

ASSESSMENT OF THE UNDERSTANDING OF THE  
DIFFERENCES BETWEEN LEADERSHIP AND  
MANAGEMENT AMONG MEMBERS OF  
OKLAHOMA RESTAURANT ASSOCIATION  
(ORA), OKLAHOMA HOTEL AND  
MOTEL ASSOCIATION (OHMA),  
AND OKLAHOMA TRAVEL  
INDUSTRY ASSOCIATION  
(OTIA)

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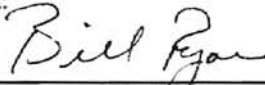
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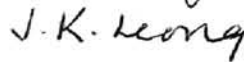
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## CHAPTER I

### INTRODUCTION

People have often heard about leadership in schools, at work, sports, entertainment, politics, and business. Most people also claimed they know what leadership represents. Leadership seems like a new concept, but it was actually founded by ancient philosophers, kings, and prophets. The Chinese classics written as early as the sixth century B.C., are filled with advice to the country's leaders about their responsibilities to the people. Confucious urged leaders to set a moral example and to manipulate rewards and punishments for teaching what was right and wrong. The Greek philosopher, Plato in "The Republic", viewed leadership as the most important element of good government and advocated that the educated rule with order and reason. In "Politics", Aristotle pointed to the need to educate the youths in leadership skills.

A leader can best understand their followers by first serving as a follower (Hegel, 1830). Hegel thought that understanding followership was the main requirement for effective leadership. According to Macchiavelli (1913), there is nothing more difficult to take in hand, or more uncertain in its success, than to take the lead in the introduction of a new order of things. Leaders needed steadiness, firmness, and concern for the maintenance of authority, power, and order in government. According to Burns (1978) leadership is a process where leaders induce followers to act in order to attain goals that

represent values and motivations, wants and needs, and the aspirations and expectations of leaders and followers. Leadership was known as one of the world's oldest pre-occupations (Bass, 1974).

Authors such as Bennis and Nanus (1985, p.21) described the difference between leadership and management as, "managers are people who do things right and leaders are people who do the right thing". According to Kotter (1990), management deals with complexity, while leadership deals with change. He wrote that management allocates resources within an organization in a manner designed to reach the goals of the organization, and leadership deals more with human resources, team work, individuals, and subgroup empowerment. These authors point out the ambiguity between leadership and management. People often used terms like leadership style, supervisory style, and managerial style interchangeably.

Zalenik (1977) indicated that managers are usually reactive and concerned with routine and short term projects, whereas leaders use their influence to change the way people think about what is desirable, possible and necessary. Managers also relate to people according to the role they play in certain events or in the decision-making process. Leaders are usually concerned with ideas and relate to people in a more intuitive and empathetic way. According to Wren (1995), there is a need for organizations to develop individuals to lead rather than simply manage. Many issues associated with leadership and management have become merged and have created difficulty in distinguishing between leadership and management.

### Statement of Problem

The problem this study addressed was that the differences between leadership and management are not easily distinguished.

### Statement of Purpose

The purpose of this study was to assess the understanding of the differences between leadership and management among key members of Oklahoma Restaurant Association (ORA), Oklahoma Hotel and Motel Association (OHMA), and Oklahoma Travel Industry Association (OTIA).

### Limitations

The population itself was one limitation of the study. Based on the advice of the executives directors of each association, the study was limited to the key members of each association. Key members are the owners/operators or people in charge of an organization. The research did not survey every member of ORA, OHMA, and OTIA. Another limitation of the study was that each respondent's perception of his/her leadership and management behavior was related primarily to the position that he/she occupied in the industry setting. The instrument was limited since it could only measure

the perceived leadership and management behavior of the key members of ORA, OHMA, and OTIA.

### Assumptions

An assumption was made that the survey was completed by the person who was actually listed as the key member of ORA, OHMA, and OTIA. It was assumed that respondents completed the questionnaire objectively, according to their actual work situation rather than what they perceived as ideal. The results of the study can be qualified to the population because a census was conducted of key members.

### Definition of Terms

For the purpose of the study, the following definitions were used:

1. ORA: Oklahoma Restaurant Association
2. OHMA: Oklahoma Hotel and Motel Association
3. OTIA: Oklahoma Travel Industry Association
4. Leadership: the process of creating an organizational vision and aligning resources (human, physical, informational, and financial) to help the members of the organization to work collectively to exceed the vision.



5. Management: planning, organizing and controlling processes which utilize an organization's resources (human, physical informational, and financial) appropriately to achieve goals in an effective and efficient way.

### Structure

This study was organized into five chapters. The first chapter included an introduction, statement of problem, and limitations, assumptions and definitions of terms. The second chapter contained the review of literature. The third chapter was the methodology, the explanation of the sample, and a description of the development of the questionnaire. The fourth chapter included analysis of the data and chapter five developed recommendations for future research based on the results of this study.

## CHAPTER II

### REVIEW OF LITERATURE

This chapter presents a review of literature relevant to this study. The literature review reveals the significance for this study and provides a foundation which contributes to the knowledge base in leadership and management. This chapter consisted of three main parts: (1) leadership, (2) management, (3) a comparison of leadership and management. Part one contains perspectives and definitions of leadership, and leadership qualities and skills. Part two contains perspectives and definitions of management, and management qualities and skills. Part three identifies the differences between leadership and management.

#### Leadership

##### Perspectives and Definitions of Leadership

Each philosopher has their own view of leadership. According to Urwick (1957), there is no ideal leader that people can use as a standard. The best combination of personality and characteristics will vary to match the job in hand, the type of group to be led, the personalities of the individuals composing the group, and the time. A leader may

be a good leader for a group at one time in one set of circumstances, and less satisfactory, even for the same group, at another time or in other circumstances.

Hitt (1993, p. 4) collected different researchers and philosophers point of views on leadership, they are:

Warren Bennis: The process of becoming leader is much the same as the process of becoming an integrated human being.

Plato: Effective leaders are philosopher - kings.

Machiavelli: Effective leaders are power - wielders, individuals who employ manipulation, exploitation, and deviousness to achieve their own ends.

Weber: Effective leaders have charisma - that special spiritual power or personal quality that gives an individual influence over large number of people.

Taylor: Effective leaders view management as a science.

DePree: Effective leaders view management as an art.

Drucker: Effective leaders are able to carry out the functions of management: planning, organizing, directing, and measuring.

Appley: Effective leaders have mastered the art of getting things done through others.

McGregor: Effective leaders understand the human side of enterprise.

Likert: Effective leaders are able to establish effective management system.

Blake & Mouton: Effective leaders choose a leadership style that reflects a concern for both production and people.

Iococca: Effective leaders focus on the three "P"s": people, product, and profit - in that order.

Bradford & Cohen: Effective leaders develop people.

Block: Effective leaders empower others.

Kanter: Effective leaders are change masters.

Bennis & Nanus: Effective leaders have vision and are able to translate the vision into action.

Burns: Effective leaders are able to lift followers into their better selves.

Deming: Effective leaders help others do quality work.

Wren (1995) wrote that according to Greek concepts, leadership was exemplified by the heroes in Homer's Iliad. Ajax symbolized inspirational leadership, law, and order. Other qualities that the Greeks admired were, justice and judgment; the second was wisdom and counsel; the third was shrewdness and cunning; and the fourth was valor and activism. Wren (1995, p.41-42) also collected philosophers and researchers definitions of leadership:

Plato (1901), he described a leader as a person who has the gift of a good memory, quick learner, gracious, friend of truth, justice, courage, temperance, and kindness.

Lao Tzu (6 B.C.), described the way to be a leader; leaders should learn to lead in a nourishing manner, lead without being possessive, helpful without taking the credit, and learn to lead without coercion.

Munson (1921) defined leadership as the creative and directive force of moral.

Bennis (1959) defined leadership as the process by which an agent induces a subordinate to behave in a desired manner.

Hollander & Julian (1969) defined leadership as the presence of a particular influence relationship between two or more persons.

Fiedler (1967) defined leadership as directing and coordinating the work of group members.

Merton (1969), defined leadership as an interpersonal relation in which others comply because they want to, not because they have to.

Bass (1985), Tichy & Devanna (1986), defined leadership as transforming followers, creating visions of the goals that may be attained and articulating for the followers the way to attain those goals.

Roach & Behling (1984), defined leadership as the process of influencing an organized group toward accomplishing its goals.

Campbell (1991), defined leadership as actions that focus resources to create desirable opportunities.

According to Dr. Bill Ryan, Assistant Professor at Oklahoma State University, leadership is identified as, "A process which is evolutionary in nature which instills vision, common goals, a set of moral and ethical standards, and a desire to perform within individuals so they can achieve results which benefit all" (Ryan, personal communication, 1997). Based

on observation and experience, Hesselbein, Goldsmith, and Beckhard (1996) define a leader as someone who has followers; an effective leader is not someone who is loved or admired but can be someone that is highly visible, and leadership is not ranks, privileges, titles, or money.

### Leadership Qualities and Skills

What should people expect in a leader, what kind of styles and skills?. Laird D.A. and Laird E.C. (1944) described the personality traits a leader should have as active, brisk, cheerful, direct, fearless, and exciting. They also provided tips on how to learn to be a leader. They indicated that in order to be a leader, a person should be able to be satisfied, work hard, think positively, pretend that things are easy, be affectionate, and be able to adapt to changes.

Gouldner (1950), a researcher who studied leadership from the perspective of different philosophers and researchers wrote that most people agree that leaders tended to have higher intelligence than the average person in their group, and that there is a limit to the superiority of intelligence. A leader that has intelligence beyond a certain degree relative to the group, may prevent them from holding onto leadership. Lower than the group intelligence inhibits access to leadership, but higher than average intelligence is no guarantee of leadership. He also wrote that, there is no reliable evidence concerning the existence of universal leadership traits.

Urwich (1957) also described qualities that leaders should have. He indicated that leaders should have a self confidence, a strong personality, vitality, lively intelligence, ability to communicate, and good judgment. Besides those qualities, he also wrote that

there are more important skills that a leader should be able to perform. A leader should be able to have a vision to work for the world, a leader should be able to measure and keep up with a healthy and progressive competitive economy, a leader should be able to do administrative tasks such as forecasting, planning, organization, direction, management, and control, and at last, a leader should be able to interpret and explain reasons for everything to everybody.

Bellows (1959) wrote that psychology teaches that complex organizations of behavior are not inborn. An instinct is inborn pattern of behavior, unlearned, which is common to the race or species. Leadership could not be instinctive because leadership qualities are learned rather than inborn.

Montgomery (1961) stated that leaders are made rather than born, leadership is based on character, a leader must have good judgment and select people of character. A leader, according to Montgomery, should have a genuine sincerity, selflessness, and interest in a real knowledge of humanity.

On the other hand, Phillips, Taylor, & Kolivosky (1966) said that a leader must understand the needs of people, know the basic needs of people in the group, believe in freedom to change, and know ways to get people to do their job. They also indicated that a leader should view change as opportunity, a constant problem, a challenge, and a value judgment. They said that to be effective, change must grow out of a sound philosophy. To be logical, change must match your objectives. To gain acceptance, change must stress communication. To be realistic, the leader must expect emotion during change. To gain support, change should be made through the people and to be smart, the leader must not expect perfection.

Frank (1968) wrote about a new concept of leadership. He said that leaders should never function in a box. A leader must communicate in some way with his group, and the group must respond to him. The important aspect of leadership is the organization or group setting in which a leader operates. There is no simple formula to be a leader, because leaders have to know about human relations. They also need to have sincerity, generosity, and genuine respect for others. The modern leader shares leadership with members of their group, encouraging, and if necessary, calling upon members of the group to take the lead at different times. A leader must accept and take on their roles as a genuine, sincere, and personal commitment to the group; and in these roles he establishes relationships with individual members as well as with the entire group functioning as a whole.

A leader should not impersonate someone, pretend or make believe. Leaders should be as sincere, honest, and genuine as can be while actively participating in the leadership process. An effective leader must learn to be generous to others, capable of understanding and accepting of those who are different from himself but who need helpful guidance to grow and mature. As in growing up, the leader must learn his roles and develop his skills. A leader earned their title from the circumstances that they went through. Leadership emerges through groups that seek their common purposes, not for or under their leader, but with their leader.

Leadership can be learned, if the basic desire to learn is there and if people are ready to learn. Most of the learning takes place during the experience itself (Bennis and Nanus, 1985). Glassman and Swatos, (1986) wrote about "Charisma" in leadership. They indicated a person can have a dictatorial charisma, and be a successful leader such

as Hitler. He had a natural charisma from that talent he manipulated and dictated people to followed him. This is a different kind of leader that we commonly know.

Clemens and Mayer (1987) said that the test of the qualifications and abilities of a leader is to see whether a leader the person is able to deal and adapt with the changes in an organization. They said that is it not easy to deal and adapt with new changes, but sometimes it is for the best. A leader needs to be flexible enough, so that when different situations occur, they will be able to face it naturally.

Lundin and Lancaster (1990) wrote about the importance of followership. They said the harder people really look at leadership, the more people realize that the success of leaders is due to their loyal, capable, hard working, and knowledgeable followers. Garner (1990) said, "The first and last task of a leader is to keep hope alive." Leaders have to put trust in their followers, because the more the leader believes in the followers abilities, the better the results. If a leader always expects the follower to achieve excellence, then it will increase the likelihood that the follower will do so.

Kouzer and Posner (1990) wrote that leadership is a unique and special bond between leaders and their followers. The development of this relationship requires constant attention. Leadership is earned, it is not conferred by title or position. They found that respected leaders should know and value their followers, they should stand for their own beliefs, and they should do things according to what they said.

McLean & Weitzel (1991) wrote about the myth of leadership. They found that society had several myths about leadership. Most people believed that charisma is a necessary leadership quality, that leaders can never be wrong, that a leader has to be consistent on all their work and decisions, that a leader should always know the goal in



advance, a leader should be able to perform all the jobs of the followers, that a leader can and will lead in all situations and all cases, that leadership is just a set of complicated tasks to perform, and that there will never be good women leaders. McLean & Weitzel (1991) also wrote about skills that leaders need to have in order to do their job. According to them, leaders should be able to communicate toward better understanding, they should be able to recognize practical roles to play as a leader, be able to take risks and handle fears, they need to be able to solve problems and make decisions effectively in a crisis situation, and they need to be able to renew relationships.

Land and Jarman (1992) wrote about leadership in the future, their concept indicated a leader should have vision and purpose, commitment to achieve the vision, experience everything that is possible, and keeping a set of values will make the world a better place to live in. These commitments not only help people be a leader in their personal lives, but will enable them to be a successful leader in any organization. Nanus (1992, p.25) wrote in his article about a visionary leadership, "Leaders are immortalized for their vision and for their organization's achievements. When your tenure is over and you pass the mantle on to someone else, you want that person to be able to say, 'There was a person who helped us see how great we could be, and who laid the foundations for our great leap forward.'"

Phillips (1992) wrote about the leadership principles of Abraham Lincoln. He introduced Lincoln's principle that taught us that a leader should have hope, be able to create, he or she can make a difference, and not dictate to the followers. Roberts (1995) discussed leadership qualities described through Attila the Hun. He wrote that like Attila, a leader should be loyal, full of courage, desire, have strong stamina, have empathy, be

decisive, competitive, accountable, responsible, credible, dependable, and that a good leader is a steward for their followers.

O'Toole (1995) associated leaders with politicians. He asked, whether a leader should be like a saint. He said that effective leaders should have a commitment that they give to followers, and that leaders must have faith in their follower. Leaders must never ever lie to followers no matter the consequences.

Rosen & Brown (1996) wrote that after studying and working with a variety of leaders, they found several common principles of leadership. Their principles were vision, trust, participation, learning, diversity, creativity, integrity and community. They also indicated that each leader had a unique leadership style and their own stories of how they successfully lead people and organizations.

Bennis and Townsend (1995) said that a good leader is someone who never takes credit, and that people who gain others trust, loyalty, excitement, and energy are the ones who pass on the credit to the people who really have done the work. It is essential for the leader to pass all the credit they can to the rest of the organization.

Hesselbein, Goldsmith, and Bechar (1996) described what wartime leaders do. They indicated that leaders must first define the business of business, and set the priorities; second, leaders must create a winning strategy that will cause the organization to succeed, grow, prosper and compete; third, leaders must be able to communicate persuasively; fourth, leaders must behave with integrity, able to walk their talk; fifth, leaders must respect others; and sixth, leaders must consider doing the unbearable.

Hitt (1993, p. 12) developed a table of leadership competencies that describe the qualities of leadership. He divided the skills into the categories of reason, power, knowledge, core functions, and character.

| LEADERSHIP COMPETENCIES   |   |
|---------------------------|---|
| REASON                    | Conceptual Skills<br>Logical Thinking<br>Creative Thinking<br>Holistic Thinking<br>Communication                      |
| SOURCES OF POWER          | Staff<br>Information<br>Networks  |
| KNOWLEDGE                 | Knowing Oneself<br>Knowing the Job<br>Knowing the Organization<br>Knowing the Business One is in<br>Knowing the World |
| CORE LEADERSHIP FUNCTIONS | Valuing<br>Visioning<br>Coaching<br>Empowering<br>Team Building<br>Promoting Quality                                  |
| CHARACTER                 | Identity<br>Independence<br>Authenticity<br>Responsibility<br>Courage<br>Integrity                                    |

Kouzes and Posner (1997) used case analysis and survey questionnaires to identified five fundamental practices that allow leaders get extraordinary things done. The leaders that they studied were able to challenge the process for creating and marketing new products, and were willing to take risks on using new products or services, and learn from the mistakes. Those leaders also inspired a shared vision, enlisted others in a common vision by appealing to their values, interests, hopes and dreams. They also enabled others to act by assigning people challenging tasks, modeling the way to achieve

the vision by behaving in ways that are consistent with shared values, and encouraged people by celebrating team accomplishments.

Frigon and Jackson (1996) said that the “natural born leader” is a myth. They said that there may be a small element of leadership that is intangible, but leadership is an art and science that you can learn. They also indicated the characteristics of successful leaders as effective communicators, they were guided by visions shared with their followers, they were supported their team, they were well-admired speakers, they were effective managers, and skillful planners. Frigon and Jackson (1996, p.3) also created a list of principles, traits, and skills that leaders should have.

| Principles                                    | Traits                       | Skills                       |
|---|------------------------------|------------------------------|
| Integrity                                     | Controlled emotions          | Planning                     |
| Effective communication                       | Adaptability                 | Team leadership              |
| Responsibility, accountability, and authority | Initiative                   | Fiscal responsibility        |
| Positive mental attitude                      | Courage                      | Decision making              |
| Consideration and respect                     | Determination and resolution | Situational assessment       |
| Constancy of purpose                          | Ethical behavior             | Communication                |
| Teamwork                                      | Sound Judgment               | Management                   |
| Effective resources management                | Endurance                    | Coaching                     |
| Fact-based decision making                    | Desire                       | Teaching                     |
|   | Dependability                | Facilitating                 |
|   |                              | Effective meeting management |
|   |                              | Fact-based decision making   |
|   |                              | Business knowledge           |
|   |                              | Technical knowledge          |

Heifetz and Laurie (1997) said that leaders do not need to know all the answers, but they do need to ask the right questions. They discovered an interesting method to regulate distress. They said that a leader must attend to three fundamental tasks in order to help maintain a productive level of tension. First, the leader must create “A holding

environment", which means that leader must sequence and pace the work. Too often, managers indicate that everything is important and sometimes tasks overwhelm and disorient people who need to take responsibility for the work. Second, a leader is responsible for direction, protection, orientation, managing conflict, and shaping norms. Leaders protect people by managing the rate of change and they orient people to new roles and responsibilities by clarifying business realities and key values. Third, a leader must have presence and poise. Fourth, a leader has to have the emotional capacity to tolerate uncertainty, frustration, and pain. Leaders must be able to communicate with confidence that they can tackle the tasks ahead. Leadership is a part of learning, and leaders have to learn to craft a strategy. They have to have the access to the technical expertise to be able to calculate the benefits of a merger or restructuring, understand future trends and discontinuities, identify opportunities, map existing competencies, and identify the steering mechanisms to support their strategic direction. Leadership consists of having vision and aligning people with that vision, and takes place every day. A leader, from above or below, with or without authority, has to engage people in confronting the challenge, adjusting their values, changing perspectives, and learning new habits.

Kouzes & Posner (1997, p. 21) conducted research in the 1980's by surveying several thousand businesses and government executives asking about personal traits or characteristics that people admire in their supervisor. The following table represents the survey responses. Based on Kouzes and Posner's research, respondents viewed leaders as an honest, forward looking, inspiring and competent people.

| Characteristics of Admired Leaders |   |   |
|------------------------------------|---|---|
| Characteristics                    | 1995 Respondents:<br>Percentage of People Selecting | 1987 Respondents:<br>Percentage of People Selecting |
| HONEST                             | 88  | 83  |
| FORWARD-LOOKING                    | 75  | 62  |
| INSPIRING                          | 68  | 58  |
| COMPETENT                          | 63  | 67  |
| Fair-minded                        | 49  | 40  |
| Supportive                         | 41  | 32  |
| Broad-minded                       | 40  | 37  |
| Intelligent                        | 40  | 43  |
| Straightforward                    | 33  | 34  |
| Dependable                         | 32  | 32  |
| Courageous                         | 29  | 27  |
| Cooperative                        | 28  | 25  |
| Imaginative                        | 28  | 34  |
| Caring                             | 23  | 26  |
| Determined                         | 17  | 20  |
| Mature                             | 13  | 23  |
| Ambitious                          | 13  | 21  |
| Loyal                              | 11  | 11  |
| Self-Controlled                    | 5   | 13  |
| Independent                        | 5   | 10  |

Note: These percentages represent respondents from four continents: America, Asia, Europe, Australia. The majority, however are from the United States.

## Management

### Perspectives and Definitions of Management

Richards and Greenlaw (1972) wrote that management is the function or process of planning, organizing, commanding, coordinating, and controlling. Management runs bureaucratic organizations and administrations, management is predictable and dependable, and that is why management is needed in a complex organization.

Duncan (1975) defined management as consisting of all organizational activities that involve goal formation and accomplishment, performance appraisal, and the

development of an operating philosophy that ensures the organization's survival within the social system. Management was pictured as a combination of behavioral science, engineering and information sciences, and natural sciences. Also, management was believed to include structuralism, behaviorism, and decision theory. Bass, Burger, Doktor, and Barrett (1979) conducted an assessment of managers internationally and they found that there were some universal components of the manager's method for doing things. Managers everywhere wanted to be more proactive and to get work done using less authority. They also found that managers who were promoted to executive positions demonstrated the following characteristics: setting goals, risk takers, pragmatic, interpersonal competence, intelligent, stable, and possessed leadership skills.

Maccoby (1981) wrote about what plant managers do and were responsible for. He indicated that managers held the role of an operator, they were responsible to minimize the risks of human judgment, they use fear to keep people in line, are aware of cost and minimize it, and that most managers have a fear of being blamed for their mistakes.

Graumann and Moscovici (1986) wrote that people viewed a corporate manager as a person who is mainly responsible to promote and maintain the smooth operation of the corporation. The managers were held responsible for short-term goals, doing things according to the plan, and were expected to operate businesses according to corporate policies rather than create those policies.

Kotter (1988) said that based on his research, he found out that companies need good managers, but they also need to attract the leadership qualities in these managers. Today, management is not only planning, operating, and implementing, to compete with,

today's world. Companies need to utilize a new and advanced management style. Kotter (1988, p.73) wrote that companies need people "who really know their business, understand the product and market, people who can take a long-term view of things, and who can help companies to get lean, mean, and less bureaucratic."

Cox and Hoover (1992) wrote that leadership is not a title, everybody starts with management until they are promoted to a leadership role. Management according to these authors is getting the job done through people.

### Management Qualities and Skills

Duncan, Phillips, and Hollander (1972) wrote that management should have technical, human, and conceptual skills. This implies that managers should understand, and be proficient in specific activities, especially those involving methods, processes, procedures or techniques. Managers also need to be able to work with people to be a good administrator.

Shrode and Voich (1974) said that one widely accepted approach to the practice of management is management process philosophy. Those processes are planning, implementation, and control. Planning processes includes: developing objectives, problem solving, resource allocation, design, and organization of work systems. Implementation processes include: achievement of objectives and plans, and the operation of the work and organizational systems through the human resources. Control processes include: feedback, review, evaluation, and corrective action.

Drucker (1986) once taught the Japanese about management. He taught them that top management is a function and a responsibility rather than a rank and a privilege. He



also mentioned that management is a discipline and a practice that deals with human and social values. Management organizes human beings for team performance and creates a social organization. Management only succeeds if it makes the human resources of the organization productive to attain the desired outside objectives and results. Management is a discipline in its own right, with its own assumptions, it's own aims, it's own tools, and it's own performance goals and measurements.

Perlman (1988, p. 244) said, "Because management skills are more concrete, they are easier to teach and to learn than are the other leadership skills." Hill (1992) mentioned that managers were described by people as people who are responsible and accountable, having power, and being in control. Delavigne and Robertson (1994) wrote about the traditional managers who were given options to change to a new managerial style. Managers were taught new skills in leadership communication and cooperation to help perform their tasks.

### Comparison of Leadership and Management

McLean & Weitzel (1991) wrote that leadership is enabling, freeing, risking, releasing, enhancing, challenging, participating, flexible, democratic, predictable and ask leaders do the right things. On the other hand, management is restricting, controlling, playing it safe, molding, forcing, regimenting, stifling, rigid, autocratic, consistent, and doing things right.

Kotter (1990, p.6) differentiate leadership and management as:

| LEADERSHIP  | MANAGEMENT  |
|---|---|
| Establishing direction - developing a vision of the future, distant future, along with strategies for producing the changes needed to achieve the vision  | Planning and budgeting - establishing detailed steps and timetables for achieving needed results, and then allocating the resources necessary to make that happen   |
| Aligning people - communicating the directions by words and deeds to all those whose cooperation may be needed so as to influence the creation of teams and coalitions that understand the vision and strategies, and accept their validity | Organizing and staffing - establishing some structure for accomplishing plan requirements, staffing that structure with individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people, and creating methods or systems to monitor implementation |
| Motivating and inspiring - energizing people to overcome major political, bureaucratic, and resource barriers to change by satisfying very basic, but often unfulfilled human needs   | Controlling and problem solving - monitoring results vs. plan in some detail, identifying deviations, and then planning and organizing to solve these problems  |
| Produces change, often to a dramatic degree, and has the potential of producing extremely useful change (i.e., New products that customers want, new approaches to labor relations that help make a firm more competitive)                  | Produce a degree of predictability and order, and has the potential of consistently producing key results expected by various stakeholders (i.e., for customers, always being on time; for stockholders, being on budget)   |

Blank (1995) wrote in his book that all managers want to be leaders, but the problem is that they do not know what leadership means. Most training directors want to develop leaders, but they do not know where to start and how to develop the skills and behaviors that leaders should have. On the other hand, human resources departments do not usually have any idea of what people have any leadership potential. He also mentioned that most research discussed leadership findings based on an analysis of managers rather than leaders. The way he described leaders was that leaders attract willing followers, develop influence beyond authority, the operate outside the box, take initiative to lead, and they rely on consciousness. On the other hand, managers have subordinates, use influence based on formal authority, operate within prescribed pathways, their positions are established, and they rely on tradition and procedures.

Bennis and Townsend (1995) also indicated that organizations were on the verge of downfall because most were over managed and under led. They said that it was important to be able to distinguish the differences between leadership and management so that managers can perform their managerial duties effectively and leaders can lead effectively. Good leaders share traits with good managers. If you are a good leader, you can be a good manager, and likewise. Leaders were generally the ones who were capable of creating a culture where people felt valued, where they were energized, where they were creative, where they love coming to work, where the job is more fun than work. They also mentioned that a good leader is also a good follower.

Bennis and Townsend (1995) discussed the differences between leadership and management summarized them as:

| LEADERSHIP   | MANAGEMENT   |
|--|--|
| Leaders are people who do the right things   | Managers are people who do things right  |
| Leaders are interested in direction, vision, goals, objectives, intention, purpose, and effectiveness - the right things | Managers are interested in efficiency, the how-to, the day-to-day, the short run of doing things |
| Leaders tends to think of people as resources and wonder how much they can earn and how to help them become heroes       | Managers tends to think of people in terms of how much they cost and how little to pay them      |
| Leaders innovate   | Managers administer  |
| Leaders are original   | Managers copy  |
| Leaders develop  | Managers maintain  |
| Leaders focus on people  | Manager focus on systems and structure   |
| Leaders inspire trust  | Managers rely on control   |
| Leaders have a long-term view  | Managers have a short - term view  |
| Leaders ask what and why   | Managers ask why and how   |
| Leaders have their eyes on the horizon   | Managers have an eye on the bottom line  |

Fitton (1997) wrote that the meanings of leadership and management are not synonymous or interchangeable. A good manager must be able to lead, and a good leader must manage well. Both qualities are the path to success. He also wrote that a good

leader should naturally be a good manager, but being a good manager does not imply that they will be a good leader.

Leadership and management comparison was discussed in class at Oklahoma State University during the Summer 1997, ( Bill Ryan, class discussion, May 1997) and identified the following characteristics that differentiate leadership from management.

| LEADERSHIP                   | MANAGEMENT                       |
|------------------------------|----------------------------------|
| Visionary                    | Problem Solver                   |
| Listener                     | Short Term Planner               |
| Articulate                   | Administrative                   |
| Plan Long Term               | Skill Based                      |
| Think Out of the Box         | Analytical                       |
| Look at Big Picture          | Within Structure                 |
| Adaptable                    | Seniority/Tenure Based           |
| Charisma                     | Deals with Complexity            |
| Embrace Change               | Minimal of Human Resource Skills |
| Motivator                    | Producer                         |
| Trust                        | Cold and Calculating             |
| Communicator                 | Organizer                        |
| Appropriate Behavior         | Start with Bottom Line           |
| People relate to emulate:    | Do the Right Things              |
| Touch                        | By the Book Things               |
| Mentor                       | Peacemaker                       |
| Empower                      | Diplomat                         |
| Growth                       | Scheduler                        |
| Appropriate use of resources | Delegator                        |

## CHAPTER III

### METHODOLOGY

There are a number of studies that have been conducted about leadership and management, but very few studies have been conducted to investigate the differences between leadership and management. The purpose of this study was to assess the understanding of the differences between leadership and management among key members of Oklahoma Restaurant Association (ORA), Oklahoma Hotel and Motel Association (OHMA), and Oklahoma Travel Industry Association (OTIA). Key members of the different associations were asked to rank the level of importance regarding skills related to leadership and management and rank the level of agreement with statements concerning the characteristics of leadership and management. This chapter includes the details concerning research design; the population; data collection; development of the instrumentation; and data analysis.

#### Research Design

The objective of this study was to describe, record, analyze, and interpret conditions that exist about the understanding of the differences between leadership and

management among key members of ORA, OHMA, and OTIA. Key members of ORA, OHMA, and OTIA were scattered throughout the state of Oklahoma. It was decided by the researcher that the best way to collect data from the members of ORA, OHMA, and OTIA were by a mail survey.

### Population

The population used in this study was the key members of Oklahoma Restaurant Association (ORA) (N=922), Oklahoma Hotel and Motel Association (OHMA) (N=188), and Oklahoma Travel Industry Association (OTIA) (N=203). The key members of the ORA, OHMA, and OTIA are the professional leaders of hospitality industry in the state of Oklahoma. Names and addresses of key members of each association were obtained from 1997 membership list of each association.

### Data Collection

#### Planning and Development of the Instrument

Planning and development for the research study began in the summer of 1997 and continued through November 1997. During that time data collection procedures were determined, a survey instrument was formulated and pilot tested, a review of literature was conducted, and data analysis techniques were selected.

The researcher developed the survey instrument utilized in this study based on extensive research on review of literature and observation of different questionnaires

about leadership and management. Following development of the questionnaire, a pilot study was conducted in June, 1997. The pilot study (N=11) was sent to managers at Glacier Park, Inc. and the faculty and staff of the School of Hotel and Restaurant Administration at Oklahoma State University (N=4).

Ninety percent of the managers at Glacier Park, Inc., and one hundred percent of the faculty members responded to the pilot study. Participants in the pilot study examined the instrument for content, clarity, and format. The questionnaire was revised based on their recommendations. Respondents were also asked to measure the time it took to complete the instrument. They indicated that it took approximately 15 to 20 minutes to complete the questionnaire.

### The Instrument

The questionnaire was designed by the researcher to obtain information from the key members of ORA, OHMA, and OTIA in three major areas: leadership and management skills; leadership and management characteristics; and demographics. The leadership and management skill information consisted of thirty statements that described different leadership and management skills. The researcher categorized these thirty statements into ten subgroups. For leadership, there were five categories: leadership planning, leadership vision, leadership teamwork, leadership problem solving, and leadership human resources.

The leadership planning category consisted statements about adapting different leadership styles to deal with different situations. The leadership vision category consisted of statements about inspiring trust and confidence, positioning the employees to

meet the organization's vision, willingness to go extra miles for others, showing consistency between actions and words; and creating a vision to meet organizational employees needs.

Leadership team work statements consisted of coaching and empowering employees, providing employees with challenging projects, taking risks to build new products or services, giving employees more responsibility and autonomy, and getting people to look beyond their self-interest for the sake of the team and the organization. The leadership problem-solving category statements consisted of a willingness to pay a price for team mistakes, encouraging employee to look at old problems or methods in new ways, sharing decision making with employees/group members, and trying to look at the situation from the other person's point of view. Leadership human resources statements consisted of promoting an environment where there is a sense of teamwork, and evaluating employee's performance based on how much he/she improved rather than comparing them to others.

For management, there were five categories: management planning, management teamwork, management administration, management human resources, and management quality assurance. In the category of management planning the statements consisted of preparing and evaluating financial plans, telling people what to do, analyzing personnel needs and developing workforce plans, setting up performance standards, and behaving the same from situation to situations.

The management teamwork category statements consisted of clarifying employee's assignments, employee training and development, comparing actual performance to a predetermined standard, and specifying who has the authority to



accomplish certain tasks. The management administration category statements consisted of monitoring labor scheduling techniques. The management human resources statements consisted of: establishing policies, rules, and procedures to coordinate the work flow, and explaining organizational policies, rules, and procedures. The management quality assurance statements consisted of caring more about how something works rather than how well it works.

The respondents were asked to respond to two Likert scales (scale of one to five on each). One scale assessed their perception of the level of importance for each leadership skill and the second scale assessed their perception for the level of importance for each management skill.

The leadership and management characteristic information consisted of twenty statements about leadership and management. The respondents were asked to rate their level of agreement on each statement using one to four Likert scale. The questions created by the researcher in this section were developed from leadership and management concepts identified in the review of literature.

The third part of the questionnaire, demographic information, dealt with gender, education background, time period worked in present position, time period worked in the hospitality industry, the segment of hospitality industry worked in, type of property, company's revenue, units responsible for, sources obtained for current position, turnover rate in company, and job title.

### Survey Procedures

Due to the wide geographical spread and the size of the population, data was collected using a mailed survey. A personalized cover letter signed by the executive director of each association, and the researchers, accompanied the instrument and explained the purpose of the research and instructions for completing the questionnaire. The cover letter was printed on each association's letterhead. A code was printed to identify the respondents for mailing purposes only.

The survey instrument was constructed into a full-page booklet. The cover letter and instrument were mailed first class to key members of each association in a 9 x 12 inch stamped white envelope with each association's name and return address. The survey booklet was self-addressed and printed on the back with instruction for returning the questionnaire. A prepaid return enveloped addressed to researcher was included in the booklet. One thousand three hundred thirteen (N=1313) questionnaires were mailed on October 9, 1997, and respondents were asked to return them by October 23, 1997.

Eleven percent (n=154) of the survey instruments were received by October 20, 1997. Two of the respondents did not complete the instrument. A follow-up post card was sent to each non-respondent (n=1159) on October 22, 1997 to encourage participation in the study. Of the non-respondents who received a postcard, 2 percent (n=19) returned the completed survey. The total response (n=171) for the study was thirteen percent (13%) of the original mailing (ORA, n=107, 62%; OHMA, n=38, 22%; OTIA, n=26, 15%).

## Data Analysis

The data collected for each subject was entered into the computer using PC-File for statistical analysis. Appropriate programs were selected to analyze the data using the Statistical Analysis System (SAS) from SAS Institute (1987). Data obtained from the questionnaires was tabulated using frequency tables and percentages. Standard statistical procedures, such as frequency, t-test, and correlated reliability were used to analyze the data, and the results are reported in Chapter IV.

## CHAPTER IV

### RESULTS AND DISCUSSION

The purpose of this study was to assess the understanding of the differences between leadership and management among key members of Oklahoma Restaurant Association (ORA), Oklahoma Hotel and Motel Association (OHMA), and Oklahoma Travel Industry Association (OTIA). Data was obtained using the research instrument described in Chapter III. This chapter was developed to present the findings of the research. The areas addressed in this chapter were: response rate, respondent demographics, instrument reliability, leadership and management skills rating, leadership and management characteristics, leadership and management skills rating by category, and a comparison of leadership and management skills.

#### Response Rate

Questionnaires were mailed to key members of ORA, OHMA, and OTIA in the Fall 1997. Key members for the associations were Oklahoma Restaurant Association (ORA) (N=922), Oklahoma Hotel and Motel Association (OHMA) (N=188), and Oklahoma Travel Industry Association (OTIA) (N=203). Total response was 13 percent

(n=171). All of the questionnaires returned were usable for statistical analysis. TABLE I indicates 62 percent (n=107) of the respondents are member of the Oklahoma Restaurant Association, 22 percent (n=38) were member of the Oklahoma Hotel and Motel Association, and 15 percent (n=26) were member of the Oklahoma Travel Industry Association.

TABLE I  
RESPONSE RATE BASED ON EACH ASSOCIATION

| Association | Number of Response | Percentage of Response |
|-------------|--------------------|------------------------|
| ORA         | 107                | 62                     |
| OHMA        | 38                 | 22                     |
| OTIA        | 26                 | 15                     |
| Total       | 171                |                        |

#### Respondent Demographics

The demographic characteristics of the respondents are described for each association in detail in TABLE II. In ORA and OHMA, there were more male than female respondents. ORA respondents were comprised of 84 males (78.5%), and OHMA were comprised of 26 males (68.4%). On the other hand, more females responded (57.7%) from OTIA than males (42.3%).

TABLE II

DEMOGRAPHIC DATA OF RESPONDENTS CATEGORIZE ON  
THE OKLAHOMA RESTAURANT ASSOCIATION (ORA), OKLAHOMA HOTEL  
AND MOTEL ASSOCIATION (OHMA), AND OKLAHOMA TRAVEL INDUSTRY  
ASSOCIATION (OTIA)

| Characteristic                          | ORA       |         | OHMA      |         | OTIA      |         |
|---|-----------|---------|-----------|---------|-----------|---------|
|   | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| <u>Gender</u>                           |           |         |           |         |           |         |
| Male                                    | 84        | 78.5    | 26        | 68.4    | 11        | 42.3    |
| Female                                  | 23        | 21.5    | 12        | 31.6    | 15        | 57.7    |
| <u>Education</u>                        |           |         |           |         |           |         |
| High School                             | 15        | 14.2    | 3         | 7.9     | 1         | 3.8     |
| Some College                            | 37        | 34.9    | 11        | 28.9    | 6         | 23.1    |
| Associates Degree                       | 7         | 6.6     | 5         | 13.2    | 1         | 3.8     |
| Bachelors Degree                        | 26        | 24.5    | 9         | 23.7    | 11        | 42.3    |
| Some Graduate Work                      | 7         | 6.6     | 6         | 15.8    | 5         | 19.2    |
| Masters Degree                          | 10        | 9.4     | 2         | 5.3     | 2         | 7.7     |
| Doctorate Degree                        | 4         | 3.8     | 2         | 5.3     | 0         | 0       |
| Other                                   | 0         | 0       | 0         | 0       | 0         | 0       |
| Did not respond                         | 1         | 0.9     | 0         | 0       | 0         | 0       |
| <u>Time Working in Present Position</u> |           |         |           |         |           |         |
| Less than 1 year                        | 2         | 1.9     | 3         | 7.9     | 1         | 3.8     |
| 1-2 years                               | 7         | 6.5     | 7         | 18.4    | 5         | 19.2    |
| 3-5 years                               | 24        | 22.4    | 8         | 21.1    | 7         | 26.9    |
| 6-10 years                              | 21        | 19.6    | 6         | 15.8    | 5         | 19.2    |
| More than 10 years                      | 53        | 49.5    | 14        | 36.8    | 8         | 30.8    |
| Did not respond                         | 0         | 0       | 0         | 0       | 0         | 0       |

For educational background, 11 (42.3%) of the respondents from OTIA earned their bachelors degree, compared to 26 (24.5%) from ORA, and 9 (23.7%) from OHMA. The highest response regarding educational background reported by all associations was some college, 36 (34.9%) for ORA, 11 (28.9%) for OHMA, and 6 (23.1%) for OTIA. There were a few ORA and OHMA members who earned their Doctorate, but none in OTIA.

There were similarities between all three associations regarding time worked in the present position, most respondents worked in their current position for 3 to 5 years, and majority had worked in the same position for more than 10 years. The number of key members who worked for 3 to 5 years in their current position was 24 (22.4%) for ORA, 8 (21.1%) for OHMA, and 7 (26.9%) for OTIA. Members who had worked in their current position for more than 10 years were 53 (49.5%) for ORA, 14 (36.8%) for OHMA, and 8 (30.8%) for OTIA. A majority responded that they had worked in hospitality industry for more than 10 years, ORA 84 (78.5%), OHMA 25 (65.8%), OTIA 11 (42.3%).

Members of ORA, OHMA, and OTIA indicated they worked in different segments of the hospitality industry. For ORA, the largest segment was Family restaurants, 49 (45.8%), followed by Fast Food, 19 (17.8%). For OHMA, the largest segment was Mid-Priced Hotel, 20 (52.9%), followed by Resort, 4 (10.5%). A majority of respondents indicated they independently owned their properties, 69 (65.7%) for ORA, 19 (50%) for OHMA, and 8 (32%) for OTIA. The second highest level of ownership was for chains, ORA, 20 (19%), OHMA, 8 (21.1%), and none for OTIA.

TABLE II

DEMOGRAPHIC DATA OF RESPONDENTS CATEGORIZE ON  
THE OKLAHOMA RESTAURANT ASSOCIATION (ORA), OKLAHOMA HOTEL  
AND MOTEL ASSOCIATION (OHMA), AND OKLAHOMA TRAVEL INDUSTRY  
ASSOCIATION (OTIA)

| Characteristic                          | ORA       |         | OHMA      |         | OTIA      |         |
|---|-----------|---------|-----------|---------|-----------|---------|
|   | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| <u>Gender</u>                           |           |         |           |         |           |         |
| Male                                    | 84        | 78.5    | 26        | 68.4    | 11        | 42.3    |
| Female                                  | 23        | 21.5    | 12        | 31.6    | 15        | 57.7    |
| <u>Education</u>                        |           |         |           |         |           |         |
| High School                             | 15        | 14.2    | 3         | 7.9     | 1         | 3.8     |
| Some College                            | 37        | 34.9    | 11        | 28.9    | 6         | 23.1    |
| Associates Degree                       | 7         | 6.6     | 5         | 13.2    | 1         | 3.8     |
| Bachelors Degree                        | 26        | 24.5    | 9         | 23.7    | 11        | 42.3    |
| Some Graduate Work                      | 7         | 6.6     | 6         | 15.8    | 5         | 19.2    |
| Masters Degree                          | 10        | 9.4     | 2         | 5.3     | 2         | 7.7     |
| Doctorate Degree                        | 4         | 3.8     | 2         | 5.3     | 0         | 0       |
| Other                                   | 0         | 0       | 0         | 0       | 0         | 0       |
| Did not respond                         | 1         | 0.9     | 0         | 0       | 0         | 0       |
| <u>Time Working in Present Position</u> |           |         |           |         |           |         |
| Less than 1 year                        | 2         | 1.9     | 3         | 7.9     | 1         | 3.8     |
| 1-2 years                               | 7         | 6.5     | 7         | 18.4    | 5         | 19.2    |
| 3-5 years                               | 24        | 22.4    | 8         | 21.1    | 7         | 26.9    |
| 6-10 years                              | 21        | 19.6    | 6         | 15.8    | 5         | 19.2    |
| More than 10 years                      | 53        | 49.5    | 14        | 36.8    | 8         | 30.8    |
| Did not respond                         | 0         | 0       | 0         | 0       | 0         | 0       |



TABLE II (Continued)

| Characteristic                             | ORA       |         | OHMA      |         | OTIA      |         |
|--|-----------|---------|-----------|---------|-----------|---------|
|  | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| <u>Time Worked in Hospitality Industry</u> |           |         |           |         |           |         |
| Less than 1 year                           | 0         | 0       | 0         | 0       | 1         | 3.8     |
| 1-2 years                                  | 2         | 1.9     | 1         | 2.6     | 3         | 11.5    |
| 3-5 years                                  | 10        | 9.3     | 5         | 13.2    | 4         | 15.4    |
| 6-10 years                                 | 11        | 10.3    | 7         | 18.4    | 6         | 23.1    |
| More than 10 years                         | 84        | 78.5    | 25        | 65.8    | 11        | 42.3    |
| Did not respond                            | 0         | 0       | 0         | 0       | 1         | 3.8     |
| <u>Segment of Hospitality Industry</u>     |           |         |           |         |           |         |
| Budget hotel                               | 0         | 0       | 3         | 7.9     | 1         | 3.8     |
| Mid-priced hotel                           | 0         | 0       | 20        | 52.9    | 3         | 11.5    |
| Luxury hotel                               | 3         | 2.8     | 3         | 7.9     | 0         | 0       |
| Fast food                                  | 19        | 17.8    | 0         | 0       | 0         | 0       |
| Family restaurant                          | 49        | 45.8    | 0         | 0       | 0         | 0       |
| Upscale restaurant                         | 8         | 7.5     | 0         | 0       | 0         | 0       |
| Contract food service                      | 2         | 1.9     | 0         | 0       | 0         | 0       |
| Club Management                            | 7         | 6.5     | 0         | 0       | 0         | 0       |
| Travel agency                              | 0         | 0       | 0         | 0       | 0         | 0       |
| Resort                                     | 2         | 1.9     | 4         | 10.5    | 1         | 3.8     |
| Allied member                              | 1         | 0.9     | 1         | 2.6     | 3         | 11.5    |
| Other                                      | 10        | 9.3     | 3         | 7.9     | 17        | 65.4    |
| Did not respond                            | 6         | 5.6     | 4         | 10.5    | 1         | 3.8     |
| <u>Type of Property</u>                    |           |         |           |         |           |         |
| Independently owned property               | 69        | 65.7    | 19        | 50.0    | 8         | 32.0    |
| Chain                                      | 20        | 19.0    | 8         | 21.1    | 0         | 0       |
| Contract managed property                  | 0         | 0       | 3         | 7.9     | 1         | 4.0     |
| Other                                      | 16        | 15.2    | 8         | 21.1    | 16        | 64.0    |
| Did not respond                            | 2         | 1.9     | 0         | 0       | 1         | 0.9     |

TABLE II (Continued)

| Characteristic                               | ORA       |         | OHMA      |         | OTIA      |         |
|--|-----------|---------|-----------|---------|-----------|---------|
|  | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| <u>Last Fiscal Year Revenue</u>              |           |         |           |         |           |         |
| Up to \$ 999,999                             | 33        | 31.1    | 11        | 28.9    | 11        | 41.8    |
| \$ 1,000,000 to \$ 1,999,999                 | 19        | 17.9    | 4         | 10.4    | 0         | 0       |
| \$ 2,000,000 to \$ 2,999,999                 | 6         | 5.64    | 5         | 13.0    | 0         | 0       |
| \$ 3,000,000 to \$ 3,999,999                 | 4         | 3.76    | 4         | 10.4    | 0         | 0       |
| Over \$ 4,000,000                            | 20        | 18.8    | 4         | 10.4    | 3         | 11.5    |
| Did not respond                              | 24        | 22.5    | 10        | 26      | 12        | 46.1    |
| <u>Units Responsible</u>                     |           |         |           |         |           |         |
| 1 unit                                       | 63        | 59.4    | 14        | 40.0    | 7         | 26.6    |
| 2-4 units                                    | 24        | 22.6    | 7         | 20.0    | 2         | 7.6     |
| 5-8 units                                    | 7         | 6.6     | 1         | 2.9     | 0         | 0       |
| 9-12 units                                   | 3         | 2.8     | 0         | 0       | 1         | 3.80    |
| Over 12 units                                | 9         | 8.5     | 13        | 37.1    | 3         | 11.5    |
| Did not respond                              | 1         | 0.90    | 3         | 8.5     | 13        | 50.0    |
| <u>Sources to Obtain Current Position</u>    |           |         |           |         |           |         |
| Promotion from within the company            | 32        | 29.9    | 15        | 14.7    | 8         | 30.4    |
| Hired from outside the company (competitors) | 14        | 13.1    | 9         | 25.0    | 6         | 22.8    |
| Hired from outside the hospitality industry  | 3         | 2.8     | 2         | 5.6     | 2         | 7.6     |
| Other  | 58        | 54.2    | 10        | 27.8    | 7         | 26.6    |
| Did not respond                              | 0         | 0       | 2         | 5.56    | 3         | 11.4    |
| <u>Annual Management Turnover Rate</u>       |           |         |           |         |           |         |
| 0 to 10 %                                    | 78        | 73.6    | 24        | 64.9    | 16        | 60.8    |
| 11 to 25 %                                   | 15        | 14.2    | 5         | 13.5    | 3         | 11.4    |
| 26 to 50 %                                   | 7         | 6.6     | 4         | 10.8    | 2         | 7.6     |
| 51 to 75 %                                   | 3         | 2.8     | 1         | 2.7     | 0         | 0       |
| 76 to 100 %                                  | 2         | 1.9     | 2         | 5.4     | 2         | 7.6     |
| 101 to 200 %                                 | 1         | 0.9     | 1         | 2.7     | 0         | 0       |
| Over 200%                                    | 0         | 0       | 0         | 0       | 0         | 0       |
| Did not respond                              | 1         | 0.9     | 1         | 0.9     | 3         | 11.4    |

TABLE II (Continued)

| Characteristic  | ORA       |         | OHMA      |         | OTIA      |         |
|---|-----------|---------|-----------|---------|-----------|---------|
|   | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| <u>Principal Reason for Management Turnover</u>                     |           |         |           |         |           |         |
| Promotion   | 7         | 7.9     | 9         | 29.0    | 1         | 3.8     |
| Leaving the industry  | 24        | 27.0    | 4         | 12.9    | 5         | 19.0    |
| Moving to a competitor  | 10        | 11.2    | 6         | 19.4    | 6         | 22.8    |
| Lack of technical knowledge   | 9         | 10.1    | 2         | 6.5     | 0         | 0       |
| Lack of human relation skills                                       | 19        | 21.3    | 3         | 9.7     | 0         | 0       |
| Position too demanding  | 1         | 1.1     | 1         | 3.2     | 1         | 3.8     |
| Position not well defined   | 3         | 3.4     | 3         | 9.7     | 0         | 0       |
| Individual in position do not obtain sufficient reward satisfaction | 16        | 18.0    | 3         | 3.7     | 3         | 11.4    |
| Other   | 0         | 0       | 0         | 0       | 3         | 11.4    |
| Did not respond   | 18        | 20.2    | 7         | 18.4    | 7         | 26.6    |
| <u>Job Title</u>  |           |         |           |         |           |         |
| Owner   | 53        | 51.0    | 8         | 21.6    | 3         | 12.5    |
| General Manager   | 1         | 1.0     | 0         | 0       | 0         | 0       |
| President   | 10        | 9.6     | 20        | 54.1    | 5         | 20.8    |
| Executive Director  | 6         | 5.8     | 3         | 8.1     | 10        | 41.7    |
| Managers  | 1         | 1.0     | 0         | 0       | 1         | 4.2     |
| Management Consultant   | 18        | 17.3    | 1         | 2.7     | 2         | 8.3     |
| College/University  |           |         |           |         |           |         |
| Department Head   | 9         | 8.7     | 5         | 13.5    | 1         | 4.2     |
| Tour Coordinator  | 2         | 1.9     | 0         | 0       | 0         | 0       |
| Food and Beverage Manager   | 1         | 1.0     | 0         | 0       | 0         | 0       |
| Field Leader  | 1         | 1.0     | 0         | 0       | 0         | 0       |
| Accountant  | 2         | 1.9     | 0         | 0       | 0         | 0       |
| Secretary   | 0         | 0       | 0         | 0       | 1         | 4.2     |
| Advertising Representative  | 0         | 0       | 0         | 0       | 1         | 4.2     |
| Did not respond   | 3         | 2.85    | 1         | 2.7     | 2         | 7.6     |
| <u>Copy of Survey Results</u>                                       |           |         |           |         |           |         |
| Yes   | 88        | 84.6    | 31        | 83.8    | 14        | 60.9    |
| No  | 16        | 15.4    | 6         | 16.2    | 9         | 39.1    |

N=171

Most respondents reported revenue during the last fiscal year to be \$ 0 to \$ 999,999, 33 (31.1%) for ORA, 11 (28.9%) for OHMA, and 11 (41.8%) for OTIA. The number of units owned by the respondents was 63 (59.4%) for ORA, 14 (40%) for OHMA, and 7 (26.6%) for OTIA.

Members of each association reported the method for obtaining their current position was ORA, 32 (29.9%), OHMA, 15 (14.7%), and 8 (30.4%) promotion from within the company. The second highest response was they were hired from outside the company but from within the hospitality industry (competitors), 14 (13.1%) for ORA, 9 (25%) for OHMA, and 6 (22.8%) for OTIA. Key members of ORA and OHMA obtained their current position from promotion within the company, and OTIA key members obtained their current job from outside the company (competitors).

Annual management turnover rates were not reported to be very high 0 to 10% for ORA, 78 (73.6%), OHMA, 24 (64.9%), and 16 (60.8%). The principal reason for management turnover reported by ORA members was leaving the industry 24 (27%), the second highest was a lack of human relation skills 19 (21.3%), followed by individuals in the position do not obtain sufficient reward satisfaction 16 (18%). For OHMA, the primary reasons for leaving were promotion 9 (29%), moving to a competitor, 6 (19.4%), and leaving the industry 4 (12.9%). OTIA members reported moved to a competitor as 6 (22.8%), and leaving the industry 5 (19%).

The majority of the ORA respondents were the owners of their business 53 (51%). For OHMA , the majority of respondents were the president of the company 20 (54.1%), and for OTIA, the majority of respondents were the executive director of the organization 10 (41.7%).

### Instrument Reliability

Cronbach's Alpha, a reliability analysis, was run on the leadership and management skills data and leadership and management characteristics data. Reliability analysis was necessary because the instrument used in this study was a modification of an existing instrument.

Reliability analysis were conducted separately for leadership skills, management skills, and leadership and management characteristics. TABLE III shows the results of these analysis.

TABLE III  
RELIABILITY COEFFICIENT FOR LEADERSHIP AND MANAGEMENT  
QUESTIONNAIRE FORM

| Questionnaire Format                      | Reliability Coefficient |
|---|-------------------------|
| Part I:                                   |                         |
| Leadership Skills                         | 0.8955                  |
| Management Skills                         | 0.9130                  |
| Part II:                                  |                         |
| Leadership and Management Characteristics | 0.6872                  |

### Leadership and Management Skills Rating

#### Oklahoma Restaurant Association

TABLE IV shows the means of the sum of the leadership and management skill rating scores and their respective standard deviations for ORA.

TABLE IV

## LEADERSHIP AND MANAGEMENT SKILLS RATINGS FOR RESPONDENTS OF OKLAHOMA RESTAURANT ASSOCIATION (ORA)

| Leadership and Management Skills  | ORA        |                    |            |                    |
|---|------------|--------------------|------------|--------------------|
|   | Leadership |                    | Management |                    |
|   | Mean       | Standard Deviation | Mean       | Standard Deviation |
| Q1. Preparing and evaluating financial plans                              | 3.81       | 1.11               | 4.00       | 1.03               |
| Q2. Inspiring trust and confidence  | 4.63       | 0.55               | 4.59       | 0.63               |
| Q3. Clarifying employee's assignments                                     | 4.01       | 0.79               | 4.44       | 0.67               |
| Q4. Coaching and empowering employees                                     | 4.16       | 0.76               | 4.37       | 0.71               |
| Q5. Telling people what to do   | 3.23       | 0.91               | 3.72       | 0.94               |
| Q6. Willingness to pay a price for team mistakes                          | 3.93       | 0.89               | 3.90       | 0.84               |
| Q7. Monitoring labor scheduling techniques                                | 3.55       | 0.97               | 4.28       | 0.73               |
| Q8. Analyzing personnel needs and developing workforce plans              | 3.87       | 0.72               | 4.09       | 0.76               |
| Q9. Positioning the employees to meet the organization's vision           | 4.07       | 0.82               | 4.23       | 0.76               |
| Q10. Providing employees with challenging projects                        | 3.81       | 0.79               | 3.88       | 0.83               |
| Q11. Employee training and development                                    | 4.16       | 0.77               | 4.50       | 0.68               |
| Q12. Encouraging employees to look at old problems or methods in new ways | 3.93       | 0.83               | 3.90       | 0.75               |
| Q13. Taking risks to build new products or services                       | 3.93       | 0.89               | 3.76       | 0.91               |
| Q14. Sharing decision making with employees/group members                 | 3.92       | 0.87               | 3.86       | 0.93               |
| Q15. Comparing actual performance to be a predetermined standard          | 3.66       | 0.81               | 3.96       | 0.87               |
| Q16. Willing to go extra miles for others                                 | 4.25       | 0.69               | 4.23       | 0.76               |
| Q17. Adapting different styles to deal with different situations          | 4.09       | 0.83               | 4.24       | 0.76               |

TABLE IV (Continued)

| Leadership and Management Skills  | ORA        |                    |            |                    |
|---|------------|--------------------|------------|--------------------|
|   | Leadership |                    | Management |                    |
|   | Mean       | Standard Deviation | Mean       | Standard Deviation |
| Q18. Trying to look at the situation from the other person's point of view                                    | 4.00       | 0.80               | 4.09       | 0.72               |
| Q19. Setting up performance standards   | 4.00       | 0.86               | 4.21       | 0.72               |
| Q20. Showing consistency between actions and words  | 4.50       | 0.65               | 4.64       | 0.53               |
| Q21. Promoting an environment where there is a sense of teamwork  | 4.47       | 0.60               | 4.60       | 0.58               |
| Q22. Behaving the same from situation to situation  | 3.99       | 0.94               | 4.12       | 0.94               |
| Q23. Creating a vision to meet organizational and employees needs   | 4.14       | 0.87               | 3.87       | 0.85               |
| Q24. Giving employees more responsibility and autonomy  | 3.85       | 0.72               | 3.96       | 0.76               |
| Q25. Specifying who has the authority to accomplish certain tasks   | 3.82       | 0.82               | 4.13       | 0.73               |
| Q26. Caring more about <u>how</u> something works rather than <u>how well</u> it works                        | 3.12       | 1.07               | 3.20       | 1.00               |
| Q27. Establishing policies, rules, and procedures to coordinate the work flow                                 | 3.88       | 0.88               | 4.23       | 0.74               |
| Q28. Getting people to look beyond their self-interest for the sake of the team and the organization          | 4.20       | 0.75               | 4.13       | 0.73               |
| Q29. Explaining organizational policies, rules, and procedures  | 3.90       | 0.89               | 4.27       | 0.85               |
| Q30. Evaluating employee's performance based on how much he/she improved rather than comparing them to others | 3.93       | 0.83               | 4.18       | 0.80               |
|   | N=105      |                    | N=102      |                    |

Responses with only a slight difference in means between leadership and management (Q2, Q4, Q6, Q10, Q12, Q16, and Q18), indicated that the respondents viewed those skills as necessary for both leadership and management. Skills with a larger difference in means between leadership and management were Q7 weighted more to management, and Q23 weighted more to leadership.

#### Oklahoma Hotel and Motel Association

TABLE V shows the means of the sum of the leadership and management skills rating scores and their respective standard deviation for OHMA. The results from the OHMA members, indicates that there is more distinction between leadership and management among the key members of OHMA than members of ORA. Overall OHMA Q1, Q2, Q6, Q7, Q11, Q13, Q15, Q25, Q27, and Q29, showed larger differences in means between leadership and management. For Q17, there was no difference between the skills required for leadership and management.

#### Oklahoma Travel Industry Association

TABLE VI shows the means of the sum of the leadership and management skills rating scores and their respective standard deviation for OTIA. The responses of OTIA members showed a slightly higher difference in means between leadership and management compared to ORA. Members of OTIA reported Q1, Q6, Q7, and Q27 were weighted towards management skills, whereas Q21 was weighted towards leadership.



TABLE V

LEADERSHIP AND MANAGEMENT SKILLS RATINGS FOR RESPONDENTS OF  
OKLAHOMA HOTEL AND MOTEL ASSOCIATION (OHMA)

| Leadership and Management Skills  | OHMA       |                       |            |                       |
|---|------------|-----------------------|------------|-----------------------|
|   | Leadership |                       | Management |                       |
|   | Mean       | Standard<br>Deviation | Mean       | Standard<br>Deviation |
| Q1. Preparing and evaluating financial plans                              | 3.78       | 0.94                  | 4.55       | 0.72                  |
| Q2. Inspiring trust and confidence  | 4.71       | 0.61                  | 4.32       | 0.78                  |
| Q3. Clarifying employee's assignments                                     | 3.81       | 0.96                  | 4.34       | 0.78                  |
| Q4. Coaching and empowering employees                                     | 4.23       | 0.94                  | 4.32       | 0.66                  |
| Q5. Telling people what to do   | 3.21       | 1.18                  | 3.57       | 1.15                  |
| Q6. Willingness to pay a price for team mistakes                          | 4.08       | 0.89                  | 3.71       | 1.03                  |
| Q7. Monitoring labor scheduling techniques                                | 3.27       | 1.12                  | 4.02       | 0.85                  |
| Q8. Analyzing personnel needs and developing workforce plans              | 3.86       | 0.86                  | 4.18       | 0.83                  |
| Q9. Positioning the employees to meet the organization's vision           | 4.34       | 0.70                  | 4.27       | 0.74                  |
| Q10. Providing employees with challenging projects                        | 3.86       | 0.94                  | 3.92       | 1.04                  |
| Q11. Employee training and development                                    | 4.05       | 1.05                  | 4.55       | 0.72                  |
| Q12. Encouraging employees to look at old problems or methods in new ways | 4.13       | 0.93                  | 4.05       | 0.74                  |
| Q13. Taking risks to build new products or services                       | 4.05       | 0.91                  | 3.71       | 0.86                  |
| Q14. Sharing decision making with employees/group members                 | 3.81       | 1.03                  | 4.00       | 0.91                  |
| Q15. Comparing actual performance to be a predetermined standard          | 3.59       | 0.83                  | 4.23       | 0.71                  |
| Q16. Willing to go extra miles for others                                 | 4.36       | 0.85                  | 4.13       | 0.88                  |
| Q17. Adapting different styles to deal with different situations          | 3.89       | 0.98                  | 3.89       | 1.02                  |

TABLE V (Continued)

| Leadership and Management Skills  | OHMA       |                    |            |                    |
|---|------------|--------------------|------------|--------------------|
|   | Leadership |                    | Management |                    |
|   | Mean       | Standard Deviation | Mean       | Standard Deviation |
| Q18. Trying to look at the situation from the other person's point of view                                    | 4.18       | 0.95               | 3.94       | 0.94               |
| Q19. Setting up performance standards   | 4.08       | 0.87               | 4.50       | 0.64               |
| Q20. Showing consistency between actions and words  | 4.48       | 0.76               | 4.55       | 0.76               |
| Q21. Promoting an environment where there is a sense of teamwork  | 4.50       | 0.72               | 4.56       | 0.60               |
| Q22. Behaving the same from situation to situation  | 3.52       | 1.20               | 3.67       | 1.24               |
| Q23. Creating a vision to meet organizational and employees needs   | 4.27       | 0.80               | 4.05       | 0.73               |
| Q24. Giving employees more responsibility and autonomy  | 3.77       | 0.86               | 4.00       | 0.74               |
| Q25. Specifying who has the authority to accomplish certain tasks   | 3.51       | 1.07               | 3.97       | 0.97               |
| Q26. Caring more about <u>how</u> something works rather than <u>how well</u> it works                        | 3.31       | 1.16               | 3.32       | 1.20               |
| Q27. Establishing policies, rules, and procedures to coordinate the work flow                                 | 3.62       | 1.16               | 4.28       | 0.69               |
| Q28. Getting people to look beyond their self-interest for the sake of the team and the organization          | 4.47       | 0.76               | 4.29       | 0.74               |
| Q29. Explaining organizational policies, rules, and procedures  | 3.75       | 1.09               | 4.34       | 0.78               |
| Q30. Evaluating employee's performance based on how much he/she improved rather than comparing them to others | 3.72       | 1.12               | 4.02       | 0.91               |
| N=38  |            |                    |            |                    |

TABLE VI

## LEADERSHIP AND MANAGEMENT SKILLS RATINGS FOR RESPONDENTS OF OKLAHOMA TRAVEL INDUSTRY ASSOCIATION (OTIA)

| Leadership and Management Skills  | OTIA       |                    |            |                    |
|---|------------|--------------------|------------|--------------------|
|   | Leadership |                    | Management |                    |
|   | Mean       | Standard Deviation | Mean       | Standard Deviation |
| Q1. Preparing and evaluating financial plans                              | 4.00       | 0.95               | 4.48       | 0.65               |
| Q2. Inspiring trust and confidence  | 4.64       | 0.48               | 4.36       | 0.75               |
| Q3. Clarifying employee's assignments                                     | 4.11       | 0.71               | 4.38       | 0.80               |
| Q4. Coaching and empowering employees                                     | 4.20       | 0.57               | 4.15       | 0.92               |
| Q5. Telling people what to do   | 2.91       | 1.05               | 3.44       | 1.12               |
| Q6. Willingness to pay a price for team mistakes                          | 3.76       | 1.12               | 4.04       | 0.84               |
| Q7. Monitoring labor scheduling techniques                                | 2.91       | 0.88               | 3.66       | 0.86               |
| Q8. Analyzing personnel needs and developing workforce plans              | 3.56       | 0.96               | 3.96       | 0.40               |
| Q9. Positioning the employees to meet the organization's vision           | 4.16       | 0.81               | 4.20       | 0.58               |
| Q10. Providing employees with challenging projects                        | 3.92       | 0.86               | 3.76       | 0.77               |
| Q11. Employee training and development                                    | 3.92       | 0.86               | 4.24       | 0.83               |
| Q12. Encouraging employees to look at old problems or methods in new ways | 4.36       | 0.56               | 3.92       | 0.81               |
| Q13. Taking risks to build new products or services                       | 3.91       | 0.88               | 3.62       | 0.92               |
| Q14. Sharing decision making with employees/group members                 | 4.00       | 0.91               | 3.80       | 1.00               |
| Q15. Comparing actual performance to be a predetermined standard          | 3.36       | 0.81               | 3.68       | 0.94               |
| Q16. Willing to go extra miles for others                                 | 4.44       | 0.65               | 4.20       | 0.86               |
| Q17. Adapting different styles to deal with different situations          | 4.04       | 0.88               | 4.08       | 0.81               |

TABLE VI (Continued)

| Leadership and Management Skills  | OTIA       |                    |            |                    |
|---|------------|--------------------|------------|--------------------|
|   | Leadership |                    | Management |                    |
|   | Mean       | Standard Deviation | Mean       | Standard Deviation |
| Q18. Trying to look at the situation from the other person's point of view                                    | 4.16       | 0.68               | 4.28       | 0.89               |
| Q19. Setting up performance standards   | 3.72       | 0.93               | 4.08       | 0.86               |
| Q20. Showing consistency between actions and words  | 4.60       | 0.64               | 4.68       | 0.47               |
| Q21. Promoting an environment where there is a sense of teamwork  | 4.44       | 0.71               | 4.60       | 0.57               |
| Q22. Behaving the same from situation to situation  | 4.08       | 0.86               | 4.20       | 0.81               |
| Q23. Creating a vision to meet organizational and employees needs   | 4.16       | 0.91               | 4.00       | 0.58               |
| Q24. Giving employees more responsibility and autonomy  | 3.88       | 0.72               | 3.92       | 0.86               |
| Q25. Specifying who has the authority to accomplish certain tasks   | 3.96       | 1.01               | 4.28       | 0.73               |
| Q26. Caring more about <u>how</u> something works rather than <u>how well</u> it works                        | 2.64       | 1.15               | 2.88       | 1.05               |
| Q27. Establishing policies, rules, and procedures to coordinate the work flow                                 | 3.44       | 1.00               | 4.36       | 0.75               |
| Q28. Getting people to look beyond their self-interest for the sake of the team and the organization          | 4.32       | 0.85               | 4.28       | 0.89               |
| Q29. Explaining organizational policies, rules, and procedures  | 3.44       | 0.96               | 4.24       | 0.59               |
| Q30. Evaluating employee's performance based on how much he/she improved rather than comparing them to others | 3.84       | 0.98               | 3.66       | 1.04               |
| N=26  |            |                    |            |                    |

## Leadership and Management Skills Rating By Category

### Oklahoma Restaurant Association

TABLE VII shows the leadership and management skill ratings by category based on the input of ORA members. The mean scores for planning, teamwork, administration, human resources were higher for management. In leadership, there were no clear cut differences between the importance of the leadership in any of the skills.

### Oklahoma Hotel and Motel Association

TABLE VIII shows the leadership and management skill ratings by category based on the input of OHMA members. The means for leadership planning indicated no difference between leadership and management. The highest difference was in management administration, which indicated that the category was more important to management than leadership. The members indicated that leadership vision and leadership problem solving was a slightly more important for leadership than management.

### Oklahoma Travel Industry Association

TABLE IX identified the leadership and management skill ratings by category based on the input of OTIA members. OTIA members indicated a minimal difference between leadership and management for leadership planning, but for management planning, there was a larger difference in mean scores.

TABLE VII  
LEADERSHIP AND MANAGEMENT SKILLS RATINGS BASED ON QUESTIONS  
CATEGORY FOR RESPONDENTS OF OKLAHOMA RESTAURANT  
ASSOCIATION (ORA)

| Leadership and Management Skills<br>Based on Question Category | ORA        |                       |            |                       |
|--|------------|-----------------------|------------|-----------------------|
|  | Leadership |                       | Management |                       |
|  | Mean       | Standard<br>Deviation | Mean       | Standard<br>Deviation |
| <u>Leadership Planning</u><br>Q17                              | 4.09       | 0.83                  | 4.24       | 0.76                  |
| <u>Leadership Vision</u><br>Q2, Q9, Q16, Q20, Q23              | 4.32       | 0.47                  | 4.31       | 0.44                  |
| <u>Leadership Teamwork</u><br>Q4, Q10, Q13, Q24, Q28           | 3.99       | 0.53                  | 4.02       | 0.54                  |
| <u>Leadership Problem Solving</u><br>Q6, Q12, Q14, Q18         | 3.94       | 0.61                  | 3.93       | 0.62                  |
| <u>Leadership Human Resources</u><br>Q21, Q30                  | 4.20       | 0.59                  | 4.39       | 0.55                  |
| <u>Management Planning</u><br>Q1, Q5, Q8, Q19, Q22             | 3.78       | 0.52                  | 4.03       | 0.51                  |
| <u>Management Teamwork</u><br>Q3, Q11, Q15, Q25                | 3.91       | 0.56                  | 4.25       | 0.51                  |
| <u>Management Administration</u><br>Q7                         | 3.55       | 0.97                  | 4.28       | 0.73                  |
| <u>Management Human Resources</u><br>Q27, Q29                  | 3.89       | 0.79                  | 4.25       | 0.73                  |
| <u>Management Quality Assurance</u><br>Q26                     | 3.12       | 1.07                  | 3.20       | 1.00                  |
| N=105  |            |                       |            |                       |

TABLE VIII  
LEADERSHIP AND MANAGEMENT SKILLS RATINGS BASED ON QUESTIONS  
CATEGORY FOR RESPONDENTS OF OKLAHOMA HOTEL AND MOTEL  
ASSOCIATION (OHMA)

| Leadership and Management Skills<br>Based on Question Category | OHMA       |                       |            |                       |
|--|------------|-----------------------|------------|-----------------------|
|  | Leadership |                       | Management |                       |
|  | Mean       | Standard<br>Deviation | Mean       | Standard<br>Deviation |
| <u>Leadership Planning</u><br>Q17                              | 3.89       | 0.98                  | 3.89       | 1.021                 |
| <u>Leadership Vision</u><br>Q2, Q9, Q16, Q20, Q23              | 4.42       | 0.51                  | 4.25       | 0.56                  |
| <u>Leadership Teamwork</u><br>Q4, Q10, Q13, Q24, Q28           | 4.08       | 0.55                  | 4.05       | 0.55                  |
| <u>Leadership Problem Solving</u><br>Q6, Q12, Q14, Q18         | 4.04       | 0.65                  | 3.92       | 0.68                  |
| <u>Leadership Human Resources</u><br>Q21, Q30                  | 4.10       | 0.83                  | 4.28       | 0.62                  |
| <u>Management Planning</u><br>Q1, Q5, Q8, Q19, Q22             | 3.72       | 0.54                  | 4.10       | 0.45                  |
| <u>Management Teamwork</u><br>Q3, Q11, Q15, Q25                | 3.74       | 0.60                  | 4.27       | 0.53                  |
| <u>Management Administration</u><br>Q7                         | 3.27       | 1.12                  | 4.02       | 0.85                  |
| <u>Management Human Resources</u><br>Q27, Q29                  | 3.68       | 1.04                  | 4.31       | 0.64                  |
| <u>Management Quality Assurance</u><br>Q26                     | 3.31       | 1.16                  | 3.32       | 1.20                  |
| N=38   |            |                       |            |                       |

TABLE IX

LEADERSHIP AND MANAGEMENT SKILLS RATINGS BASED ON QUESTIONS  
CATEGORY FOR RESPONDENTS OF OKLAHOMA TRAVEL INDUSTRY  
ASSOCIATION (OTIA)

| Leadership and Management Skills<br>Based on Question Category | OTIA       |                       |            |                       |
|--|------------|-----------------------|------------|-----------------------|
|  | Leadership |                       | Management |                       |
|  | Mean       | Standard<br>Deviation | Mean       | Standard<br>Deviation |
| <u>Leadership Planning</u>                                     |            |                       |            |                       |
| Q17  | 4.04       | 0.88                  | 4.08       | 0.81                  |
| <u>Leadership Vision</u>                                       |            |                       |            |                       |
| Q2, Q9, Q16, Q20, Q23  | 4.38       | 0.43                  | 4.25       | 0.37                  |
| <u>Leadership Teamwork</u>                                     |            |                       |            |                       |
| Q4, Q10, Q13, Q24, Q28   | 4.02       | 0.47                  | 3.92       | 0.50                  |
| <u>Leadership Problem Solving</u>                              |            |                       |            |                       |
| Q6, Q12, Q14, Q18  | 4.07       | 0.51                  | 4.01       | 0.65                  |
| <u>Leadership Human Resources</u>                              |            |                       |            |                       |
| Q21, Q30   | 4.14       | 0.66                  | 4.12       | 0.62                  |
| <u>Management Planning</u>                                     |            |                       |            |                       |
| Q1, Q5, Q8, Q19, Q22   | 3.60       | 0.56                  | 4.01       | 0.53                  |
| <u>Management Teamwork</u>                                     |            |                       |            |                       |
| Q3, Q11, Q15, Q25  | 3.83       | 0.59                  | 4.14       | 0.57                  |
| <u>Management Administration</u>                               |            |                       |            |                       |
| Q7   | 2.91       | 0.88                  | 3.66       | 0.86                  |
| <u>Management Human Resources</u>                              |            |                       |            |                       |
| Q27, Q29   | 3.44       | 0.82                  | 4.30       | 0.59                  |
| <u>Management Quality Assurance</u>                            |            |                       |            |                       |
| Q26  | 2.64       | 1.15                  | 2.88       | 1.05                  |
| N=26   |            |                       |            |                       |



The largest difference in mean scores was for management administration, which indicated that it was more important to management than leadership. Compared to ORA, the members of OTIA put a heavier emphasis on leadership vision, leadership teamwork, and leadership human resources.

### Comparison of Leadership and Management Skills

The correlated t-test assumes null hypothesis that there is no difference between leadership and management skills. A negative significant difference would indicate a stronger emphasis toward leadership skills and a positive significant difference would indicate a stronger emphasis toward management skills.

#### Oklahoma Restaurant Association

The categories of leadership planning, vision, teamwork, problem solving, and human resources skills; and management planning, teamwork, administration, human resources, and quality assurance skills were analyzed to determine if a difference existed between the responses for leadership and management skills among key members of the ORA. A correlated t-test was performed with the results presented in TABLE X.

TABLE X shows leadership human resources t-value was statistically significant ( $t=3.399$ ,  $df=102$ ,  $p=.0001$ ) indicating that there is a difference between leadership and management, and the positive value indicated that management skills in the category were more important than leadership skills.

TABLE X  
CORRELATED T-TEST FOR CATEGORIES OF LEADERSHIP AND  
MANAGEMENT SKILLS FOR RESPONDENTS OF OKLAHOMA RESTAURANT  
ASSOCIATION (ORA)

| Skills<br>Category              | df  | Difference Score |                       | t      | p      |
|---------------------------------|-----|------------------|-----------------------|--------|--------|
|                                 |     | Mean             | Standard<br>Deviation |        |        |
| Leadership Planning             | 100 | 0.01             | 0.40                  | 0.394  | 0.6941 |
| Leadership Vision               | 101 | -0.01            | 0.38                  | -0.415 | 0.6788 |
| Leadership Teamwork             | 100 | 0.01             | 0.40                  | 0.394  | 0.6941 |
| Leadership Problem<br>Solving   | 98  | -0.02            | 0.47                  | -0.424 | 0.6721 |
| Leadership Human<br>Resources   | 102 | 0.17             | 0.50                  | 3.399* | 0.0010 |
| Management Planning             | 101 | 0.25             | 0.50                  | 5.197* | 0.0001 |
| Management Teamwork             | 99  | 0.33             | 0.58                  | 5.733* | 0.0001 |
| Management<br>Administration    | 99  | 0.70             | 1.09                  | 6.397* | 0.0001 |
| Management Human<br>Resources   | 102 | 0.35             | 0.76                  | 4.652* | 0.0001 |
| Management Quality<br>Assurance | 101 | 0.09             | 0.77                  | 1.154  | 0.2512 |

\* t value is statistically significant,  $p < .05$

The t-value for management planning ( $t=5.197$ ,  $df=101$ ,  $p=.0001$ ), management teamwork ( $t=5.733$ ,  $df=55$ ,  $p=.0001$ ), management administration ( $t=6.397$ ,  $df=99$ ,  $p=.0001$ ), and management human resources ( $t=4.652$ ,  $df=102$ ,  $p=.0001$ ) had t values that were statistically significant, indicating that there are differences between leadership and management skill categories, and the positive values indicate that management skills were more important than leadership skills.

TABLE XI  
CORRELATED T-TEST FOR CATEGORIES OF LEADERSHIP AND  
MANAGEMENT SKILLS FOR RESPONDENTS OF OKLAHOMA HOTEL AND  
MOTEL ASSOCIATION (OHMA)

| Skills<br>Category              | df | Difference Score |                       | t      | p      |
|---------------------------------|----|------------------|-----------------------|--------|--------|
|                                 |    | Mean             | Standard<br>Deviation |        |        |
| Leadership Planning             | 38 | 0.68             | 0.47                  | 8.953* | 0.0001 |
| Leadership Vision               | 36 | -0.16            | 0.46                  | -2.098 | 0.0431 |
| Leadership Teamwork             | 36 | -0.03            | 0.51                  | -0.385 | 0.7019 |
| Leadership Problem<br>Solving   | 37 | -0.11            | 0.70                  | -0.986 | 0.3307 |
| Leadership Human<br>Resources   | 37 | 0.17             | 0.64                  | 1.649  | 0.1077 |
| Management Planning             | 35 | 0.38             | 0.43                  | 5.235* | 0.0001 |
| Management Teamwork             | 37 | 0.54             | 0.72                  | 4.518* | 0.0001 |
| Management<br>Administration    | 37 | 0.75             | 1.29                  | 3.541* | 0.0011 |
| Management Human<br>Resources   | 37 | 0.62             | 1.06                  | 3.556* | 0.0011 |
| Management Quality<br>Assurance | 37 | 0.02             | 0.83                  | 0.197  | 0.8446 |

\* t value is statistically significant,  $p < .05$

#### Oklahoma Hotel and Motel Association

The categories of leadership planning, vision, teamwork, problem solving, and human resources skills; and management planning, teamwork, administration, human resources, and quality assurance skills were analyzed to determine if a difference existed between the responses for leadership and management skills among key members of the OHMA. A correlated t-test was performed and the results are presented in TABLE XI.

TABLE XI shows the leadership planning t-value was statistically significant ( $t=8.953$ ,  $df=38$ ,  $p=.0001$ ) indicating that there is a difference between leadership and

TABLE XII

CORRELATED T-TEST FOR CATEGORIES OF LEADERSHIP AND  
MANAGEMENT SKILLS FOR RESPONDENTS OF OKLAHOMA TRAVEL  
INDUSTRY ASSOCIATION (OTIA)

| Skills<br>Category              | df | Difference Score |                       | t      | p      |
|---------------------------------|----|------------------|-----------------------|--------|--------|
|                                 |    | Mean             | Standard<br>Deviation |        |        |
| Leadership Planning             | 26 | 0.61             | 0.49                  | 6.324* | 0.0001 |
| Leadership Vision               | 23 | -0.13            | 0.46                  | -1.332 | 0.1963 |
| Leadership Teamwork             | 23 | -0.11            | 0.34                  | -1.593 | 0.1253 |
| Leadership Problem<br>Solving   | 25 | -0.06            | 0.44                  | -0.680 | 0.5025 |
| Leadership Human<br>Resources   | 24 | -0.02            | 0.37                  | -0.271 | 0.7881 |
| Management Planning             | 23 | 0.38             | 0.37                  | 4.877* | 0.0001 |
| Management Teamwork             | 25 | 0.31             | 0.59                  | 2.618* | 0.0151 |
| Management<br>Administration    | 24 | 0.75             | 1.18                  | 3.090* | 0.0052 |
| Management Human<br>Resources   | 25 | 0.86             | 0.84                  | 5.070* | 0.0001 |
| Management Quality<br>Assurance | 25 | 0.24             | 1.05                  | 1.140  | 0.2652 |

\* t value is statistically significant,  $p < .05$

management, and the positive value indicates that management skills in this category were more important than leadership skills in this category.

The t-value for management planning ( $t=5.235$ ,  $df=35$ ,  $p=.0001$ ), management teamwork ( $t=4.518$ ,  $df=37$ ,  $p=.0001$ ), management administration ( $t=3.541$ ,  $df=37$ ,  $p=.0001$ ), and management human resources ( $t=3.556$ ,  $df=37$ ,  $p=.0001$ ) indicated that t-values were statistically significant, indicating that there were differences between leadership and management skills, and the positive values indicate that management skills was more important than leadership skills.

### Oklahoma Travel Industry Association

The categories of leadership planning, vision, teamwork, problem solving, and human resources skills; and management planning, teamwork, administration, human resources, and quality assurance skills were analyzed to determine if a difference existed between the responses for leadership and management skills among key members of the OTIA. A correlated t-test was performed and the results are presented in TABLE XII.

TABLE XII shows leadership planning t-value was statistically significant ( $t=6.324$ ,  $df=26$ ,  $p=.0001$ ) indicating, that there is a difference between leadership and management, and the positive value indicates that management skills in this category were more important than leadership skills. The t-value for management planning ( $t=4.877$ ,  $df=23$ ,  $p=.0001$ ), management teamwork ( $t=2.618$ ,  $df=25$ ,  $p=.0001$ ), management administration ( $t=3.090$ ,  $df=24$ ,  $p=.0001$ ), and management human resources ( $t=5.070$ ,  $df=25$ ,  $p=.0001$ ) were statistically significant indicating that there is a difference between leadership and management skills, and the positive values indicate that management skills were more important than leadership skills. leadership planning t-value was statistically significant ( $t=6.324$ ,  $df=26$ ,  $p=.0001$ ) indicating, that there is a difference between leadership and management, and the positive value indicates that management skills in this category were more important than leadership skills.

## Leadership and Management Characteristics

### Oklahoma Restaurant Association

TABLE XIII shows the mean and standard deviation for the responses to the leadership and management characteristic statements related to ORA. The key members of ORA indicated they disagreed with statements Q1, Q2, Q5, Q10, Q12, Q13, and Q19 and agreed with statements Q4, Q7, Q9, Q15, and Q17. They were neutral for statements Q3, Q6, Q8, Q11, Q18 and Q20.

### Oklahoma Hotel and Motel Association

TABLE XIV shows the mean and standard deviation for the responses to the leadership and management characteristic statements related to OHMA. The key members of OHMA they disagreed with statement Q1, Q2, Q5, Q10, Q12, Q13, and Q19 and agreed with Q4, Q15, and Q17. They were neutral on statements Q3, Q4, Q6, Q7, Q8, Q9, Q11, Q18 and Q20.

### Oklahoma Travel Industry Association

TABLE XV shows the mean and standard deviation for the responses to the leadership and management characteristic statements related to OTIA. The key members of OTIA indicated they disagreed with Q1, Q2, Q5, Q10, Q12, Q13, and Q19 and agreed with statement Q7, Q14, Q15, Q16 and Q17. They were neutral on statement Q3, Q4, Q6, Q8, Q9, Q11, Q18 and Q20.

TABLE XIII

LEADERSHIP AND MANAGEMENT CHARACTERISTICS RATINGS FOR  
RESPONDENTS OF OKLAHOMA RESTAURANT ASSOCIATION (ORA)

| Leadership and Management<br>Characteristics   | ORA  |                       |
|--|------|-----------------------|
|  | Mean | Standard<br>Deviation |
| 1. Leaders are born, not made  | 1.92 | 0.68                  |
| 2. A managers cannot be a leader   | 1.38 | 0.62                  |
| 3. Charisma is a necessary leadership<br>quality                                     | 2.85 | 0.68                  |
| 4. A manager's job is making sure that<br>employees do their jobs                    | 3.08 | 0.68                  |
| 5. Leaders can never be wrong  | 1.31 | 0.59                  |
| 6. Management is about coping with<br>complexity                                     | 2.84 | 0.67                  |
| 7. Leadership means being consistent   | 3.22 | 0.64                  |
| 8. Managers are risk takers  | 2.71 | 0.68                  |
| 9. Leaders must be able to perform the<br>jobs of the followers                      | 3.00 | 0.84                  |
| 10. Followers can never lead   | 1.89 | 0.58                  |
| 11. Managers make decisions for<br>employees to follow                               | 2.86 | 0.60                  |
| 12. Women are too soft to be leaders   | 1.40 | 0.67                  |
| 13. Managers only need to have technical<br>skills to succeed                        | 1.53 | 0.64                  |
| 14. Implementing change demands<br>leadership  | 3.24 | 0.65                  |
| 15. Management focuses on profit   | 2.83 | 0.65                  |
| 16. Leaders should always know the goal<br>in advance                                | 3.21 | 0.61                  |
| 17. Management organizes people and<br>resources to implement the plan               | 3.32 | 0.49                  |
| 18. Leadership is better than management   | 2.23 | 0.80                  |
| 19. Managers can never be wrong  | 1.30 | 0.46                  |
| 20. Management is doing the right things<br>and leadership is doing the things right | 2.60 | 0.78                  |

N=107

TABLE XIV

LEADERSHIP AND MANAGEMENT CHARACTERISTICS RATINGS FOR  
RESPONDENTS OF OKLAHOMA HOTEL AND MOTEL ASSOCIATION (OHMA)

| Leadership and Management<br>Characteristics   | OHMA |                       |
|--|------|-----------------------|
|  | Mean | Standard<br>Deviation |
| 1. Leaders are born, not made  | 1.86 | 0.66                  |
| 2. A managers cannot be a leader   | 1.52 | 0.68                  |
| 3. Charisma is a necessary leadership<br>quality                                     | 2.83 | 0.79                  |
| 4. A manager's job is making sure that<br>employees do their jobs                    | 2.86 | 0.74                  |
| 5. Leaders can never be wrong  | 1.39 | 0.75                  |
| 6. Management is about coping with<br>complexity                                     | 2.70 | 0.70                  |
| 7. Leadership means being consistent   | 2.76 | 0.94                  |
| 8. Managers are risk takers  | 2.97 | 0.59                  |
| 9. Leaders must be able to perform the<br>jobs of the followers                      | 2.84 | 0.97                  |
| 10. Followers can never lead   | 1.78 | 0.74                  |
| 11. Managers make decisions for<br>employees to follow                               | 2.78 | 0.62                  |
| 12. Women are too soft to be leaders   | 1.23 | 0.43                  |
| 13. Managers only need to have technical<br>skills to succeed                        | 1.45 | 0.50                  |
| 14. Implementing change demands<br>leadership  | 3.32 | 0.57                  |
| 15. Management focuses on profit   | 2.94 | 0.62                  |
| 16. Leaders should always know the goal<br>in advance                                | 3.28 | 0.69                  |
| 17. Management organizes people and<br>resources to implement the plan               | 3.27 | 0.45                  |
| 18. Leadership is better than management   | 2.51 | 0.86                  |
| 19. Managers can never be wrong  | 1.34 | 0.62                  |
| 20. Management is doing the right things<br>and leadership is doing the things right | 2.51 | 0.93                  |
| N=38   |      |                       |



TABLE XV

LEADERSHIP AND MANAGEMENT CHARACTERISTICS RATINGS FOR  
RESPONDENTS OF OKLAHOMA TRAVEL INDUSTRY ASSOCIATION (OTIA)

| Leadership and Management<br>Characteristics   | OTIA |                       |
|--|------|-----------------------|
|  | Mean | Standard<br>Deviation |
| 1. Leaders are born, not made  | 1.96 | 0.66                  |
| 2. A managers cannot be a leader   | 1.46 | 0.70                  |
| 3. Charisma is a necessary leadership<br>quality                                     | 2.64 | 0.63                  |
| 4. A manager's job is making sure that<br>employees do their jobs                    | 2.76 | 0.58                  |
| 5. Leaders can never be wrong  | 1.07 | 0.27                  |
| 6. Management is about coping with<br>complexity                                     | 2.96 | 0.34                  |
| 7. Leadership means being consistent   | 3.00 | 0.74                  |
| 8. Managers are risk takers  | 2.76 | 0.59                  |
| 9. Leaders must be able to perform the<br>jobs of the followers                      | 2.73 | 0.87                  |
| 10. Followers can never lead   | 1.80 | 0.74                  |
| 11. Managers make decisions for<br>employees to follow                               | 2.69 | 0.61                  |
| 12. Women are too soft to be leaders   | 1.57 | 0.90                  |
| 13. Managers only need to have technical<br>skills to succeed                        | 1.40 | 0.50                  |
| 14. Implementing change demands<br>leadership  | 3.26 | 0.60                  |
| 15. Management focuses on profit   | 3.00 | 0.56                  |
| 16. Leaders should always know the goal<br>in advance                                | 3.38 | 0.63                  |
| 17. Management organizes people and<br>resources to implement the plan               | 3.30 | 0.54                  |
| 18. Leadership is better than management   | 2.29 | 0.80                  |
| 19. Managers can never be wrong  | 1.34 | 0.68                  |
| 20. Management is doing the right things<br>and leadership is doing the things right | 2.64 | 0.81                  |

N=26

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

The purpose of this study was to assess the understanding of the differences between leadership and management among key members of the Oklahoma Restaurant Association (ORA), Oklahoma Hotel and Motel Association (OHMA), Oklahoma Travel Industry Association (OTIA). The specific objective of the study was to determine whether the member of ORA, OHMA, and OTIA were able to distinguish the differences between leadership and management.

The population for the study included key members of Oklahoma Restaurant Association (ORA), Oklahoma Hotel and Motel Association (OHMA), and Oklahoma Travel Industry Association (OTIA) (n=1313) and was based on the 1997 membership list of each organization.

A Likert scale survey instrument was used to accomplish the objectives of the study. The instrument contained three parts: level of importance for leadership and management skills, level of agreement for leadership and management characteristic statements, and demographic information.

Questionnaires were mailed to the key members of Oklahoma Restaurant Association (ORA), Oklahoma Hotel and Motel Association (OHMA), and Oklahoma Travel Industry Association (OTIA). Responses from 171 (13%) key members were returned. Data was analyzed using frequencies, t-Test, and Reliability Coefficient.

## Conclusions

### Individual Leadership and Management Skills

Responses from key members of ORA regarding leadership and management skills identified an emphasis toward management skills among the members. Key members of ORA indicated there was no difference between leadership and management skills, and that leadership and management are interchangeable. This appears to be consistent with the nature of the restaurant business, focused on daily operations and what works.

Key members of OHMA and OTIA indicated a somewhat more balanced perspective regarding leadership and management skills. They indicated differences between leadership and management skills did exist in some specific areas, but overall identified management skills as being more important than leadership skills. Like ORA, members of OHMA and OTIA felt that leadership and management are interchangeable. OHMA and OTIA responses may also be reflective of the nature of the hospitality industry represented by the respective associations. Members of both OHMA and OTIA tend to utilize advance more planning techniques for guests and employees in the hotel and tourism industries than the restaurant industry.

### Leadership and Management Skills Categories

Key members of ORA, OHMA and OTIA indicated there was a significant difference between leadership and management skills in four of the five management skill categories; planning, teamwork, administration and human resources. Management skills were identified as being more important than leadership skills in each of the four categories.

Key members of ORA indicated there was a significant difference between leadership and management skills in the leadership human resources category, but management skills were more important in this category. This indicates that the leadership human resources skills that were included in this category are viewed by the respondents as management skills. This contradicts previous research and information regarding leadership which was discovered during the study.

Key members of OHMA and OTIA indicated there was a significant difference between leadership and management skills in the leadership planning category, but management skills were weighted as more important in this category also. This also contradicts previous leadership research.

Responses from all three associations emphasize the importance of management rather than leadership. The fact that there were minimal significant differences in the leadership skill categories and that when a significant difference occurred it was weighted toward a higher level of importance for management skills suggests that key members of each association either are not aware of the differences between leadership and management skills, or do not practice the different utilization of leadership and management skills.

### Leadership and Management Characteristics

When considering the leadership and management characteristic statements, there was agreement among key members of ORA and OHMA that managers make sure employees do their jobs. Key members of ORA and OTIA agreed that leadership included being consistent. Members of all three associations agreed that management focused on people, organized resources, and fit people to the plan.

Members of all three associations disagreed with the following leadership and management characteristic statements: leaders are born not made, managers cannot be a leader, leaders can never be wrong, followers can never lead, women are too soft to be leaders, managers only need technical skills, and managers can never be wrong.

Key members of all three associations reported being neutral on the following leadership and management characteristic statements: charisma is necessary for leadership, management copes with complexity, managers are risk takers, managers make decisions for employees to follow, leadership is better than management and that management is doing the right thing and leadership is doing the things right. The characteristic statement "management is doing the right thing and leadership is doing things right" was purposely misstated on the questionnaire to determine if respondents understood of one of the key differences between leadership and management.

The results of this study related to leadership and management characteristics agreed with the results of leadership and management skills assessment. Key members of each association, ORA, OHMA and OTIA are focused on management and do not perceive there is a difference between leadership and management, leadership and

management are integrated, and members of all three associations focus on how to get the job done.

Previous research has shown that differences between leadership and management have existed, and have been clearly identified, for several thousand years. Modern theorists and practitioners continue to articulate these differences and develop new methodologies for implementing leadership and management practices. Based on the results of this study it is clear that the hospitality industry could be enhanced if managers and operators understood and implemented the skills and characteristics associated with leadership and management on a daily basis in their operations.

### Recommendations

Based on the results of this study the following recommendations are offered for professional development and for further research

1. Members of Oklahoma Restaurant Association (ORA), Oklahoma Hotel and Motel Association (OHMA), and Oklahoma Travel Industry Association (OTIA) should continue to improve their understanding of the differences between leadership and management skills, and characteristics.
2. ORA, OHMA, and OTIA should continue to provide seminars or training programs that can educate members and about the differences in theory and practice related to leadership and management.
3. ORA, OHMA, and OTIA should provide training to the members on how to implement different leadership and management skills when needed.

4. Members of ORA, OHMA, and OTIA should emphasize the importance of continuing education and better training programs in leadership and management for their employees to improve their vision of the organization, increase in effective teamwork, improve work and problem solving, and create a better work environment.

#### Recommendations for Future Research

1. Future research should assess whether management in the future requires integrates leadership skills or blends both leadership and management skills together to be effective as a manager.
2. Future research should be conducted on hospitality employees at different levels in organizations to determine if they perceive any difference between leadership and management.

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## APPENDIXES

APPENDIX A

AN ASSESSMENT OF LEADERSHIP AND MANAGEMENT  
QUESTIONNAIRE



# Oklahoma Restaurant Association

3800 N. Portland • Oklahoma City, OK 73112-2948  
 (405) 942-8181 • (800) 375-8181  
 FAX (405) 942-0541

September 26, 1997

Greetings,

I am writing to ask for 12-15 minutes of your time to complete the enclosed survey. This study entitled, An Assessment of Leadership and Management Practices Among Members of the Oklahoma Restaurant Association (ORA). As a participant in this study, you have the option to receive an abstract of the results of this study. Information discovered through this study will be used to help to develop educational training seminars for management personnel in the hospitality industry.

Ingrid Goesnar, a graduate student in Hotel and Restaurant Administration at Oklahoma State University (Stillwater), will spend the next several months as part of her master's degree, compiling data that will benefit our industry. Dr. Bill Ryan, Interim Director and Assistant Professor at the School of Hotel and Restaurant Administration at Oklahoma State University (Stillwater), will be working with Ingrid on this project.

Thank you for participating in this project. Your input is extremely important to the outcome of this study. Your response will remain anonymous. This form has an identification number on it for mailing purposes only. We would like to request you to take a few minutes to complete this survey and mail it in the prepaid envelope provided by October 23, 1997.

If you have any questions or need further assistance, please call us at (405) 744-6713, or contact Gay Clarkson, Institutional Review Board Secretary, 304 Whitehurst, Oklahoma State University, Stillwater, OK 75078; (405) 744-5700. We look forward to receiving your response, thank you again.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert T. Clift".

Robert T. Clift  
 Executive Director  
 ORA

A handwritten signature in black ink, appearing to read "Ingrid".

Ingrid Goesnar  
 Graduate Research Assistant  
 HRAD

A handwritten signature in black ink, appearing to read "Bill Ryan".

Dr. Bill Ryan  
 Interim Director  
 & Assistant Professor  
 HRAD



September 25, 1997

Greetings,

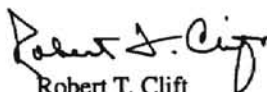
I am writing to ask for 12-15 minutes of your time to complete the enclosed survey. This study entitled, An Assessment of Leadership and Management Practices Among Members of the Oklahoma Hotel and Motel Association (OHMA). As a participant in this study, you have the option to receive an abstract of the results of this study. Information discovered through this study will be used to help to develop educational training seminars for management personnel in the hospitality industry.


Ingrid Goesnar, a graduate student in Hotel and Restaurant Administration at Oklahoma State University (Stillwater), will spend the next several months as part of the her master's degree, compiling data that will benefit our industry. Dr. Bill Ryan, Interim Director and Assistant Professor at the School of Hotel and Restaurant Administration at Oklahoma State University (Stillwater), will be working with Ingrid on this project.


Thank you for participating in this project. Your input is extremely important to the outcome of this study. Your response will remain anonymous. This form has an identification number on it for mailing purposes only. We would like to request you to take a few minutes to complete this survey and mail it in the prepaid envelope provided by October 23, 1997.

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Sincerely,

  
 Robert T. Clift  
 Executive Director  
 OHMA

  
 Ingrid Goesnar  
 Graduate Research Assistant  
 HRAD

  
 Dr. Bill Ryan  
 Interim Director  
 & Assistant Professor  
 HRAD



# Oklahoma Travel Industry Association

3800 N. Portland  
Oklahoma City, OK 73112-2948  
(405) 942-1121  
FAX (405) 942-0541

September 26, 1997

Greetings,

I am writing to ask for 12-15 minutes of your time to complete the enclosed survey. This study entitled, An Assessment of Leadership and Management Practices Among Members of the Oklahoma Travel Industry Association (OTIA). As a participant in this study, you have the option to receive an abstract of the results of this study. Information discovered through this study will be used to help to develop educational training seminars for management personnel in the hospitality industry.

Ingrid Goesnar, a graduate student in Hotel and Restaurant Administration at Oklahoma State University (Stillwater), will spend the next several months as part of her master's degree, compiling data that will benefit our industry. Dr. Bill Ryan, Interim Director and Assistant Professor at the School of Hotel and Restaurant Administration at Oklahoma State University (Stillwater), will be working with Ingrid on this project.

Thank you for participating in this project. Your input is extremely important to the outcome of this study. Your response will remain anonymous. This form has an identification number on it for mailing purposes only. We would like to request you to take a few minutes to complete this survey and mail it in the prepaid envelope provided by October 23, 1997.

If you have any questions or need further assistance, please call us at (405) 744-6713, or contact Gay Clarkson, Institutional Review Board Secretary, 304 Whitehurst, Oklahoma State University, Stillwater, OK 75078; (405) 744-5700. We look forward to receiving your response, thank you again.

Sincerely,

A handwritten signature in cursive script that reads "Debra Bailey".

Debra S. Bailey  
Executive Director  
OTIA

A handwritten signature in cursive script that reads "Ingrid".

Ingrid Goesnar  
Graduate Research Assistant  
HRAD

A handwritten signature in cursive script that reads "Bill Ryan".

Dr. Bill Ryan  
Interim Director  
& Assistant Professor  
HRAD



## AN ASSESSMENT OF LEADERSHIP AND MANAGEMENT PRACTICES

This survey will take approximately 12 to 15 minutes to complete. It consists of 3 sections. Section I asks you to describe the level of importance of each practice with regard to leadership and management. Section II lists a number of statements about leadership and management and asks you to rank your level of agreement with each. Section III asks demographic questions. For the purpose of this study please use the following definitions:

- **Leadership:** The process of creating an organizational vision and aligning resources (human, physical, informational, and financial) to help the members of the organization to work collectively to exceed the vision.
- **Management:** Planning, organizing and controlling processes which utilize an organization's resources (human, physical informational, and financial) appropriately to achieve goals in an effective and efficient way.

## Section I: Leadership and Management Skills

Circle the level of importance from 1 to 5 to indicate the level of importance of skills required in leadership and management

Rating Scale: 1-No Importance

2-Minor Importance

3-Moderate Importance

4-Major Importance

5-Critical Importance

|  | LEVEL OF IMPORTANCE |       |          |       |          |            |       |          |       |          |
|--|---------------------|-------|----------|-------|----------|------------|-------|----------|-------|----------|
|  | LEADERSHIP          |       |          |       |          | MANAGEMENT |       |          |       |          |
|  | None                | Minor | Moderate | Major | Critical | None       | Minor | Moderate | Major | Critical |
| 1. Preparing and evaluating financial plans  | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 2. Inspiring trust and confidence  | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 3. Clarifying employee's assignments   | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 4. Coaching and empowering employees   | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 5. Telling people what to do   | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 6. Willingness to pay a price for team mistakes  | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 7. Monitoring labor scheduling techniques  | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 8. Analyzing personnel needs and developing workforce plans  | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 9. Positioning the employees to meet the organization's vision   | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 10. Providing employees with challenging projects  | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 11. Employee training and development  | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 12. Encouraging employees to look at old problems or methods in new ways                                     | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 13. Taking risks to build new products or services   | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 14. Sharing decision making with employees/group members   | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 15. Comparing actual performance to a predetermined standard   | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 16. Willing to go extra miles for others   | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 17. Adapting different styles to deal with different situations  | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 18. Trying to look at the situation from the other person's point of view                                    | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 19. Setting up performance standards   | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 20. Showing consistency between actions and words  | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 21. Promoting an environment where there is a sense of teamwork  | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 22. Behaving the same from situation to situation  | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 23. Creating a vision to meet organizational and employee needs  | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 24. Giving employees more responsibility and autonomy  | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 25. Specifying who has the authority to accomplish certain tasks   | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 26. Caring more about how something works rather than how well it works                                      | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 27. Establishing policies, rules, and procedures to coordinate the work flow                                 | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 28. Getting people to look beyond their self-interest for the sake of the team and the organization          | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 29. Explaining organizational policies, rules, and procedures  | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |
| 30. Evaluating employee's performance based on how much he/she improved rather than comparing them to others | 1                   | 2     | 3        | 4     | 5        | 1          | 2     | 3        | 4     | 5        |

**Section II: Characteristics of Leadership and Management**

Circle the level of agreement from 1 to 4 for each statement.

Rating Scale: 1 -Strongly Disagree

2 -Disagree

3 -Agree

4 -Strongly Agree

**LEVEL OF AGREEMENT**

|   | LEVEL OF AGREEMENT |          |       |                |
|---|--------------------|----------|-------|----------------|
|   | Strongly Disagree  | Disagree | Agree | Strongly Agree |
| 1. Leaders are born, not made   | 1                  | 2        | 3     | 4              |
| 2. A manager cannot be a leader   | 1                  | 2        | 3     | 4              |
| 3. Charisma is a necessary leadership quality                                     | 1                  | 2        | 3     | 4              |
| 4. A manager's job is making sure that employees do their jobs                    | 1                  | 2        | 3     | 4              |
| 5. Leaders can never be wrong   | 1                  | 2        | 3     | 4              |
| 6. Management is about coping with complexity                                     | 1                  | 2        | 3     | 4              |
| 7. Leadership means being consistent  | 1                  | 2        | 3     | 4              |
| 8. Managers are risk takers   | 1                  | 2        | 3     | 4              |
| 9. Leaders must be able to perform the jobs of the followers                      | 1                  | 2        | 3     | 4              |
| 10. Followers can never lead  | 1                  | 2        | 3     | 4              |
| 11. Managers make decisions for employees to follow                               | 1                  | 2        | 3     | 4              |
| 12. Women are too soft to be leaders  | 1                  | 2        | 3     | 4              |
| 13. Managers only need to have technical skills to succeed                        | 1                  | 2        | 3     | 4              |
| 14. Implementing change demands leadership  | 1                  | 2        | 3     | 4              |
| 15. Management focuses on profit  | 1                  | 2        | 3     | 4              |
| 16. Leaders should always know the goal in advance                                | 1                  | 2        | 3     | 4              |
| 17. Management organizes people and resources to implement the plan               | 1                  | 2        | 3     | 4              |
| 18. Leadership is better than management  | 1                  | 2        | 3     | 4              |
| 19. Managers can never be wrong   | 1                  | 2        | 3     | 4              |
| 20. Management is doing the right things and leadership is doing the things right | 1                  | 2        | 3     | 4              |

**Section III: Demographics**

Please circle one answer or fill in the blank.

- Your gender is (circle one):  
a. Male                      b. Female
- Education completed:  
a. High School                      e. Some Graduate Work  
b. Some College                      f. Masters Degree  
c. Associates Degree                      g. Doctorate Degree  
d. Bachelors Degree                      h. Other (please specify) \_\_\_\_\_
- How long have you been working in your present position?  
a. Less than 1 year                      d. 6 - 10 years  
b. 1 - 2 years                      e. More than 10 years  
c. 3 - 5 years
- How long have you worked in the hospitality industry?  
a. Less than 1 year                      d. 6 - 10 years  
b. 1 - 2 years                      e. More than 10 years  
c. 3 - 5 years
- What segment of the hospitality industry do you work in?  
a. Budget hotel                      e. Family restaurant                      i. Travel agency  
b. Mid-priced hotel                      f. Upscale restaurant                      j. Resort  
c. Luxury hotel                      g. Contract foodservice                      k. Allied member (identify profession)\_\_\_\_  
d. Fast food                      h. Club management                      l. Other (please specify) \_\_\_\_\_

**TURN OVER TO COMPELETE THE SURVEY**

6. Your current position is with:
- Independently owned property
  - Chain, please state the total units in chain \_\_\_\_\_
  - Contract managed property, please state the total units managed \_\_\_\_\_
  - Other, (please specify) \_\_\_\_\_, please state the total units \_\_\_\_\_
7. What was your company's total revenue for the last fiscal year ? \_\_\_\_\_
8. How many units are you responsible for ?
- 1 unit
  - 2 - 4 units
  - 5 - 8 units
  - 9 to 12 units
  - Over 12 units, specify number of units \_\_\_\_\_
9. From which of the following sources did you obtain your current position?
- Promotion from within the company
  - Hired from outside the company (competitors)
  - Hired from outside the hospitality industry
  - Other (please specify) \_\_\_\_\_
10. What is the annual management turnover percentage in your department/company?
- 0 to 10%
  - 11 to 25%
  - 26 to 50%
  - 51 to 75%
  - 76 to 100%
  - 101 to 200%
  - Over 200%
11. What is the principal reason for management turnover in your department / company?
- Promotion
  - Leaving the industry
  - Moving to a competitor
  - Lack of technical knowledge
  - Lack of human relation skills
  - Position too demanding
  - Position not well defined
  - Individuals in position do not obtain sufficient reward satisfaction
  - Other (please specify) \_\_\_\_\_
12. Job Title \_\_\_\_\_
13. Would you like a copy of the survey results?
- Yes
  - No

(If you indicated yes, your information will be held confidential, please provide name and address in the space below)

|          |       |
|----------|-------|
| Name     | _____ |
| Position | _____ |
| Company  | _____ |
| Address  | _____ |

Please return this survey in the prepaid envelope provided to:

Ingrid Julia Goesnar  
 Oklahoma State University  
 College of Human Environmental Sciences  
 School of Hotel and Restaurant Administration  
 210 HES West  
 Stillwater, Oklahoma 74078-6173

**THANK YOU !**

## APPENDIX B

### PILOT STUDY QUESTIONNAIRE

## OKLAHOMA STATE UNIVERSITY



College of Human Environmental Sciences  
 School of Hotel and Restaurant Administration  
 210 HES West  
 Stillwater, Oklahoma 74078-6173  
 405-744-6713; Fax 405-744-6299

July 8, 1997

Dear respondent,

The attached questionnaire is the first part of a study designed to determine the understanding of the differences between leadership and management skills among hospitality industry managers. This study received will received the support of Oklahoma Restaurant Association (ORA), Oklahoma Hotel and Motel Association (OHMA), and Oklahoma Travel Industry Association (OTIA).

Your participation in the pilot study phase of this research project is greatly appreciated. The information gathered in this phase is critically important to the development of the research study. Please take approximately 20 minutes to complete the questionnaire and return it in the postage paid envelope.

Thank you for your time and interest in this research project. If you have any questions about the study, please call (405) 744-8485 or (405) 744-1150.

Sincerely,

Ingrid Julia Goesnar  
 Graduate Research Assistant

The Campaign for OSU



## PILOT TEST

### AN ASSESSMENT OF LEADERSHIP AND MANAGEMENT SKILLS

For the purpose of the pilot test, feel free to write any comments of each question on the side of each questions or at the comment page (the last page of the survey).

This survey will take approximately 20 minutes to complete. It consists of 3 sections. The first section asked you to describe the level of importance of each skill with label to management and leadership. Section two, lists a number of statements about leadership and management and asked you to rank your level of agreement with each. Section three asked about the demographic questions.

For the purpose of this study please use the following definitions:

Management: Planning, organizing and controlling process to make sure that organization's resources (human, financial, physical and financial) function properly to achieve the goal in an effective and efficient way.

Leadership: Creating vision to meet organization and people's needs, persuading, transforming, and leading people's process to reach for a vision the organization and people's agreed upon.

#### Section I: Management and Leadership Skills

Circle the level of importance from 1 to 5 to indicate the level of importance on skills required in management and leadership. The rating scale of importance for each management and leadership skill is:

1. -No Importance
2. -Minor Importance
3. -Moderate Importance
4. -Major Importance
5. -Critical Importance

|  | LEVEL OF IMPORTANCE |       |       |          |          |            |       |       |          |          |
|--|---------------------|-------|-------|----------|----------|------------|-------|-------|----------|----------|
|  | Management          |       |       |          |          | Leadership |       |       |          |          |
|  | No                  | Minor | Major | Moderate | Critical | No         | Minor | Major | Moderate | Critical |
|  | Importance          |       |       |          |          | Importance |       |       |          |          |
| 1. Preparing financial plans   | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 2. Analyzing personnel needs and developing manpower plans           | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 3. Creating inspiring vision to meet organization and employees need | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 4. Sharing the vision of financial performance with employees        | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 5. Setting direction to reach the vision of the organization         | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |

|  | LEVEL OF IMPORTANCE |       |       |          |          |            |       |       |          |          |
|--|---------------------|-------|-------|----------|----------|------------|-------|-------|----------|----------|
|  | Management          |       |       |          |          | Leadership |       |       |          |          |
|  | No                  | Minor | Major | Moderate | Critical | No         | Minor | Major | Moderate | Critical |
|  | Importance          |       |       |          |          | Importance |       |       |          |          |
| 6. Aligning the employees to reach for the organization vision           | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 7. Coaching employees to meet organization's vision                      | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 8. Evaluating financial results related to budgets                       | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 9. Monitoring financial performance                                      | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 10. Listening to employees problems                                      | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 11. Identifying operational problems or issues                           | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 12. Asking questions from different views before solving problems        | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 13. Negotiating with employees to reach the best solution to a problem   | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 14. Developing solutions to operational problems                         | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 15. Willing to revise original decisions when other decisions are better | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 16. Implementing corrective action for operational problems              | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 17. Willing to pay the price for team mistakes                           | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 18. Ability to create preventive action in the company                   |                     |       |       |          |          |            |       |       |          |          |
| 19. Enforcing quality and service standards                              | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 20. Assuring quality customer experiences                                | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 21. Controlling quality of product or service standard                   | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 22. Listening to employees new ideas on services improvement             | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |
| 23. Asking employees for ideas that have long-term payback               | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5        |

LEVEL OF IMPORTANCE

|  | Management |       |       |          |          | Leadership |       |       |          |         |
|--|------------|-------|-------|----------|----------|------------|-------|-------|----------|---------|
|  | No         | Minor | Major | Moderate | Critical | No         | Minor | Major | Moderate | Critic. |
|  | Importance |       |       |          |          | Importance |       |       |          |         |
| 24. Taking risks to build new products or services                         | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 25. Supervising new product/services concept introduction                  | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 26. Rewarding employees new ideas  | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 27. Showing employees how their work fits into the overall company visions | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 28. Letting employees "sign or personalize" their work                     | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 29. Empowering employees on every action they made                         | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 30. Providing employees challenging projects                               | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 31. Giving employees more responsibility and autonomy                      | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 32. Communicating with employees about their job performance               | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 33. Helping employees to grow  | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 34. Preparing employees for promotion                                      | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 35. Conducting formal performance evaluation                               | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 36. Training and development of employees                                  | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 37. Using employees as models  | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 38. Modeling effective supervisory behavior                                | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 39. Monitoring effective labor scheduling technique                        | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 40. Conducting cost benefit analysis for repair and maintenance proposals  | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 41. Effectively managing employee relation issues                          | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 42. Enforcing organizational policies and procedures                       | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 43. Ensuring personnel practices are in compliance with all regulations    | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 44. Monitoring company's personnel policies and practices                  | 1          | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |



|  | LEVEL OF IMPORTANCE |       |       |          |          |            |       |       |          |         |
|--|---------------------|-------|-------|----------|----------|------------|-------|-------|----------|---------|
|  | Management          |       |       |          |          | Leadership |       |       |          |         |
|  | No                  | Minor | Major | Moderate | Critical | No         | Minor | Major | Moderate | Critic. |
|  | Importance          |       |       |          |          | Importance |       |       |          |         |
| 45. Taking disciplinary action when necessary  | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 46. Changing organization policies and procedures to meet the employees needs                | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 47. Minimizing employees turnover  | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 48. Ensuring employees are in compliance with health code                                    | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 49. Monitoring security and safety procedures  | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 50. Gathering consumer research information  | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 51. Assessing competitor's strategic plan  | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 52. Understanding competitor's operations, including marketing and advertising campaigns     | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 53. Supervising the execution of organizational marketing and promotional plans              | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 54. Changing organizational marketing and promotional plans to improve companies performance | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 55. Setting up a friendly competitive environment in the company                             | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |
| 56. Encouraging employees to get involved in the community                                   | 1                   | 2     | 3     | 4        | 5        | 1          | 2     | 3     | 4        | 5       |

## **Section II: Characteristics of Leadership and Management**

Circle the level of agreement from 1 to 4 to indicate the level of agreement for each statement.

The rating scale of agreement for each management and leadership characteristics statement is:

1. -Strongly Disagree
2. -Disagree
3. -Agree
4. -Strongly Agree

|  | LEVEL OF AGREEMENT   |          |       |                   |
|--|----------------------|----------|-------|-------------------|
|  | Strongly<br>Disagree | Disagree | Agree | Strongly<br>Agree |
| 1. Leaders are born not made   | 1                    | 2        | 3     | 4                 |
| 2. A manager cannot be a leader  | 1                    | 2        | 3     | 4                 |
| 3. Charisma is a necessary leadership quality                                      | 1                    | 2        | 3     | 4                 |
| 4. Managers job is making sure that employees do their job right                   | 1                    | 2        | 3     | 4                 |
| 5. Leaders can never be wrong  | 1                    | 2        | 3     | 4                 |
| 6. Management is about coping with complexity                                      | 1                    | 2        | 3     | 4                 |
| 7. Leadership means being consistent   | 1                    | 2        | 3     | 4                 |
| 8. Managers are risk takers  | 1                    | 2        | 3     | 4                 |
| 9. Leaders must be able to perform the jobs of the followers                       | 1                    | 2        | 3     | 4                 |
| 10. Followers can never lead   | 1                    | 2        | 3     | 4                 |
| 11. Managers make decision for employees to follow                                 | 1                    | 2        | 3     | 4                 |
| 12. Women are too soft to be a leader  | 1                    | 2        | 3     | 4                 |
| 13. Managers only need to have technical skills to succeed                         | 1                    | 2        | 3     | 4                 |
| 14. Changes always demands more leadership   | 1                    | 2        | 3     | 4                 |
| 15. Management focuses on profit   | 1                    | 2        | 3     | 4                 |
| 16. Leaders should always know the goal in advance                                 | 1                    | 2        | 3     | 4                 |
| 17. Management is to organize the people and other resources to carry out the plan | 1                    | 2        | 3     | 4                 |
| 19. Leadership is better than management   | 1                    | 2        | 3     | 4                 |
| 18. Managers determine what organization's current and future position and         | 1                    | 2        | 3     | 4                 |
| 20. Management is about doing the right things and leadership is about doing       | 1                    | 2        | 3     | 4                 |

**Section III: Demographic**

Please circle one answer or fill in the blank.

1. Your gender is (check one):
  - a. Male
  - b. Female
2. Education completed:
 

|  |  |
|--|--|
| <ol style="list-style-type: none"> <li>a. High School</li> <li>b. Some College</li> <li>c. Associates</li> <li>d. Bachelors</li> </ol> | <ol style="list-style-type: none"> <li>e. Some Graduate Works</li> <li>f. Masters</li> <li>g. Doctorates</li> <li>h. Other (please specify) _____</li> </ol> |
|--|--|
3. Job Title \_\_\_\_\_
4. How long have you been working in your present position?
  - a. Less than 1 year
  - b. 1 - 2 years
  - c. 3 - 5 years
  - d. 6 - 10 years
  - e. More than 10 years
5. How long have you worked in the hospitality industry?
  - a. 1 year or less
  - b. 2 - 3 years
  - c. 4 - 5 years
  - d. 6 - 10 years
  - e. More than 10 years
6. What segment of the hospitality industry do you work in?
 

|   |  |   |
|---|--|---|
| <ol style="list-style-type: none"> <li>a. Budget hotel</li> <li>b. Mid-priced hotel</li> <li>c. Luxury hotel</li> <li>d. Fast food</li> </ol> | <ol style="list-style-type: none"> <li>e. Family restaurant</li> <li>f. Upscale restaurant</li> <li>g. Contract foodservice</li> <li>h. Club management</li> </ol> | <ol style="list-style-type: none"> <li>i. Travel agency</li> <li>j. Resort</li> <li>k. Destination management</li> <li>l. Other (please specify) _____</li> </ol> |
|---|--|---|
7. Your current position is with:
  - a. Independently owned property, please state the total number of property \_\_\_\_\_
  - b. Chained owned property, please state the total units in chain \_\_\_\_\_
  - c. Contract managed, please state the total units managed \_\_\_\_\_
  - d. Other, (please specify) \_\_\_\_\_, please state the total units \_\_\_\_\_
8. What was your total revenue for your last fiscal year ? (please state the approximate amount) \_\_\_\_\_
9. How many units are you responsible for ?
 

|   |  |
|---|--|
| <ol style="list-style-type: none"> <li>a. 1 unit</li> <li>b. 2 - 4 units</li> <li>c. 5 - 8 units</li> </ol> | <ol style="list-style-type: none"> <li>d. 9 to 12 units</li> <li>e. Over 12 units</li> </ol> |
|---|--|
10. From which of the following sources did you obtain your current managerial position?
  - a. Promotion from within the company
  - b. Hired from outside the company (competitors)
  - c. Hired from outside the hospitality industry
  - d. Other (please specify) \_\_\_\_\_

11. What is the annual turnover percentage in your department/company?
- a. Zero to 10%
  - b. 11 to 25%
  - c. 26 to 50%
  - d. 51 to 75%
  - e. 76 to 100%
  - f. 101 to 200%
  - g. Over 200%
12. What is the principal reason for turnover in your department / company?
- a. Promotion
  - b. Leaving the industry
  - c. Move to a competitor
  - d. Individual lack of technical knowledge
  - e. Individual lack of human relation skills
  - f. Position is too demanding
  - g. Position is not well defined
  - h. Individuals in position do not obtain sufficient reward satisfaction
  - i. Other (please specify) \_\_\_\_\_
14. Would you like a copy of the survey results?
- a. Yes
  - b. No

(If you indicated yes, your information will be held confidential and please provide name and address in the space below)

Name \_\_\_\_\_

Position \_\_\_\_\_

Company \_\_\_\_\_

Address \_\_\_\_\_

**COMMENTS**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

NOT IS NEEDED

## APPENDIX C

### FOLLOW-UP CORRESPONDENCE

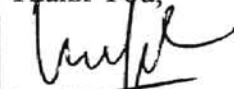
## YOUR INPUT IS NEEDED

October 22, 1997

Greetings,

You recently received a survey about An Assessment of Leadership and Management Practices. We would like to request about 12-15 minutes of your time to complete this questionnaire. We have already received good responses that have helped the research. It is important that your input be included in this project. Please mail your questionnaire as soon as possible. If you need additional questionnaire, call us at (405) 744-8485.

Thank You,

  
Ingrid Julia Goesnar  
Dr. Bill Ryan

WYOMING STATE UNIVERSITY

ENRICH 152

## APPENDIX D

## IRB RELEASE

OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD  
HUMAN SUBJECTS REVIEW

Date: 07-17-97

IRB#: HE-98-002

**Proposal Title:** ASSESSMENT OF UNDERSTANDING OF THE DIFFERENCES BETWEEN LEADERSHIP AND MANAGEMENT AMONG MEMBERS OF OKLAHOMA RESTAURANT ASSOCIATION (ORA), OKLAHOMA HOTEL AND MOTEL ASSOCIATION (OHMA), AND OKLAHOMA TRAVEL INDUSTRY ASSOCIATION (OTIA)

**Principal Investigator(s):** Bill Ryan, William Warde, Jerrold Leong

**Reviewed and Processed as:** Exempt

**Approval Status Recommended by Reviewer(s):** Approved

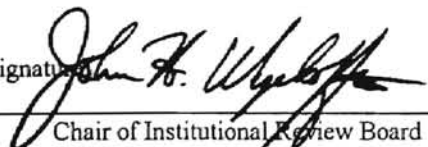
ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE APPROVAL PERIOD.

APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

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**Comments, Modifications/Conditions for Approval or Disapproval are as follows:**

Signature   
Chair of Institutional Review Board

Date: July 18, 1997



## VITA

Ingrid Julia Goesnar

Candidate for the Degree of

Master of Science

Thesis: ASSESSMENT OF THE UNDERSTANDING OF THE DIFFERENCES BETWEEN LEADERSHIP AND MANAGEMENT AMONG MEMBERS OF OKLAHOMA RESTAURANT ASSOCIATION (ORA), OKLAHOMA HOTEL AND MOTEL ASSOCIATION (OHMA), AND OKLAHOMA TRAVEL INDUSTRY ASSOCIATION (OTIA)

Major Field: Hospitality Administration

### Biographical:

Personal Data: Born in Medan, North Sumatera, Indonesia, July 9, 1975 the daughter of Ali Goesnar and Ong Moei Hong.

Education: Graduated from Gultom High School, Medan, North Sumatera, Indonesia, in May 1992; received Bachelor of Science degree in Accounting and Marketing from Oklahoma State University, Stillwater, Oklahoma, in December, 1995; completed the requirements for the Master of Science degree with a major in Hospitality Administration at Oklahoma State University in May, 1998.

Professional Experience: Human Resources Assistant, Glacier Park, Inc., summer of 1996; Graduate Research Assistant, Oklahoma State University, School of Hotel and Restaurant Administration, August 1996 to present.

Professional Membership: Club Managers Association of America; Kappa Omicron Nu.