenity)
 - b. ☐ City/athletic or Athletic club (athletic amenity that may or may not include fine dining)
 - c. ☐ Country club (golf amenity)
 - d. ☐ Yacht club (boat slips)
 - e. ☐ Other: _____
2. What is the ownership position of your club?
 - a. ☐ Member owned
 - b. ☐ Individual owned
 - c. ☐ Corporation owned
 - d. ☐ Government owned
 - e. ☐ Member, individual, or corporately owned, but managed by a professional club management organization
 - f. ☐ Other: _____
3. What is the highest level of education that you completed?
 - a. ☐ Less than high school
 - b. ☐ High school or equivalent
 - c. ☐ Associate degree
 - d. ☐ Baccalaureate degree
 - e. ☐ Graduate degree
4. If you received a baccalaureate degree, what was your program?
 - a. ☐ Business
 - b. ☐ Nutrition/Home Economics
 - c. ☐ Hospitality
 - d. ☐ Recreation
 - e. ☐ Other: _____
5. How many years have you worked as a Club Manager?
 - a. ☐ Less than 3 years
 - b. ☐ 3 to 5 years
 - c. ☐ more than 5 but less than 10 years
 - d. ☐ more than 10 years
6. What is your gender?
 - a. ☐ Female
 - b. ☐ Male
7. What is your age?
 - a. ☐ under 35 years of age
 - b. ☐ 35 to 40 years of age
 - c. ☐ 41 to 45 years of age
 - d. ☐ 46 to 50 years of age
 - e. ☐ over 50 years of age

APPENDIX B
COVER LETTER, INITIAL MAILING



September 10, 1993

Hotel and Restaurant Administration
1215 West Cumberland Avenue, Room 229
Knoxville, TN 37996-1900
(615) 974-3445
(615) 974-3491
FAX # (615) 974-2617

Dear Club Manager:

As a fellow worker in the Private Club Industry and a hospitality graduate student in Hotel and Restaurant Administration at The University of Tennessee, I am writing to ask for your help. I am in the process of preparing my Master's thesis, and your response to the enclosed questionnaire will play a valuable role in my research.

My thesis deals with identifying the college course work necessary to prepare a graduate for entry level employment in the Private Club Industry, with the eventual goal of achieving the position of Club Manager. The data evaluated will be from the perspective of current club managers like yourself, who are in the best position to determine what courses are necessary to prepare a student to successfully manage a club.

I know that your time is valuable and therefore I have tried to make the questions concise and relevant to the research topic. Also, please be assured that the questionnaires are coded for response tracking purposes only, and your anonymity will be protected. Participation is voluntary and all data will be kept confidential and reported only as group averages. I hope that you will take a few minutes to complete the questionnaire, and I thank you in advance for your participation.

Best regards,

A handwritten signature in cursive script that reads "Candice Clemenz".

Candice Clemenz
Graduate Student

A handwritten signature in cursive script that reads "Carol Costello".

Dr. Carol Costello
Associate Professor

APPENDIX C
COVER LETTER, SECOND MAILING



Hotel and Restaurant Administration
1215 West Cumberland Avenue, Room 229
Knoxville, TN 37996-1900
(615) 974-3445
(615) 974-3491
FAX # (615) 974-2617

September 24, 1993

Dear Club Manager:

We are writing to follow-up on the survey that you recently received concerning coursework for aspiring club managers. As of this date, we have not received your completed questionnaire. If you have already mailed the document back to us, please accept our thanks and disregard this letter.

In case you have misplaced the questionnaire, we have enclosed a replacement. Your response should take less than 15 minutes, and there are no risks to you as a respondent. Data obtained from questionnaires will be treated confidentially and only group means will be reported.

Your assistance in completing this questionnaire is essential for the successful completion of our research and we would like to thank you in advance for sharing your time and expertise.

Sincerely,


Candice Clemenz
Graduate Student


Dr. Carol Costello
Associate Professor

VITA

Candice Eileen Clemenz received a Bachelor of Science Degree in Food and Nutrition from Florida State University in 1975. Following graduation she pursued a career in food management and worked for Dobbs House In-flight Catering and Saga Inc./Educational Division. While working for Saga, she was assigned Catering Manager at Florida State University and concurrently held an adjunct lecturer position in the Department of Nutrition.

Candi started working for Club Corporation of America (CCA) in 1981. During her tenure with the Company, she advanced from Catering Director at The Plaza Club in Houston to Director of Marketing for the Northeast Region. In her current position she works with over 60 clubs, and is responsible for \$120 million in annual revenues. With CCA she received four Regional Special Achievement Awards, and one National Achievement Award.

Although Candi began her graduate work in 1985 at The University of Houston, she completed her Masters degree at The University of Tennessee/Knoxville. During her first semester as a student at the University of Tennessee she also taught as an adjunct instructor in the Department of Hotel and Restaurant Administration. After receiving her Masters degree, Candi intends to continue working for CCA and hopes to pursue part-time teaching opportunities.