COMPETENCIES IMPORTANT FOR HOTEL MANAGER TRAINEES

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COMPETENCIES IMPORTANT FOR HOTEL MANAGER TRAINEES

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CHAPTER 1

INTRODUCTION

The hotel or lodging industry has been in existence for a number of centuries. It is an industry which has developed into a complex management system, whose ultimate objective is to satisfy specific societal needs, yet maintain a satisfactory profit margin. The hotel organization has satisfied the customer's basic need to eat, drink, and sleep when away from home (Lundberg, 1979).

The hotel industry in the United States has experienced an overall real growth during the past 28 years despite the recession of 1969-1970, recession of 1973-1975, and the mixed economic signals of 1978-1979. Industry performance in relation to the sales volume, room sales volume, and restaurant sales volume have increased during this 28 year period (Appendix A).

Hotel industry performance in 1980 did not significantly deviate from the 28 year performance trend despite economic uncertainty triggered by high interest rates, changes in monetary policy, and the United States presidential elections. The accounting firm, Pannell Kerr Forster (1981), reports a robust growth period for the hotel industry during 1980, with construction of new properties and large scale renovations of existing hotel properties. This company also forecasts positive growth of occupancy percentage rates, room rates and revenues for 1981 and 1982.

Dankos, President of the National Restaurant Association (NRA), has been identified as one who forecasts positive growth in the food service industry. A quotation from the _NRA News_ (1982) follows.

> Despite the softness of the economy, the foodservice industry as a whole is experiencing real growth. I know the economy has been rough and that some firms have seen a dip in sales, but the national figures assembled and evaluated by NRA researchers show that the industry as a whole has been making steady gains (p. 4).

The economic outlook for the 1980 decade is optimistic. According to Laventhol and Horwath (1980), _U.S. Lodging Industry 1980_,

> Management is becoming more sensitive to the variables that affect business activity within the lodging market by closely tracking trends in occupancy, sales and average sales. While the economy, and in particular energy policies, will continue to plague the industry, the decade of the 1980's holds both opportunity for exciting growth and uncertainty about demand from business and tourists (p. 5).

The projected growth of the hotel industry is expected to have a positive impact on the demand for manager trainees by the hotel companies. Based upon this projection, the researcher predicts that additional manager trainees are needed to meet the required demand by the industry to fill the management vacancies created by the expansion of the hotel industry.

Statement of the Problem

According to Robert D. Buchanan (1980),

> The problem facing food service owners and managers today is how to adequately prepare for tomorrow's business conditions, to ensure survival in the years ahead. A key aspect of this problem involves the caliber of management talent available both today and tomorrow (p. 61).

Recruiting the successful manager trainee is becoming more complex for the hotel organizations because of the demand for greater diversity of technical and conceptual job skills (Nanus, Burt, and Coffey, 1973). They have to be able to cope with the energy inflation impact, low employee productivity levels, high food costs, and high labor costs (Trends in the Hotel Industry, 1980).

It is necessary for the trainees to develop certain technical competencies and human conceptual management competencies in order to effectively accomplish their organizational objectives. Are the new recruited manager trainees to be confronted with certain factors that test their managerial skill competencies beyond present expectations? Once this question is answered, hotel administration educators will be more capable to prepare students for a managerial position in the hotel industry.

Hotel and restaurant education is considered a newly developed discipline when compared to education in business, the humanities and the physical and social sciences. As reported by Sapienza (1978), D. C. Gladwell, Dean of the

School of Business and Management Studies and Head of the Department of Hotel and Institutional Management at Sheffield (England) Polytechnic, has described the history and development of two national hotel and foodservice education systems in the following way.

> Education of accommodations and catering started at the managerial level in the U.S.A. and at craft levels in Britain. The first American course began at Cornell University in 1922. In Britain, at about the same period, a course in cookery was established at Westminister Technical College. A great expansion has taken place in both countries since that time: in the U.S.A., the expansion has been mainly into lower academic levels, while in Britain, it has been mainly into higher academic levels. (p. 11).

Lundberg (1976) reports that education for the hotel manager has been largely through experience. This trend has been true since 1922 when university education for the hotel business became a reality. The School of Hotel Administration at Cornell University instructed the first courses in hotel administration. A number of other universities developed programs in this field. According to Hall (1981), then Executive Vice President of the National Institute for the Foodservice Industry (NIFI), the number of senior colleges and universities that offer hotel and foodservice programs has been on an increase.

Curriculum development for educational programs in hotel administration is a concern for educators and industry professionals. However, there exists a void in the literature of research dealing with curriculum in hotel and restaurant administration. Powers (1980), Director of School of Hotel and Food Administration at the University of Guelph, has addressed the issue of curriculum development. He supports an educational focus on the development and concentration of human and conceptual management skills, and considers these skills to be paramount in the development of competent and successful managers in the hotel industry.

Purpose and Objectives of Study

The general purpose of this study is to identify the competencies of entry-level hotel manager trainees as expected by general managers employed by the hotel industry. The determination of specific competencies could be used to develop curricula in schools of hotel and restaurant administration. The objectives of this research are as follows.

1. To assess ratings of importance of competencies for entry-level hotel manager trainees as associated with the personal and job related backgrounds of the hotel general managers.
2. To assess ratings of importance of competencies for entry-level hotel manager trainees as associated with the regions in the United States of the hotel general managers.
3. To assess ratings of importance of competencies for entry-level hotel manager train-

ees as associated with the sizes (number of rooms) of the hotel properties operated by the hotel general managers.

Hypotheses

The following null hypotheses are postulated for this study.

H_1: There will be no significant differences between the ratings of importance of competencies for entry-level hotel manager trainees as associated with the hotel general manager's personal and job related backgrounds.

H_2: There will be no significant differences between the ratings of importance of competencies for entry-level hotel manager trainees as associated with the hotel general managers regions of the United States.

H_3: There will be no significant differences between the ratings of importance of competencies for entry-level hotel manager trainees as associated with the sizes (number of rooms) of the hotel properties operated by the hotel general managers.

Assumptions

The following assumption is made by the researcher. The following generalization is accepted as part of this research. According to Gray and Liguori (1980), a hotel general manager requires a working knowledge of all aspects of a hotel operation to effectively perform his/her responsibilities. This includes an understanding of hotel employee duties and responsibilities. Therefore, it is the researcher's assumption that hotel general managers are qualified and an authority to determine entry-level hotel manager trainee competencies based upon their work experiences and job positions.

Limitations

The following limitations are acknowledged by the researcher.

1. The survey instrument may have been sent to the hotel properties during busy periods of time, or other events may have curtailed the return of the instruments.
2. Managers other than general managers may have the responsibility of selecting entry-level hotel manager trainees. Therefore, the instrument may be completed by other than hotel general managers.

Definition of Terms

Definitions of terms that are important to this study are as follows:

1. Competency: "Knowledge, skills, attitudes, understanding, and judgment which a student demon-

strates at a predetermined proficiency level" (Holland, 1978, p. 6).

2. Entry Level Position: "That group of tasks, duties or performances selected as the basis for a job filled by one individual; entry level implies minimum performance standards for a beginner in that job" (Morris, 1973, p. 7)
3. Hotel General Manager: "the person responsible for defining and interpreting the policies established by top management" (Gray and Liguori, 1980, p. 50). This person requires a working knowledge of all phases of the hotel property.
4. Hotel Manager Trainee: An individual graduated with a Bachelors Degree in Hotel and Restaurant Administration, and employed by a hotel company in an entry-level managerial position to develop technical and conceptual competencies.
5. Job Competency: "Those activities, skills, or performances deemed essential to assume the duties of a specific employment position" (Morris, 1973, p. 7).
6. School of Hotel and Restaurant Administration: An administrative academic unit that offers a four-year university degree program which provides professionally oriented training and education to prepare students for managerial positions in the hotel, restaurant, and tourism industry.

CHAPTER II

REVIEW OF LITERATURE

This chapter is a review of the literature related to this study. The focus of this review is presented under the following major headings: (1) Definition of Competence; (2) Definition of Competency-Based Education; and (3) Managerial Competencies in Hotel and Related Industries.

Definition of Competence

According to Thomas Ewens (1977), Aristotle referred to competence as "arete," which was a power that was trained and developed and which became characteristic of a person. Aristotle was concerned with high standards and was more interested with circumstances that dealt with everyday life.

The English and Americans developed dictionaries which defined competence. These early definitions conveyed "the notion of an adequate supply of sufficiency; a capacity to deal adequately with a subject; a quality or state of being functionally adequate or of having sufficient knowledge, judgment, skill or strength" (Ewens, 1977, p. 12). According to Webster's New Collegiate Dictionary (Woolf, 1973,

p. 231), the term competent was defined as "having requisite or adequate ability or qualities," and "having the capacity to function or develop in a particular way."

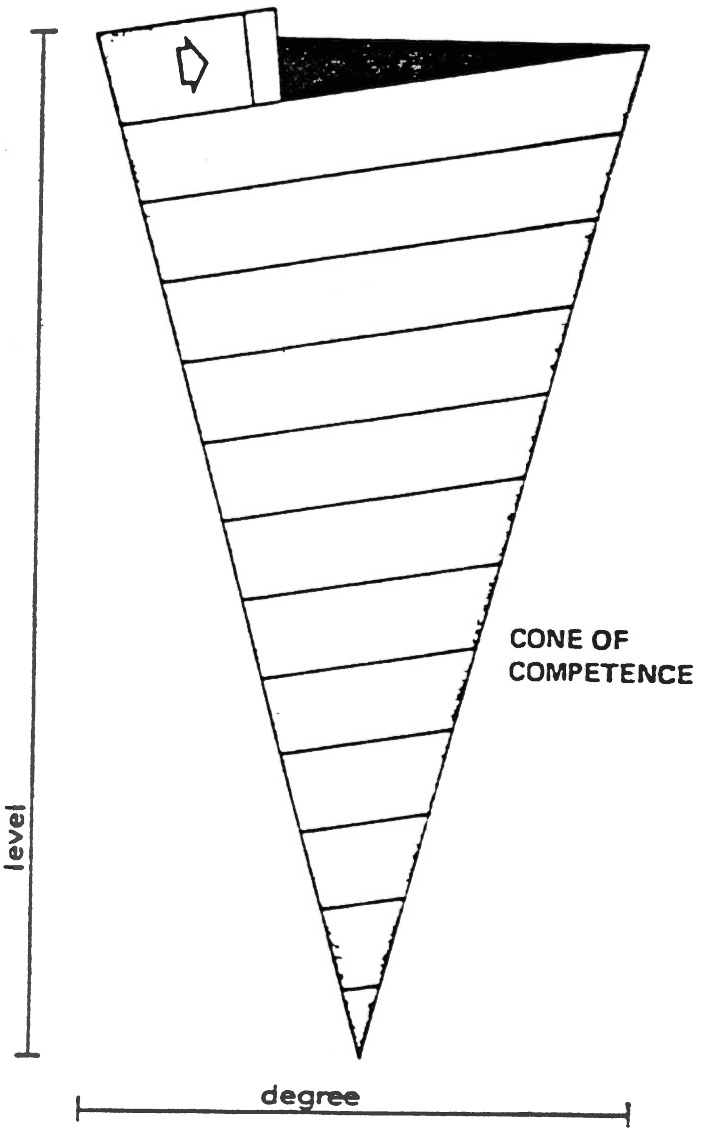
In the context of education, Pearson (1980) noted that knowledge was necessary, but not sufficient in order for one to be competent. Three judgments were necessary to assess an individual's competence. The first judgment was concerned with standards, principles and goals needed to perform satisfactorily. The second judgment identified those skills required for a person to meet the standard. Finally, the third judgment assessed whether the person possessed those skills to meet the standard.

Schrag (1979) considered competence as an indicator of successful performance in a given role. Gale and Pol (1975) reported,

> Competence is the quality of being functionally adequate in performing the tasks and assuming the role of a specified position (for instance, instructional designer) with the requisite knowledge, ability, capability, skill, judgment, attitudes and values (p. 21).

Gale and Pol (1975) developed a conceptual scheme for competence and its related elements. Figure 1 visually represented the conceptual scheme. The Cone of Competence consisted of a three-dimensional spirally ascending ramp. The ramp represented one area of competence. The degree of competence and level of proficiency was also represented. The level of proficiency and degree of competence was interrelated and interdependent. As an individual

The Cone of Competence with Interrelated Levels and Degrees


CONE OF COMPETENCE
level
degree

Source: Gale, L. E., and Pol. G. Competence: a definition and conceptual scheme. Educational Technology, 1975, 15 (6), 21.

Figure 1. The Cone of Competence with Interrelated Levels and Degrees

acquired and developed proficiency in the required skills, abilities and knowledge, the level of proficiency and the degree of competence in a particular area increased. The spirally ascending ramp therefore represented progress in an area of competence.

Becker (1977, p. 21) described competence, in relation to business training, as the "dynamic interplay of knowledge, understanding, skills, values, attitudes, and interests." Becker (1977) asserted that a competency consisted of six parts:

1. Knowledge: a cognitive awareness. An example would be to know generally how an automobile engine works.
2. Understanding: in-depth cognitive and/or effective comprehension. An example would be to comprehend totally the electrical and mechanical systems of the automobile engine.
3. Skill: the ability to perform a task or job. An example would be to be able to repair an engine.
4. Value: a norm of standard which is a psychologically integrated belief. An example is that democracy is better than communism.
5. Attitude: a feeling or mood; a reaction to a stimulus (situation, experience, or people). A salesperson might, for example, be enthusiastic after a successful completion of an important sale.

6. Interest: underlying motivation, continuing desire, psychological orientation. An example is a good automobile mechanic must be interested in fixing engines.

According to Lafferty (1981),

> Educational objectives are the specific component parts of competency statements. A competency statement is a compilation of objectives (p. 15).

Bloom (1956) considered educational objectives as statements of the ways in which individuals were expected to be changed in thinking, feeling and action through the educational process. Objectives were classified into the psychomotor, cognitive and the affective domains. The cognitive domain included those educational goals which dealt with the recall or recognition of knowledge and the development of intellectual abilities and skills. The affective domain included objectives that described changes in attitudes, values, interests and development of other appreciations. Harrow (1972) explained that the psychomotor domain was concerned with objectives that characterized manipulative skills, motor skills, and movements that required neuromuscular coordination.

According to Bell (1975),

> Entry-level competencies are competencies which the individual should be able to perform independently as well as those which require guidance from a specialist in the first job or position (p. 33).

The competency statements were generally broad in scope and possibly encompassed several educational objectives that were classified into the three domains of learning. Bloom (1956) found that educational objectives were goals toward which curriculum was shaped, instruction was guided and evaluation techniques constructed.

Definition of Competency-Based Education

Nickse (1981) reported,

> there is no one theoretical or operational definition that encompasses the range of present educational programs called 'competency based.' In addition, there are numerous and varied programs serving populations at different age and educational levels (K-12, post secondary, and adult education) that use certain types of instruction or testing that are related to competency-based education. Some of these programs are within the formal education system, and some are outside it - in industry, in the military, in Scouting activities and the like (p. 45).

Nickse (1981) noted that the competency-based educational (CBE) movement fostered the definitional confusion with its mixed terms, assumed understandings and varying practical contexts of CBE.

Competency-based education was discovered to have several different names or titles. Schmeider (1973) noted six names or titles of competency-based education.

1. Criterion-referenced
2. Proficiency-based
3. Consequence-based
4. Output-oriented
5. Performance-based

6. Competency-based (p. 2)

Competency-based education was essentially concerned with individual learning through a goal-oriented educational approach. Howsam (1972) offered:

> What, then, are people talking about when they refer to performance-based or competency-based instruction? Essentially they are saying that all learning is individual - that the individual, whether teacher or learner, is goal-oriented (p. 35).
>
> They are saying that the teacher-learner process is facilitated if the teacher knows what he wants the pupil to learn and if the learner is aware of precisely what is expected of him or what he expects of himself. Precise knowledge of results also enhances learning.
>
> Finally, they are saying that the learner or teacher is most likely to do what is expected of him and what he expects of himself if he is accountable for doing what he undertakes.

CBE was defined by Palardy and Eisele (1972) as an educational process where the recipient (prospective learner) was required to demonstrate mastery or attainment of specified criteria. The criteria were stated so that they included areas in the psychomotor, cognitive and affective domains.

Finch, Harris, Blankenship, Fardig, Hamilton, Houston, and Vogler (1976) viewed CBE as:

> the organizational structure of learning/teaching which permits description in advance of the knowledge, skills, and attitudes that a student possess upon exit from a program or course (pp. 84-85).

Kozlowski and Crane (1974) considered CBE as a systematic development of learning experiences that were designed and carried out to improve an individual's ability to perform a task. The tasks were such where they could be observed and measured for the purpose of evaluation. Five ingredients for a successful CBE program were identified by Kozlowski and Crane (1974):

1. Develop competency objectives.
2. Establish criterion measures for objectives.
3. Select alternatives to allow student to progress at own rate.
4. Initiate the system.
5. Evaluate and change system if necessary (p. 30).

An elaborate definition of CBE was provided by Spady (1977):

> . . . a data-based, adaptive, performance-oriented set of integrated processes that facilitate, measure, record and certify within the context of flexible time parameters the demonstration of known, explicitly stated, and agreed upon learning outcomes that reflect successful functioning in life roles (p. 10).

Six critical elements of a complete CBE program were identified in this definition. They included:

1. Outcomes
2. Time
3. Instruction
4. Measurement
5. Certification
6. Program adaptability

The six elements constituted a description of an elaborate CBE program whose mission extended beyond minimum student basic skill proficiencies. Learning outcomes were clear and unambiguous with regard to performance criteria and stated as competencies. Time for instruction and evaluation was flexible. A variety of instructional activities was provided to help the student achieve a required outcome. Measurement was explicit and criterion-referenced testing was used to evaluate outcomes. Certification of the student for program placement and graduation purposes depended on the demonstration of the required program outcomes by the student. Program adaptability was assured through a system that used student performance data to diagnose weaknesses in the student and/or program.

Nickse (1981) reported that most applied CBE models were organized around a five step, student oriented instructional process. Figure 2 depicts the five step instructional design for CBE as identified by Nickse (1981). First, the specific educational objectives to be achieved by the learners were defined prior to actual instruction. Second, a diagnostic pre-test was administered to the learners to determine specific learning needs. In addition, the instructional methods best suited to satisfy the learning needs were identified. Third, the learners received the planned instruction to meet the specific educational objectives. Fourth, the performance of each learner was measured against each educational objective using established criteria for measurement. Fifth, if the learner reached or exceeded the outcome goals, acknowledgement or certification was administered. However, if the goals were not satisfied by the learner the process reverted to step two. The process continued until the learner achieved the desired level of competence. These five steps constituted the instructional design approach to many CBE programs.

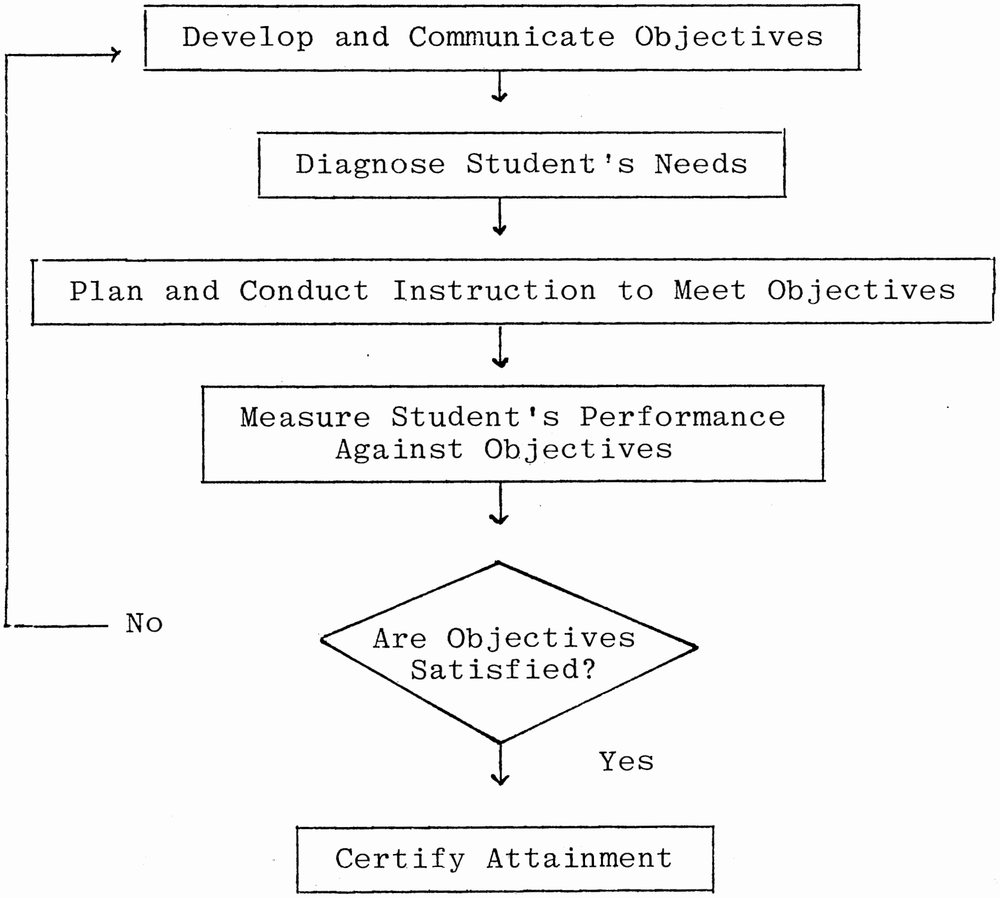

Develop and Communicate Objectives
Diagnose Student's Needs
Plan and Conduct Instruction to Meet Objectives
Measure Student's Performance Against Objectives
No
Are Objectives Satisfied?
Yes
Certify Attainment

Figure 2. Competency Based Educational Instructional Process (p. 51).

Managerial Competencies in Hotel and Related Industries

The researcher discovered a limited amount of literature pertaining specifically to hotel manager trainee competencies. However, there were several studies closely related to the subject matter of this research.

Some researchers attempted to identify competencies related to the hotel industry. In a recent article Meeks and Zallen (1979) identified specific competencies in which dietitians were perceived to be inadequately prepared. The survey indicated competency inadequacies in administrative systems management, efficient utilization of equipment and labor, food production scheduling and food sanitation. Roach, Hoyt and Reed (1978) identified budget and personnel management as areas in which educational preparation was not optimal. The above mentioned studies indicated a need to develop these competency areas for professional dietetics.

In a related study by Holmes (1982) information was obtained from dietetic educators regarding their perceptions of essential competencies for coordinated undergraduate programs in dietetics and the traditional undergraduate dietetic programs. The study revealed that certain competency statements were rated essential for both the coordinated program and traditional program. Those competencies that were relevant to this study were as follows:

1. Knowledge of effective communication processes.
2. Mathematical skills in food cost accounting and budget development.
3. Knowledge of food preparation techniques.
4. Achievement of organization's objectives through effective leadership.
5. Knowledge of management principles and theory to effectively supervise subordinates.

Another recent study (Holland, 1978) identified priority competencies for paraprofessionals in the field of dietetics. The 11 priority competencies were:

1. Adheres to professional standards of behavior and attitude.
2. Assists dietitian with employee in-service classes which may include developing instructional materials, demonstrating use of standardized recipes, convenience food preparation.
3. Assists with cost control by compiling an accurate meal census, determining recipe and portion costs and preparing schedules.
4. Checks trays for quality, portion sizes and accuracy of all regular, modified diets and nourishments.
5. Communicates effectively in talking with clientele and/or employees.
6. Demonstrates ability in making on-the-job adjustments when unexpected situations arise.

7. Demonstrates personal characteristics which mark leadership ability among co-workers and gains the confidence of co-workers, subordinates and superiors.
8. Directs the preparation of quantity food within an established production system following standardized recipes, preparation and service methods and food handling techniques to insure acceptable standards.
9. Directs the service and delivery of food to patients, students, staff to promote client satisfaction.
10. Exhibits a broad understanding of food, its composition, basic preparation principles, quantity production, availability, processing, fabrication and marketing.
11. Reports departmental status and problems to dietitian.

A doctoral dissertation by Lafferty (1981) identified competency categories and competencies for dietitians who were employed in foodservice management. The competency statements were categorized according to labor legislation, management of food systems, organizational goals and objectives, operational plans, management/labor relations, materials management, wage and salary administration, food product specifications, moral and professional behavior, leadership qualities, menu planning, research, equipment specifications, personnel training, financial planning, and computer-assisted food systems management.

A few studies identified curriculum appropriate for hotel and restaurant management programs. Williams (1975) conducted research to study hotel and motel associate degree curricula. The curricula were modified based upon suggestions by hotel and motel managers. As a result of the study, the following courses were suggested for the specialized area of hotel and motel management.

1. Catering
2. Food and beverage control and purchasing
3. Food and beverage service
4. Front office procedures
5. Housekeeping supervision
6. Management and operations of hotels, motels, and restaurants
7. On-the-job training
8. Quantity food production
9. Sanitation and safety

Morris (1973) reported that courses needed to be developed in hotel and restaurant management programs that focused on objectives which prepared students more effectively in the areas of employee discipline, customer complaint resolution, employee instruction and employee supervision. Competencies that dealt with technological skills were not considered as essential. Those competencies included in this category concerned equipment operation, food production, menu planning and development of food specifications. The author concluded that these findings had implications for future curriculum development.

One researcher found that a selected group of hotel executives in Nevada generally regarded subjects in the area of food and beverage purchasing, housekeeping, human relations, food production, front office operations, hotel law, security techniques and dining room service as valuable (Sapienza, 1978). Sapienza also reported,

> It may be concluded that the seven subjects in rank order from highest to lowest that hotel students most definitely ought to study are
>
> | Rank | Subject |
> |---|---|
> | 1 | Labor Management Relations |
> | 2 | Hotel Accounting |
> | 3 | Practical Hotel Experience |
> | 4 | Food and Beverage Purchasing |
> | 5 | Food and Beverage Management |
> | 6 | Housekeeping |
> | 7 | Human Relations in Innkeeping (p. 16) |

Another researcher suggested that college educators develop subject matter for students interested in club management that accented the areas of food and beverage management, financial management, club management, and personnel administration. The specific courses, cited by the respondents of the study, as most relevant to a career in club management, included food and beverage management, financial management, club management, turf and equipment maintenance, hotel law, and recreation (Abbey, 1980).

In a study that pertained to hotel executive competency or skill development rather than curriculum development, Gotsche (1969) noted that successful hotel executives stressed functional skills rather than operational management skills. According to Gotsche (1969):

> The preferred skills or traits required of successful hotel executives further illustrate this narrow spectrum of intellectual involvement and pragmatic horizon of the hotel executives. Functional expertise in such areas as finance, decision-making, human relations, marketing, and accounting is deeply stressed while very little preference is shown in such skill areas as economics, systems analysis, international management, and computer sciences. One thread of continuity behind this preferred skill projection is the continued 'family image' prevailing in the hotel/motel industry. A mature projection of manpower resources, skill needs, job changes, and achievement variations is necessary in order to construe and develop an effective program of skills and traits expected in the hotel executives of today and tomorrow (pp. 147-148).

Emenheiser (1981) in a doctoral dissertation completed at Oklahoma State University identified factors that recruiters considered important when selecting a successful entry-level manager for employment in a restaurant chain with a diversity toward entertainment. The 10 factors that were rated by the recruiters to be of high importance were honesty and integrity, positive attitude, dependability, leadership qualities, ability to motivate others, ability to get things done, ability to handle pressure, ability to accept responsibility, enthusiasm and common sense.

A study (Mariampolski, Spears, and Vaden, 1980) was conducted to develop competency statements for individuals who planned on entering restaurant management. In addition, these statements were rated by restauranteurs as to their level of importance for entry-level restaurant managers. Mariampolski et al. (1980) reported,

> Most of the technical skills considered essential by the respondents concerned food production and purchasing:
>
> - proper and safe operation of equipment;
> - supervision of food items produced and served;
> - technical skills in the management of food and beverage production;
> - use of daily production schedules;
> - use of standardized recipes;
> - supervision of receiving, storage, and sanitation procedures;
> - use of appropriate purchasing techniques; and
> - coordination of purchasing and service.
>
> The other technical skill considered essential was report preparation.
>
> The human skills considered essential pertained to staffing and employee relations:
>
> - personnel training;
> - orientation of new personnel;
> - personnel selection;
> - effective communication with personnel;
> - employee motivation; and
> - evaluation of employee performance.
>
> The conceptual skills expressed in the following competency statements were rated essential by the respondents: 'coordinates labor, equipment, and personnel within area,' 'ranks customer satisfaction as a high priority,' and 'realizes that profit is an important goal.' (pp. 79-80)

Mariampolski et al. (1980) encouraged academicians in restaurant management to devise curricula that stressed the development of technical and human skills using case simulations and work experiences.

Summary

Chapter II presented an overview of studies of competencies, studies of competency-based education and studies of competencies in hotel and related industries. The terms "competence" and "competency" were defined and applied by the competency-based education instructional process.

A thorough investigation of the literature revealed there was a paucity of information dealing specifically with job competencies of hotel manager trainees. The available research dealing with job competencies and/or curriculum development often involved dietetics, hotel executive development, club management or restaurant management.

CHAPTER III

METHODOLOGY AND RESEARCH DESIGN

The purpose of this chapter is to describe the methodology involved in conducting the present study. This chapter includes statements on the type of research, a description of the subjects, the instrumentation, data collection, and statistical analysis of the data. The general purpose of the study is to identify the competencies of entry-level hotel manager trainees as expected by general managers employed by the hotel industry. The identification of specific competencies can be used to develop new curricula in schools of hotel and restaurant administration.

Type of Research

The research for this study is basically descriptive. According to Gay (1976),

> Descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are. One common type of descriptive research involves assessing attitudes or opinions. . Descriptive data are typically collected through a questionnaire survey, an interview, or observation (p. 10).

Therefore, the survey method is used in order to obtain data to judge whether there are significant differences between the independent variables of personal and job related backgrounds of hotel general managers, geographical region, size of hotel property, and the dependent variable of importance of specific manager trainee competencies.

Population and Sample

Criterion for Selection of Sample

The subjects for this study have been selected from the population of active hotel property membership of the American Hotel and Motel Association. The American Hotel and Motel Association publication, Hotel and Motel Red Book (1982) lists the active hotel property membership alphabetically according to state and city. Included for each hotel is information on size (number of rooms), location, name of general manager, and address. From this directory, the researcher has identified all hotel properties which have 400 or more rooms, and 439 hotels satisfied this criterion.

To determine the number of hotels needed in the sample for this study in order to draw valid conclusions from the obtained data, the National Education Association (NEA) Small-Sample Formula has been used (NEA Research Bulletin, 1960, p. 99). The formula is,

$$n = \frac{[X^2 N\pi(1-\pi)]}{[d^2(N-1) + X^2\pi(1-\pi)]}$$

where:

n = required sample size

X^2 = the table value of chi square for one degree of freedom and desired confidence level

N = the population size

π = the population proportion which it is desired to estimate (assumed to be .50 since this would provide maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)

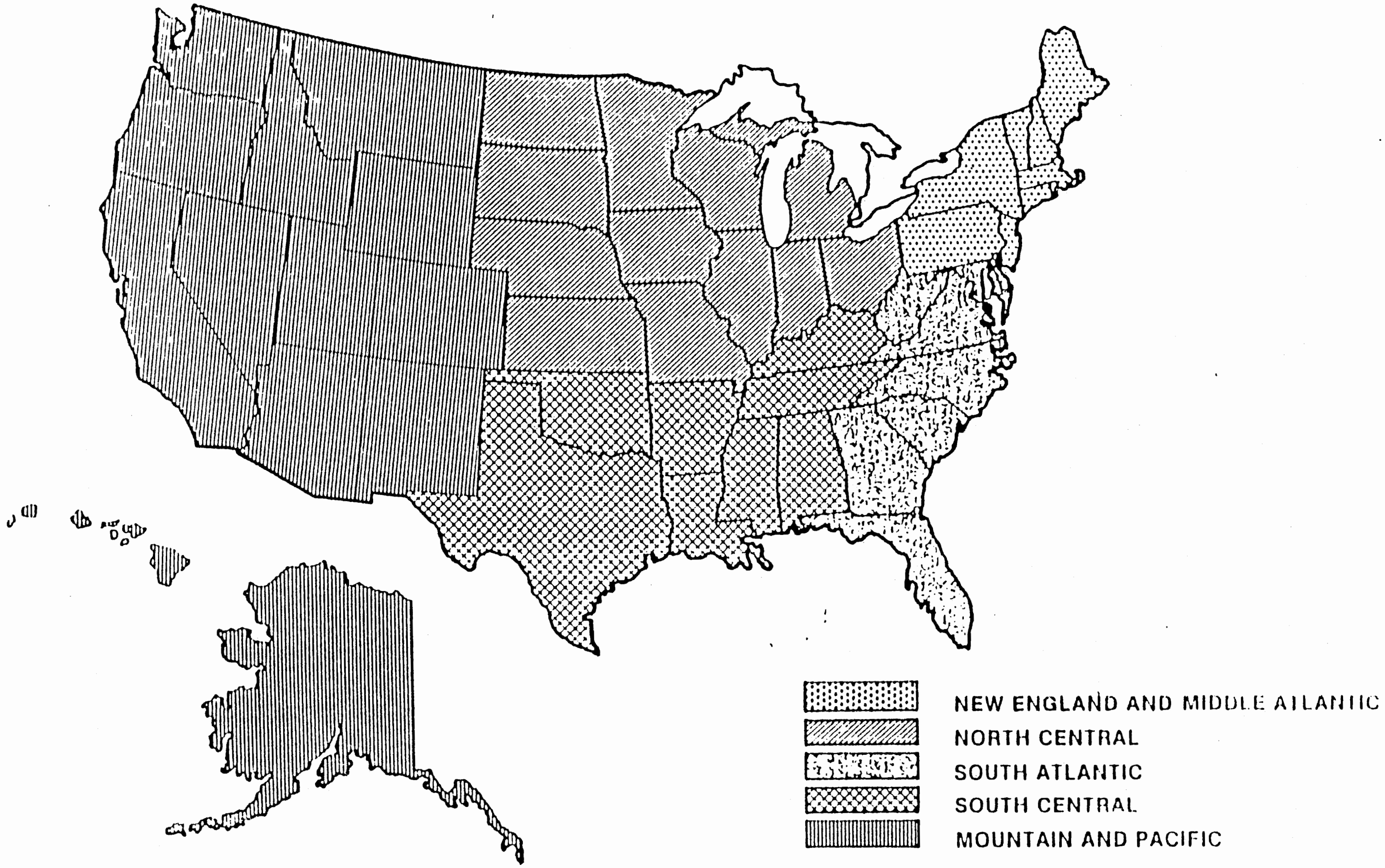
This formula has been used, with a desired confidence level of .05, to obtain the number of hotels to survey.

$$n = \frac{[(3.841)(439)(.5)(.5)]}{[(.05)^2(438) + (3.841)(.5)(.5)]} = 205$$

The sample is to be randomly stratified by geographical region. There are five geographical areas in the United States as identified in Figure 3 , page 30, by the hotel accounting firm Pannell Kerr Forster (Trends in the Hotel Industry, 1982, p. 17), for use by the hotel industry. The geographical areas included in the stratified random sample are the New England and Middle Atlantic Region, North Central Region, South Atlantic Region, South Central Region, and the Mountain and Pacific Region.

According to Best (1977),

> At times it is advisable to subdivide the population into smaller homogeneous groups in order to get more accurate representation. For example, in making an income study of wage earners in a community, a true sample would approximate the same relative number from each socio-


NEW ENGLAND AND MIDDLE ATLANTIC
NORTH CENTRAL
SOUTH ATLANTIC
SOUTH CENTRAL
MOUNTAIN AND PACIFIC

SOURCE: Pannell Kerr Forster, Trends in the Hotel Industry, 1982, p. 17.

FIGURE 3. Geographic Areas Used in the PKF Sampling

> economic level of the whole community . . . the sample should include approximately the same proportions in order to be considered representative. Within each subgroup a random selection should be used. This process gives the researcher a more representative sample than one selected from the entire community. . (pp. 270-271).

The sample to be selected is by regional proportion of the total population. The population for this study has the following number of subjects: New England and Middle Atlantic Region with 80 subjects; North Central Region with 70 subjects; South Atlantic Region with 76 subjects; South Central Region with 63 subjects; and the Mountain and Pacific Region with 150 subjects. The sample by region is shown in Table 1.

The researcher over sampled by 10 percent in order to compensate for possible nonresponse or nonuseable responses. Hence, the sample by region is shown in Table 2.

The selection of subjects follows this procedure. The hotel name and address has been recorded on an index card and filed by region. The cards are shuffled by region and the researcher randomly selects one card and records the name and address of the hotel. This process continues until the required sample from each region has been randomly selected.

Instrumentation

A review of related literature reveals that no previously prepared instrument is suitable for the collection of data needed for this study. Hence, a multi-stage endeavor is used to develop the appropriate instrument.

TABLE 1

STRATIFIED SAMPLE SIZE OF REGIONS

Region	Population Percent	Regional Sample Size	
		Number	Percent
New England and Middle Atlantic	18.22	38	18.27
North Central	15.95	33	15.87
South Atlantic	17.31	36	17.31
South Central	14.35	30	14.42
Mountain and Pacific	34.17	71	34.13
Total	100.00	208	100.00

A review of literature has been undertaken to find possible managerial competencies suggested for hotel manager trainees. This search includes research studies, periodicals, books, and hotel training manuals. Based upon this value judgment examination, the tentative list of competencies has been developed for seven competency categories: (1) accounting procedures and systems; (2) hotel front office procedures; (3) hotel sales and promotions; (4) professional housekeeping; (5) food and beverage operation; (6) personnel; (7) other managerial responsibilities (Appendix B).

TABLE 2

SAMPLE SIZE OF REGIONS WITH 10 PERCENT OVER SAMPLE FACTOR

Region	Sample Increase	Regional Sample Size
New England and Middle Atlantic	4	42
North Central	3	36
South Atlantic	4	40
South Central	3	33
Mountain and Pacific	7	78
Total	21	229

In order for a review panel to react to each competency item on the basis of its importance for entry-level hotel manager trainees, a five-point rating scale is used to rate the degree of importance. The rating scale incorporated is:

5 = essential; extreme importance; 4 = considerable importance; above average; 3 = moderate importance; average importance; 2 = limited importance; less-than-average importance; 1 = no importance (Long, 1977).

Content Validity

Two panels of experts are used to assess the clarity and content validity of the competency statements. One panel attempts to identify the most appropriate domain of learning and its level within the domain for each competency statement (Appendix C). The results are to be used to develop educational curricula appropriate for a four year school of hotel and restaurant administration. The panel of experts consists of a professor of home economics education, associate dean of cooperative extension, and a professor of nutrition education.

There is limited consensus among the panel of experts on the classification of competency statements by the domains of learning. However, specific competency statement modifications are suggested. On the basis of these results and comments, the competency statements are revised, and not classified by the domains of learning on the instrument.

The research instrument is then given to a second panel of experts. The panel consists of a professor of hotel and restaurant administration, professor of institution administration, and a hotel general manager. Each member reacts to each competency statement on the basis of its classification by hotel functional category (Appendix D), and its level of importance for a hotel manager trainee (Appendix E). There is limited concensus among the panel of experts on the classification of competency statements by hotel functional category. Therefore, the competency statements remain in random order on the instrument.

As identified by Long (1977), a mean score for each competency statement has been calculated (Appendix F). All competency statements which receive a mean score of 3.5 or above are used on the final instrument (Appendix G).

Reliability

The subjects used to establish reliability of the instrument were selected from the Hotel and Travel Index (1982). All hotel properties located in the State of Oklahoma which have 100 to 355 rooms were identified from the Index. Fifty hotel properties were randomly selected to survey.

Survey instruments (Appendix H) were mailed to the general managers of the hotel properties in the sample. Each instrument included a code number to identify the specific hotel general manager who was sent a survey. In addition, an individually typed letter, and a stamped reply envelope was mailed to all general managers. A copy of the letter to the general managers appears in Appendix I.

To determine the reliability of the research instrument, the Spearman-Brown "Prophecy Formula" (Ahmann and

Glock, 1975, p. 248) has been used. The modified form of the formula is,

$$r_{xx} = \frac{2r_{oe}}{1 + r_{oe}}$$

Where:

r_{xx} = coefficient of reliability of the total test

r_{oe} = coefficient of correlation between the odd-half scores and the even-half scores

The following formula has been used to calculate the coefficient of correlation between the odd-half scores and the even-half scores (Ahmann and Glock, 1975, p. 434),

$$r_{oe} = \frac{\Sigma xy - [(\Sigma x)(\Sigma y)/N]}{[\Sigma x^2 - \frac{(\Sigma x)^2}{N}][\Sigma y^2 - \frac{(\Sigma y)^2}{N}]}$$

Where:

r_{oe} = product-moment coefficient of correlation between the odd-half scores and the even-half scores

Σ = the sum

x = any test score of one characteristic

y = any test score of the other characteristic

N - number in sample

The needed values to determine r_{oe} are taken from Table 3.

Substitution of these values into the formula for r_{oe} yields the following,

$$r_{oe} = \frac{84{,}140 - (1{,}122)(1{,}118)/15}{84{,}592 - \frac{(1{,}122)^2}{15} \quad 83{,}878 - \frac{(1{,}118)^2}{15}} = 0.849$$

TABLE 3

COMPUTATION OF A COEFFICIENT OF CORRELATION FOR HOTEL MANAGER TRAINEE COMPETENCIES INVENTORY DATA

Hotel General Manager	Even Numbered Competencies (x)	Odd Numbered Competencies (y)	xy	x^2	y^2
1	69	71	4899	4761	5041
2	72	68	4896	5184	4624
3	90	86	7740	8100	7396
4	81	79	6399	6561	6241
5	73	74	5402	5329	5476
6	76	82	6232	5776	6724
7	66	66	4356	4356	4356
8	77	77	5929	5929	5929
9	83	81	6723	6889	6561
10	69	72	4968	4761	5184
11	78	79	6162	6084	6241
12	77	74	5698	5929	5476
13	65	72	4680	4225	5184
14	78	74	5772	6084	5476
15	68	63	4284	4624	3969
Total	1,122	1,118	84,140	84,592	83,878

The coefficient of reliability of the total test (r_{xx}) is computed as follows,

$$r_{xx} = \frac{(2)(.849)}{1 + .849} = .92$$

There is a high positive relationship (r_{xx} = .92) between the even numbered competencies and the odd numbered competencies. Hence, reliability is statistically established for the research instrument.

Data Collection

A code number was included on each instrument for the purpose of following-up those respondents who had not returned the instrument by the recommended date. Each survey instrument also included a letter of information about the study and a self-addressed stamped section to be folded for mailing back to the researcher. The instruments (Appendix G) were mailed to each of the 229 hotel general managers in the sample.

Each returned instrument was sorted according to the previously identified geographical regions: New England and Middle Atlantic Region; North Central Region; South Atlantic Region; South Central Region; and the Mountain and Pacific Region. The code number was used to facilitate an accurate inventory of completed forms.

A randomly selected sample of general managers, who did not respond to the survey within three weeks after its initial mailing, was telephoned by the researcher as a follow-up measure. The general managers contacted were randomly selected taking 10 percent of nonrespondents from each region.

Seventy five of the 229 instruments were returned by hotel general managers. This represented a 33 percent return. To obtain an indication of any possible biases, a response percentage according to geographic region has been conducted. Results are shown in Table 4. There appears to be little or no difference in the percentage of responses according to geographic region.

TABLE 4

PERCENT OF RESPONSE ACCORDING TO GEOGRAPHIC REGION

Region	Invited Sample n	Percent	Accepting Sample n	Percent
New England and Middle Atlantic	42	18.34	12	16.00
North Central	36	15.72	12	16.00
South Atlantic	40	17.47	11	14.67
South Central	33	14.41	10	13.33
Mountain and Pacific	78	34.06	30	40.00
Total	229		75	

Statistical Analysis

Each instrument was checked for completion of all possible responses. The three hypotheses were tested for significance using a contingency table analysis which uses chi-square as the test statistic. The methodology and statistical procedures used was described in detail by Snedecor and Cochran (1980).

The chi-square test is the non-parametric test used to test the independence of the variables in a contingency table. Row by column (R x C) contingency tables with chi-square tests were used in this study to analyze whether significant frequency distribution differences existed between the hotel manager trainee competencies by personal and job related managerial backgrounds, by region within the United States, and by hotel property size.

The chi-square formula is,

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where:

O = the observed frequency in any cell

E = expected frequency for a cell (Snedecor and Cochran, 1980, p. 209

The .05 level of significance was used to evaluate the relevant values of chi-square.

CHAPTER IV

FINDINGS

Information on the importance of selected competencies for preparation of hotel manager trainees is presented in this chapter. Significant findings are discussed.

Description of Participants

This study surveyed 229 hotel general managers to identify those competencies important for hotel manager trainees. There were 75 of the 229 hotel general managers who responded to the survey. This represented a 33 percent return. The data in Table 5 describe the characteristic profile of the hotel general managers, hotel property region, and hotel property size.

Of the participants who responded to the study, the majority, 38 (56%), were less than 40 years of age. Thirty-one (46%) of these participants were between the ages of 30-39. All but one of the remaining participants were between the ages of 40-59 years.

There were 53 (77.94%) participants who earned a baccalaureate or graduate degree. Only 15 (22.06%) respond-

TABLE 5

AGE, EDUCATIONAL BACKGROUND, WORK EXPERIENCE IN HOTEL INDUSTRY, REGION AND SIZE OF HOTEL PROPERTY OF HOTEL MANAGER PARTICIPANTS
N=75

Characteristics of Participants and Hotel Property Managed	Number	Percent
Characteristics		
Age		
20-29 years	7	10.29
30-39 years	31	45.59
40-49 years	20	29.41
50-59 years	9	13.24
60 or more years	1	1.47
Total	68	100.00
Educational Background		
No degree	15	22.06
Baccalaureate	44	64.71
Master	8	11.76
Doctorate	1	1.47
Total	68	100.00
Years Experience in Industry		
0-9 years	14	20.59
10-19 years	31	45.59
20-29 years	17	25.00
30-39 years	5	7.35
40 or more years	1	1.47
Total	68	100.00
Region of Hotel Property		
New England and Middle Atlantic	12	16.00
North Central	12	16.00
South Atlantic	11	14.67
South Central	10	13.33
Mountain and Pacific	30	40.00
Total	75	100.00
Size of Hotel Property		
400-699 rooms	52	69.33
700-1000 rooms	14	18.67
Over 1000 rooms	9	12.00
Total	75	100.00

ents reported not having earned a college degree. There were 44 (64.71%) who earned a baccalaureate degree and identified the following areas of study:

	Number	Percent
-Hotel and Restaurant Administration	23	52.27
-Food Service Systems	0	0.00
-Business	14	31.82
-Other	7	15.91
Total	44	100.00

There were nine (13.24%) participants who earned a graduate degree and identified the following areas of study:

	Number	Percent
-Hotel and Restaurant Administration	2	22.22
-Food Service Systems	0	0.00
-Business	5	55.56
-Other	2	22.22
Total	9	100.00

Of the participants, 48 (70.59%) were affiliated with the hotel industry for 10-29 years. Only 14 (20.59%) participants worked in the industry nine years or less. Six (8.82%) of the hotel general managers in this study had a tenure of 30 or more years. Thus, 54 (79.41%) participants had been actively involved in the area of hotel administration for more than 10 years which gave credence to the respondent's identification of the important competencies for entry-level hotel manager trainees.

The researcher stratified the population according to regions of the United States (see Chapter III, page 30). As shown in Table 5, 40 percent of the participants who responded to the survey were located in the Mountain and Pacific region. Approximately 14 percent of the participants were located in the South Central region.

Most respondents (69.33%) were affiliated with hotels having 400-699 rooms. The smallest number of respondents (12%) was with hotels having over 1000 rooms.

Rank Order of Hotel Manager Trainee Competencies

The composite mean of the level of importance of each competency was determined for hotel manager trainees. Each of the five possible responses was assigned a value of 5 to 1: "essential" was given the value 5, "considerable importance" was given the value of 4, "moderate importance" was given the value of 3, "limited importance" was given the value of 2, and "no importance" was given a value of 1. An analysis of the rank order of the 36 hotel manager trainee competencies was made for the hotel managers who responded to the survey.

A rank order was compiled in which the competencies were categorized into levels in accordance with the following scale as reported by Butula (1975, p. 72).

Level	Composite Mean
Essential	Over 4.50
Considerable Importance	3.50 - 4.49
Moderate Importance	2.50 - 3.49
Limited Importance	1.50 - 2.49
No Importance	1.49 or under

Table 6 displayed the rank order of importance of the 36 competencies associated with hotel manager trainees.

An inspection of Table 6 indicated that there were six competencies as having "essential importance" and 18 competencies as having "considerable importance" relative to hotel manager trainees. The lowest competency composite means were ranked in the "moderate importance" category with 12 competencies. There were no competencies, with the required calculated composite means, ranked in the "limited importance" and "no importance" levels. However, competency 28 approached the "limited importance" level.

Statistical Analysis

The criterion variable (dependent variable) was the level of importance of the 36 competencies. The variates (independent variables) were the hotel general manager's years of work experience, age, academic degree earned, region of the United States, and hotel property size. The data were analyzed by using the chi-square statistic. The

TABLE 6

RANK ORDER OF IMPORTANCE HOTEL GENERAL MANAGERS PLACED ON THIRTY-SIX COMPETENCIES ASSOCIATED WITH HOTEL MANAGER TRAINEES

Rank Order	Competencies	Composite Mean of Level of Importance*
Essential		
1	4. Manages guest problems with understanding and sensitivity.	4.80
2	9. Maintains professional and ethical standards in the work environment.	4.69
3.5	5. Demonstrates professional appearance and poise.	4.61
3.5	27. Communicates effectively both written and orally.	4.61
5	19. Develops positive customer relations.	4.60
6	14. Strives to achieve positive working relationship with employees based on perceptions of work interactions.	4.52
Considerable Importance		
7	16. Possesses needed leadership qualities to achieve organizational objectives.	4.48
8	15. Motivates employees to achieve desired performance.	4.44
9	3. Follows established personnel management procedures in supervision of employees.	4.33
10	30. Knowledgeable of personnel policies and procedures which govern supervisory activities.	4.15
11	7. Effectively manages life threatening situations such as fire, bomb threat, serious illness, etc.	4.09

TABLE 6 (Continued)

Rank Order	Competencies	Composite Mean of Level of Importance*
12	34. Identifies operational problems.	4.00
13	22. Follows federal, state, and local sanitation and safety regulations to insure compliance by the organization.	3.99
14	32. Follows the legal responsibilities associated with hotel operations.	3.93
15	29. Manages employee grievances effectively.	3.87
16	26. Delegates responsibility and authority to personnel according to departmental objective(s).	3.84
17	24. Inspects cleaned hotel rooms according to standard operating housekeeping procedures.	3.76
18.5	2. Uses past and current information to predict future departmental revenues and expenses.	3.75
18.5	23. Assists in the development and control of departmental employee productivity.	3.75
20	31. Analyzes what influences the controllability of profits.	3.73
21.5	17. Assists in establishing organizational objectives and their priorities.	3.67
21.5	18. Appraises employee performance.	3.67
23	6. Uses past and current information to predict future hotel reservations.	3.61
24	1. Develops work flow patterns to meet specific operational requirements.	3.57

TABLE 6 (Continued)

Rank Order	Competencies	Composite Mean of Level of Importance*
Moderate Importance		
25	13. Analyzes weekly, monthly, and annual financial and statistical reports.	3.49
26	12. Conducts an informative and valid interview with prospective employees.	3.47
27	21. Promotes a cooperative union-management relationship.	3.45
28	25. Analyzes past and present business information to effectively predict future marketing strategies.	3.39
29.5	8. Uses front office equipment, such as electronic cash registers, point-of-sale devices, and reservation systems effectively.	3.31
29.5	10. Assists in operational and strategies planning.	3.31
31	11. Assists in the development and maintenance of budgets for each important element of the organization.	3.24
32	36. Assists in the development of a balanced program of preventative security.	3.19
33	35. Develops reliable revenue and expense tracking systems.	3.16
34.5	20. Processes hotel arrivals and departures.	3.05
34.5	33. Assists in the development of an effective energy management program.	3.05

TABLE 6 (Continued)

Rank Order	Competencies	Composite Mean of Level of Importance*
36	28. Prepares weekly, monthly, and annual financial statistical reports.	2.96

*Level of importance based on a five-point scale with five being of essential and one being of no importance.

alpha level of 0.05 was utilized to reject the null hypotheses. If a hotel manager trainee competency had a chi-square value of 9.49 or larger with four degrees of freedom, 12.59 or larger with six degrees of freedom, 15.51 or larger with eight degrees of freedom, 16.92 or larger with nine degrees of freedom, 21.03 or larger with 12 degrees of freedom, 26.30 or larger with 16 degrees of freedom, it was listed as a significant variable at the 0.05 level of significance.

Hypothesis 1

Null hypothesis 1 stated: there will be no significant differences between the ratings of importance of competencies for entry-level hotel manager trainees as associated with the hotel general manager's personal and job related backgrounds. The results of the chi-square test for this hypothesis are presented in Tables 7 through 9.

Years of Work Experience

One of the job related variables considered in this study was years of work experience. When the degree of importance of competencies and the years of work experience of hotel general managers were tested using the chi-square statistic, 34 of the 36 competencies had chi-square values that were not significant at the .05 level (Table 7). This indicated that there was agreement as to the relative importance of competencies of hotel general managers regard-

TABLE 7

CHI-SQUARE STATISTIC FOR THE SIGNIFICANCE OF DIFFERENCE BETWEEN HOTEL GENERAL MANAGER'S YEARS OF WORK EXPERIENCE RELATIVE TO THE IMPORTANCE OF HOTEL GENERAL MANAGER TRAINEE COMPETENCIES

Competencies	Degrees of Freedom	Chi-Square Value
1. Develops work flow patterns to meet specific operational requirements.	16	10.757
2. Uses past and current information to predict future departmental revenues and expenses.	12	14.586
3. Follows established personal management procedures in supervision of employees.	12	5.391
4. Manages guest problems with understanding and sensitivity.	8	6.693
5. Demonstrates professional appearance and poise.	12	9.552
6. Uses past and current information to predict future hotel reservations.	16	13.688
7. Effectively manages life threatening situations such as fire, bomb threat, serious illness, etc.	16	8.718
8. Uses front office equipment, such as electronic cash registers, point-of-sale devices, and reservation systems effectively.	16	15.369
9. Maintains professional and ethical standards in the work environment.	8	5.174
10. Assists in operational and strategies planning.	16	16.935
11. Assists in the development and maintenance of budgets for each important element of the organization.	16	18.462
12. Conducts an informative and valid interview with prospective employees.	16	11.052

TABLE 7 (Continued)

Competencies	Degrees of Freedom	Chi-Square Value
13. Analyzes weekly, monthly, and annual financial and statistical reports.	16	12.648
14. Strives to achieve positive working relationship with employees based on perceptions of work interactions.	12	6.920
15. Motivates employees to achieve desired performance.	12	12.088
16. Possesses needed leadership qualities to achieve organizational objectives.	8	6.359
17. Assists in establishing organizational objectives and their priorities.	12	6.587
18. Appraises employee performance.	12	12.900
19. Develops positive customer relations.	8	7.153
20. Processes hotel arrivals and departures.	16	13.028
21. Promotes a cooperative union-management relationship.	16	17.666
22. Follows federal, state and local sanitation and safety regulations to insure compliance by the organization.	16	9.081
23. Assists in the development and control of departmental employee productivity.	16	73.446*
24. Inspects cleaned hotel rooms according to standard operating housekeeping procedures.	12	6.959
25. Analyzes past and present business information to effectively predict future marketing strategies.	16	13.173

TABLE 7 (Continued)

Competencies	Degrees of Freedom	Chi-Square Value
26. Delegates responsibilities and authority to personnel according to departmental objective(s).	16	24.874
27. Communicates effectively both written and orally.	8	3.985
28. Prepares weekly, monthly, and annual financial statistical reports.	16	26.954*
29. Manages employee grievances effectively.	16	9.902
30. Knowledgeable of personnel policies and procedures which govern supervisory activities.	12	10.450
31. Analyzes what influences the controllability of profits.	12	18.862
32. Follows the legal responsibilities associated with hotel operations.	12	9.559
33. Assists in the development of an effective energy management program.	16	11.409
34. Identifies operational problems.	12	5.648
35. Develops reliable revenue and expense tracking systems.	16	12.604
36. Assists in the development of a balanced program of preventative security.	16	12.944

*Significant at or beyond the .05 level.

less of their years of work experience. Years of work experience were not a factor in rating the importance of 34 competencies.

Competency 23 and competency 28 had chi-square values that were significant at the .05 level based upon years of work experience. Except for these two competencies, the null hypothesis was not rejected.

Competency 23. This competency "Assists in the development and control of departmental employee productivity" ranked 18.5 and had a mean of 3.75, being of considerable importance. The significant difference in years of work experience as associated with how the hotel managers rated this competency was explained, in part, by fewer of the managers with 10-19 years of work experience rating this competency as being of considerable importance than expected. These managers rated competency 23 as either essential or as being of moderate importance. More of the managers, with 20-29 years of work experience, rated this competency as being of considerable importance than expected.

Competency 28. This competency "Prepares weekly, monthly, and annual financial statistical reports" ranked 36 and had a mean of 2.96, being of moderate importance. This lowest rank of importance was explained, in part, by more managers (31 of them) with 10-19 years of work experience rating this competency as being of limited importance and no importance than expected. Of the 68 managers who rated this competency, 28 of them (41.2%) gave similar ratings; only five (7.4%) rated this competency as being essential.

Competency 26 had a chi-square value that approached the .05 level of significance.

Competency 26. This competency "Delegates responsibility and authority to personnel according to departmental objective(s)" ranked 16 and had a mean of 3.84, being of considerable importance. The difference in years of work experience as associated with how the hotel managers rated this competency was explained, in part, by fewer of the managers with 0-9 years of work experience rating this competency as being of limited importance than expected. These managers were more likely to rate Competency 26 as being of considerable importance. More of the managers, with 10-19 years of work experience, rated this competency as being of limited importance.

Age. One of the job related variables considered in this study was age. When the degree of importance of competencies and the ages of hotel general managers were tested using the chi-square statistic, 35 of the 36 competencies had chi-square values that were not significant at the .05 level (Table 8). This indicated that there was agreement as to relative importance of competencies of hotel general managers regardless of their age. Age was not a factor in rating the importance of 35 competencies. Competency 23

TABLE 8

CHI-SQUARE STATISTIC FOR THE SIGNIFICANCE OF DIFFERENCE BETWEEN HOTEL GENERAL MANAGER'S AGE RELATIVE TO THE IMPORTANCE OF HOTEL MANAGER TRAINEE COMPETENCIES

Competencies	Degrees of Freedom	Chi-Square Value
1. Develops work flow patterns to meet specific operational requirements.	16	13.168
2. Uses past and current information to predict future departmental revenues and expenses.	12	10.032
3. Follows established personal management procedures in supervision of employees.	12	3.891
4. Manages guest problems with understanding and sensitivity.	8	1.759
5. Demonstrates professional appearance and poise.	12	10.865
6. Uses past and current information to predict future hotel reservations.	16	12.263
7. Effectively manages life threatening situations such as fire, bomb threat, serious illness, etc.	16	14.050
8. Uses front office equipment, such as electronic cash registers, point-of-sale devices, and reservation systems effectively.	16	17.634
9. Maintains professional and ethical standards in the work environment.	8	5.826
10. Assists in operational and strategies planning.	16	19.987
11. Assists in the development and maintenance of budgets for each important element of the organization.	16	14.525
12. Conducts an informative and valid interview with prospective employees.	16	11.513

TABLE 8 (Continued)

Competencies	Degrees of Freedom	Chi-Square Value
13. Analyzes weekly, monthly, and annual financial and statistical reports.	16	16.412
14. Strives to achieve positive working relationship with employees based on perceptions of work interactions.	12	14.806
15. Motivates employees to achieve desired performance.	12	8.887
16. Possesses needed leadership qualities to achieve organizational objectives.	8	5.253
17. Assists in establishing organizational objectives and their priorities.	12	15.524
18. Appraises employee performance.	12	8.333
19. Develops positive customer relations.	8	4.643
20. Processes hotel arrivals and departures.	16	12.279
21. Promotes a cooperative union-management relationship.	16	12.262
22. Follows federal, state and local sanitation and safety regulations to insure compliance by the organization.	16	20.790
23. Assists in the development and control of departmental employee productivity.	16	73.247*
24. Inspects cleaned hotel rooms according to standard operating housekeeping procedures.	12	10.737
25. Analyzes past and present business information to effectively predict future marketing strategies.	16	9.779

TABLE 8 (Continued)

Competencies	Degrees of Freedom	Chi-Square Value
26. Delegates responsibilities and authority to personnel according to departmental objective(s).	16	22.560
27. Communicates effectively both written and orally.	8	7.565
28. Prepares weekly, monthly, and annual financial statistical reports.	16	21.505
29. Manages employee grievances effectively.	16	8.718
30. Knowledgeable of personnel policies and procedures which govern supervisory activities.	12	7.262
31. Analyzes what influences the controllability of profits.	12	6.602
32. Follows the legal responsibilities associated with hotel operations.	12	10.462
33. Assists in the development of an effective energy management program.	16	11.462
34. Identifies operational problems.	12	6.996
35. Develops reliable revenue and expense tracking systems.	16	16.359
36. Assists in the development of a balanced program of preventative security.	16	9.866

*Significant at or beyond the .05 level.

had a chi-square value that was significant at the .05 level based upon age. Except for this competency, the null hypothesis was not rejected.

Competency 23. This competency "Assists in the development and control of departmental employee productivity" ranked 18.5 and had a mean of 3.75, being of considerable importance. The significant difference in age as associated with how the hotel managers rated this competency was explained, in part, by fewer of the managers aged 20-29 years rating this competency as being of moderate importance than expected. These managers were more likely to rate Competency 23 as being of considerable importance. More of the managers aged 30-39 years rated this competency as either essential or being of moderate importance than expected.

Academic Degree

One of the job related variables considered in this study was academic degree. When the degree of importance of competencies and the academic degree earned by hotel general managers were tested using the chi-square statistic, 29 of the 36 competencies had chi-square values that were not significant at the .05 level (Table 9). This indicated that there was agreement as to the relative importance of competencies of hotel general managers regardless of academic degree earned. Academic degree earned was not a

TABLE 9

CHI-SQUARE STATISTIC FOR THE SIGNIFICANCE OF DIFFERENCE BETWEEN HOTEL GENERAL MANAGER'S ACADEMIC DEGREE RELATIVE TO THE IMPORTANCE OF HOTEL MANAGER TRAINEE COMPETENCIES

Competencies	Degrees of Freedom	Chi-Square Value
1. Develops work flow patterns to meet specific operational requirements.	12	9.168
2. Uses past and current information to predict future departmental revenues and expenses.	9	4.667
3. Follows established personal management procedures in supervision of employees.	9	5.387
4. Manages guest problems with understanding and sensitivity.	6	3.854
5. Demonstrates professional appearance and poise.	9	16.380
6. Uses past and current information to predict future hotel reservations.	12	10.845
7. Effectively manages life threatening situations such as fire, bomb threat, serious illness, etc.	12	10.741
8. Uses front office equipment, such as electronic cash registers, point-of-sale devices, and reservation systems effectively.	12	9.534
9. Maintains professional and ethical standards in the work environment.	6	7.981
10. Assists in operational and strategies planning.	12	7.768
11. Assists in the development and maintenance of budgets for each important element of the organization.	12	16.486
12. Conducts an informative and valid interview with prospective employees.	12	8.542

TABLE 9 (Continued)

Competencies	Degrees of Freedom	Chi-Square Value
13. Analyzes weekly, monthly, and annual financial and statistical reports.	12	20.567
14. Strives to achieve positive working relationship with employees based on perceptions of work interactions.	9	17.545*
15. Motivates employees to achieve desired performance.	9	11.543
16. Possesses needed leadership qualities to achieve organizational objectives.	6	4.805
17. Assists in establishing organizational objectives and their priorities.	9	21.165*
18. Appraises employee performance.	9	11.368
19. Develops positive customer relations.	6	5.477
20. Processes hotel arrivals and departures.	12	4.956
21. Promotes a cooperative union-management relationship.	12	15.979
22. Follows federal, state and local sanitation and safety regulations to insure compliance by the organization.	12	9.417
23. Assists in the development and control of departmental employee productivity.	12	28.068*
24. Inspects cleaned hotel rooms according to standard operating housekeeping procedures.	9	9.810
25. Analyzes past and present business information to effectively predict future marketing strategies.	12	12.138

TABLE 9 (Continued)

Competencies	Degrees of Freedom	Chi-Square Value
26. Delegates responsibilities and authority to personnel according to departmental objective(s).	12	22.013*
27. Communicates effectively both written and orally.	6	8.197
28. Prepares weekly, monthly, and annual financial statistical reports.	12	10.931
29. Manages employee grievances effectively.	12	23.046*
30. Knowledgeable of personnel policies and procedures which govern supervisory activities.	9	6.763
31. Analyzes what influences the controllability of profits.	9	12.876
32. Follows the legal responsibilities associated with hotel operations.	9	14.642
33. Assists in the development of an effective energy management program.	12	19.465
34. Identifies operational problems.	9	26.617*
35. Develops reliable revenue and expense tracking systems.	12	9.657
36. Assists in the development of a balanced program of preventative security.	12	26.337*

*Significant at or beyond the .05 level.

factor in rating the importance of 29 competencies.

Competencies 14, 17, 23, 26, 29, 34, and 36 had chi-square values that were significant at the .05 level. Except for these seven competencies, the null hypothesis was not rejected.

Competency 14. This competency "Strives to achieve positive working relationship with employees based on perceptions of work interactions" ranked 6 and had a mean of 4.52, being of essential importance. This high rank of importance was explained, in part, by more managers (31 of them) with a baccalaureate degree rating this competency as being essential than expected. Of the 68 managers who rated this competency, 64 of them (94.12%) gave ratings of considerable importance or essential; only four (5.88%) rated this competency as being of limited importance or moderate importance.

Competency 17. This competency "Assists in establishing organizational objectives and their priorities" ranked 21.5 and had a mean of 3.67, being of considerable importance. The significant difference by academic degree earned as associated with how the hotel managers rated this competency was explained, in part, by fewer of the managers with a masters degree rating this competency as being of considerable importance than expected. These managers were more likely to rate competency 17 as essential. More of the managers, with a bachelors degree, rated this competency as being of considerable importance than expected. More of the managers, with no degree, rated this competency as being of limited importance.

Competency 23. Again, this competency (see page 59) was ranked as being of considerable importance. The significant difference in academic degree earned as associated with how the hotel general managers rated this competency was explained, in part, by fewer of the managers with no degree rating this competency as being of considerable importance than expected. These managers were more likely to rate Competency 23 as being of moderate importance. A greater number of managers, with a baccalaureate degree, regarded this competency as being of considerable importance. More managers with a masters degree rated this competency as being essential than expected.

Competency 26. This competency (see page 55) was ranked as being of considerable importance. The significant difference in academic degree earned as associated with how the hotel general managers rated this competency was explained, in part, by fewer of the managers with no degree rating this competency as either essential or as being of considerable importance than expected. Of the 15 managers with no degree who rated this competency, six of them (40.0%) considered Competency 26 as being of limited importance. More of the managers (75.0%), with a baccalaureate degree, rated this competency as either essential or as being of considerable importance than expected. More of the managers, with a masters degree rated this competency as essential than expected.

Competency 29. This competency "Manages employee grievances effectively" ranked 15 and had a mean of 3.87, being of considerable importance. The significant difference in academic degree earned as associated with how the hotel managers rated this competency was explained, in part, by fewer of the managers with no degree rating this competency as essential than anticiapted. These managers were more likely to rate Competency 29 as either being of considerable importance or moderate importance. More of the managers, with a baccalaureate degree, rated this competency as essential than expected. Similarly, a greater number of managers, with a masters degree, rated this competency as essential than expected.

Competency 34. This competency "Identifies operational problems" ranked 12 and had a mean of 4.00, being of considerable importance. The significant difference in academic degree earned as associated with how the hotel managers rated this competency was explained, in part, by fewer of the managers with no degree rating this competency as essential than expected. These managers tended to rate this competency as either being of considerable importance, moderate importance, or limited importance. More of the managers, with a baccalaureate or masters degree, rated this competency as essential in importance.

Competency 36. This competency "Assists in the development of a balanced program of preventative security" ranked 32 and had a mean of 3.19, being of moderate importance. The significant difference in academic degree earned as associated with how the hotel managers rated this competency was explained, in part, by fewer of the managers with no degree rating this competency as being of considerable importance than expected. These managers were more likely to rate this competency as being of limited importance. In contrast, more hotel managers, with a baccalaureate degree, rated this competency as being of considerable importance than expected; and fewer managers rated this competency as being of essential and limited importance. More of the managers, with a masters degree rated Competency 36 as being essential.

Competencies 5 and 13 had chi-square values that approached the .05 level of significance.

Competency 5. This competency "Demonstrates professional appearance and poise" ranked 3.5 and had a mean of 4.61, being of essential importance. This high ranking of importance was explained, in part, by more managers, with a baccalaureate degree, rating this competency as being essential than expected. Of the 68 managers who rated this competency, 45 of them (66.18%) gave similar ratings; only one (1.47%) rated this competency as being of no importance, and three (4.41%) rated it as being of moderate importance.

Competency 13. This competency "Analyzes weekly, monthly, and annual financial and statistical reports" ranked 25 and had a mean of 3.49, being of moderate importance. The difference in academic degree earned as associated with how the hotel general managers rated this competency was explained, in part, by fewer of the managers with no degree rating this competency as either essential or being of considerable importance than expected. These managers were more likely to rate this competency as being of limited importance. More of the managers, with a masters degree, rated this competency as being essential than expected.

Hypothesis 2

Null hypothesis 2 stated: there will be no significant differences between the ratings of importance of competencies for entry-level hotel manager trainees as associated with the hotel general manager's regions of the United States. The results of the chi-square test for this hypothesis are presented in Table 10.

Region of the United States

When the degree of importance of competencies and the regions of the hotel general managers were tested using the chi-square statistic, 36 of the 36 competencies had chi-

TABLE 10

CHI-SQUARE STATISTIC FOR THE SIGNIFICANCE OF DIFFERENCE BETWEEN HOTEL GENERAL MANAGER'S REGION OF THE UNITED STATES RELATIVE TO THE IMPORTANCE OF HOTEL MANAGER TRAINEE COMPETENCIES

Competencies	Degrees of Freedom	Chi-Square Value
1. Develops work flow patterns to meet specific operational requirements.	16	6.414
2. Uses past and current information to predict future departmental revenues and expenses.	12	11.047
3. Follows established personal management procedures in supervision of employees.	12	11.531
4. Manages guest problems with understanding and sensitivity.	8	5.154
5. Demonstrates professional appearance and poise.	12	16.479
6. Uses past and current information to predict future hotel reservations.	16	9.819
7. Effectively manages life threatening situations such as fire, bomb threat, serious illness, etc.	16	10.753
8. Uses front office equipment, such as electronic cash registers, point-of-sale devices, and reservation systems effectively.	16	14.686
9. Maintains professional and ethical standards in the work environment.	8	9.288
10. Assists in operational and strategies planning.	16	25.149
11. Assists in the development and maintenance of budgets for each important element of the organization.	16	17.619
12. Conducts an informative and valid interview with prospective employees.	16	26.136

TABLE 10 (Continued)

Competencies	Degrees of Freedom	Chi-Square Value
13. Analyzes weekly, monthly, and annual financial and statistical reports.	16	18.753
14. Strives to achieve positive working relationship with employees based on perceptions of work interactions.	12	10.386
15. Motivates employees to achieve desired performance.	12	15.727
16. Possesses needed leadership qualities to achieve organizational objectives.	8	4.297
17. Assists in establishing organizational objectives and their priorities.	12	8.009
18. Appraises employee performance.	12	6.762
19. Develops positive customer relations.	8	6.120
20. Processes hotel arrivals and departures.	16	23.305
21. Promotes a cooperative union-management relationship.	16	18.965
22. Follows federal, state and local sanitation and safety regulations to insure compliance by the organization.	16	12.864
23. Assists in the development and control of departmental employee productivity.	16	15.765
24. Inspects cleaned hotel rooms according to standard operating housekeeping procedures.	12	4.769
25. Analyzes past and present business information to effectively predict future marketing strategies.	16	16.361

TABLE 10 (Continued)

Competencies	Degrees of Freedom	Chi-Square Value
26. Delegates responsibilities and authority to personnel according to departmental objective(s).	16	15.255
27. Communicates effectively both written and orally.	8	3.849
28. Prepares weekly, monthly, and annual financial statistical reports.	16	19.353
29. Manages employee grievances effectively.	16	22.408
30. Knowledgeable of personnel policies and procedures which govern supervisory activities.	12	19.767
31. Analyzes what influences the controllability of profits.	12	12.919
32. Follows the legal responsibilities associated with hotel operations.	12	7.752
33. Assists in the development of an effective energy management program.	16	12.626
34. Identifies operational problems.	12	8.451
35. Develops reliable revenue and expense tracking systems.	16	22.524
36. Assists in the development of a balanced program of preventative security.	16	16.227

*Significant at or beyond the .05 level.

square values that were not significant at the .05 level (Table 10). This indicated that there was agreement as to the relative importance of competencies of hotel general managers in all regions of the United States. Region of the United States was not a factor in rating of importance of the 36 competencies. The null hypothesis was not rejected.

Competencies 10, 12, and 30 had chi-square values that approached the .05 level of significance.

Competency 10. This competency "Assists in operational and strategies planning" ranked 29.5 and had a mean of 3.31, being of moderate importance. The difference in region of the United States as associated with how the hotel managers rated this competency was explained, in part, by fewer of the managers from the New England and Middle Atlantic region rating this competency as being of moderate importance than expected. These managers were more likely to rate Competency 10 as being of no importance. Fewer managers, from the North Central region, rated this competency as being of considerable importance than expected. These managers tended to rate Competency 10 as either being of moderate importance or limited importance. The managers from the South Atlantic region were more likely to rate this competency as being of considerable importance. More of the managers, from the Mountain and Pacific region, rated Competency 10 as being of limited importance than expected.

Competency 12. This competency "Conducts an informative and valid interview with prospective employees" ranked 26 and had a mean of 3.47, being of moderate importance. The difference in region of the United States as associated with how the hotel managers rated this competency was explained, in part, by fewer of the managers from the New England and Middle Atlantic region rating this competency as being of moderate importance than expected. These managers were more likely to rate this competency as being of limited importance or no importance. More of the managers, from the South Atlantic region, rated this competency as being of considerable importance than anticipated. More of the managers, from the Mountain and Pacific region, rated this competency as being of moderate importance than expected.

Competency 30. This competency "Knowledgeable of personnel policies and procedures which govern supervisory activities" ranked 10 and had a mean of 4.15, being of considerable importance. The difference in region of the United States as associated with how the hotel managers rated this competency was explained, in part, by fewer of the managers from the South Atlantic region rating this competency as being of moderate importance than expected. These managers were more likely to rate this competency as being of considerable importance. Fewer managers, from the Mountain and Pacific region, rated this competency as being of considerable importance than anticipated. More of these managers rated Competency 30 as either essential or as being of moderate importance.

Hypothesis 3

Null hypothesis 3 stated: there will be no significant differences between the ratings of importance of competencies for entry-level hotel manager trainees as associated with the sizes (number of rooms) of the hotel properties operated by the hotel general managers. The results of the chi-square test for this hypothesis are presented in Table 11.

Hotel Property Size

When the degree of importance of competencies as associated with the size of the hotel properties were tested using the chi-square statistic, 33 of the 36 competencies had chi-square values that were not significant at the .05 level (Table 11). This indicated that there was agreement as to the relative importance of competencies of hotel general managers regardless of their hotel size. Hotel property size was not a factor in rating of importance of 33 competencies.

Competencies 12, 21, and 35 had chi-square values that were significantly different beyond the .05 level based upon hotel property size. Except for these three competencies, the null hypothesis was not rejected.

TABLE 11

CHI-SQUARE STATISTIC FOR THE SIGNIFICANCE OF DIFFERENCE BETWEEN HOTEL GENERAL MANAGER'S HOTEL PROPERTY SIZE RELATIVE TO THE IMPORTANCE OF HOTEL MANAGER TRAINEE COMPETENCIES

Competencies	Degrees of Freedom	Chi-Square Value
1. Develops work flow patterns to meet specific operational requirements.	8	4.984
2. Uses past and current information to predict future departmental revenues and expenses.	6	6.939
3. Follows established personal management procedures in supervision of employees.	6	1.736
4. Manages guest problems with understanding and sensitivity.	4	2.018
5. Demonstrates professional appearance and poise.	6	4.220
6. Uses past and current information to predict future hotel reservations.	8	15.427
7. Effectively manages life threatening situations such as fire, bomb threat, serious illness, etc.	8	2.797
8. Uses front office equipment, such as electronic cash registers, point-of-sale devices, and reservation systems effectively.	8	6.526
9. Maintains professional and ethical standards in the work environment.	4	4.838
10. Assists in operational and strategies planning.	8	5.434
11. Assists in the development and maintenance of budgets for each important element of the organization.	8	7.899
12. Conducts an informative and valid interview with prospective employees.	8	15.841*

TABLE 11 (Continued)

Competencies	Degrees of Freedom	Chi-Square Value
13. Analyzes weekly, monthly, and annual financial and statistical reports.	8	6.860
14. Strives to achieve positive working relationship with employees based on perceptions of work interactions.	6	7.556
15. Motivates employees to achieve desired performance.	6	3.786
16. Possesses needed leadership qualities to achieve organizational objectives.	4	3.589
17. Assists in establishing organizational objectives and their priorities.	6	6.029
18. Appraises employee performance.	6	5.489
19. Develops positive customer relations.	4	1.036
20. Processes hotel arrivals and departures.	8	4.208
21. Promotes a cooperative union-management relationship.	8	15.534*
22. Follows federal, state and local sanitation and safety regulations to insure compliance by the organization.	8	5.139
23. Assists in the development and control of departmental employee productivity.	8	7.084
24. Inspects cleaned hotel rooms according to standard operating housekeeping procedures.	6	6.297
25. Analyzes past and present business information to effectively predict future marketing strategies.	8	12.457

TABLE 11 (Continued)

Competencies	Degrees of Freedom	Chi-Square Value
26. Delegates responsibilities and authority to personnel according to departmental objective(s).	8	11.198
27. Communicates effectively both written and orally.	4	1.390
28. Prepares weekly, monthly, and annual financial statistical reports.	8	7.408
29. Manages employee grievances effectively.	8	7.791
30. Knowledgeable of personnel policies and procedures which govern supervisory activities.	6	6.080
31. Analyzes what influences the controllability of profits.	6	4.817
32. Follows the legal responsibilities associated with hotel operations.	6	2.537
33. Assists in the development of an effective energy management program.	8	4.046
34. Identifies operational problems.	6	4.896
35. Develops reliable revenue and expense tracking systems.	8	17.347*
36. Assists in the development of a balanced program of preventative security.	8	7.898

*Significant at or beyond the .05 level.

Competency 12. Again, this competency (see page 72) was ranked as being of moderate importance. The significant difference in hotel property size as associated with how the hotel general managers rated this competency was explained, in part, by fewer of the managers working in hotels with 400-699 rooms rating this competency as being of moderate importance than expected. These hotel managers were more likely to rate this competency as being of considerable importance. Fewer managers from hotels with 700-1000 rooms rated this competency as being of considerable importance than expected. More of these managers rated Competency 12 as either essential or as being of moderate importance. A greater number of managers, from hotels with over 1000 rooms, rated this competency as being of moderate importance than expected.

Competency 21. This competency "Promotes a cooperative union-management relationship" ranked 27 and had a mean of 3.45, being of moderate importance. The significant difference in hotel property size as associated with how the hotel managers rated this competency was explained, in part, by more of the managers from hotels with 400-699 rooms rating this competency as being of considerable importance than anticipated. Fewer of the managers rated this competency as being of moderate importance. Hotel managers, from properties with 700-1000 rooms, less frequently rated this competency as either essential or as being of considerable importance than expected. These managers were more likely to rate this competency as being of moderate or no importance. More of the managers (55.56%), from hotels with over 1000 rooms, rated Competency 21 as being of essential importance.

Competency 35. This competency "Develops reliable revenue and expense tracking systems" ranked 33 and had a mean of 3.16, being of moderate importance. The significant difference in hotel property size as associated with how the hotel managers rated this competency was explained, in part, by fewer of the managers from hotels with 400-699 rooms rating this competency as being of moderate importance. These managers were more likely to rate this competency as being of considerable importance. In contrast, fewer of the managers, from hotels with 700-1000 rooms, rated this competency as being of considerable importance than expected. More of the managers were likely to rate this competency as being of limited importance. A greater number of managers, from hotels with over 1000 rooms, rated this competency as being of moderate importance than anticipated. These managers were less likely to rate Competency 35 as either being of considerable importance or limited importance.

Competency 6 had a chi-square value that approached the .05 level of significance.

Competency 6. This competency "Uses past and current information to predict future hotel reservations" ranked 23 and had a mean of 3.61, being of considerable importance. The difference in hotel property size as associated with how the hotel managers rated this competency was explained, in part, by fewer of the managers from hotels with 400-699 rooms rating this competency as either being of considerable importance or no importance than expected. More managers were likely to rate this competency as being essential. More of the managers, from hotels with 700-1000 rooms, rated this competency as being of considerable importance than expected. Hotel managers from hotels with over 1000 rooms were more likely to rate this competency as being of importance than expected. A fewer number of managers rated this competency as being essential than expected.

Summary

There was general agreement on the rating of importance of the 36 competencies for hotel general manager trainees. The academic degree variable influenced the ratings of importance on more of the competencies than any other independent variable in the study. The ratings of importance of Competency 23 were influenced by three of the five independent variables -- years of work experience; age of hotel general managers; and academic degree. As might be predicted, Competency 21 which involved union-management relationships was essential for managers of hotels with over 1000 rooms. Chapter V deals with a summary of the study, conclusions drawn from the findings reported in this chapter, and recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is intended to provide a general summary of the study, draw conclusions from the findings, and suggest recommendations.

Summary

The general purpose of this study was to identify the competencies of entry-level hotel manager trainees as expected by general managers employed by the hotel industry.

The following null hypotheses were tested for significance at the .05 level.

H_1: There will be no significant differences between the ratings of importance of competencies for entry-level hotel manager trainees as associated with the hotel general manager's personal and job related backgrounds.

H_2: There will be no significant differences between the ratings of importance of competencies for entry-level hotel manager trainees as associated with the hotel general managers regions of the United States.

H_3: There will be no significant differences between

> the ratings of importance of competencies for entry-level hotel manager trainees as associated with the sizes (number of rooms) of the hotel properties operated by the hotel general managers.

The study sample was composed of 229 hotel general managers with active membership in the American Hotel and Motel Association. A total of 75 (33%) general managers returned the instrument.

The research instrument used to collect the data was developed by the researcher. The survey instrument contained 36 competency statements pertaining to hotel manager trainees (Appendix G). The respondents were asked to react to each competency item on the basis of its importance for entry-level hotel manager trainees. A five-point rating scale was used to rate the degree of importance. Professional information was also provided by the respondents.

The collected data were analyzed by computing the frequencies, percentages, and means for each of the 36 competency statements. The three hypotheses were tested for significance at the .05 level using a contingency table analysis. R x C contingency tables with chi-square tests were used to analyze if significant frequency distribution differences existed between the ratings of hotel manager trainee competencies by personal and job related managerial backgrounds, by region within the United States, and by hotel property size.

Of the 75 participants in the study, the majority, 38, (56%), were less than 40 years of age. There were 53 (77.94%) participants who earned a baccalaureate or graduate degree; 44 (64.71%) who earned the baccalaureate degree identified hotel and restaurant administration as their major area of study. There were 54 (79.41%) participants who were actively involved in the area of hotel administration for more than 10 years. This factor gave credence to the respondent's identification of the important competencies for entry-level hotel manager trainees. The managers from the Mountain and Pacific region of the United States accounted for the highest response rate with 40 percent. Over 60 percent (69.33%) of the hotel managers were affiliated with hotels having 400-699 rooms.

A rank order of the hotel manager trainee competencies was compiled. The competencies with composite means reflecting "essential importance" were as follows in rank order.

Rank Order	Competencies
1	4. Manages guest problems with understanding and sensitivity.
2	9. Maintains professional and ethical standards in the work environment.
3.5	5. Demonstrates professional appearance and poise.
3.5	27. Communicates effectively both written and orally.

Rank Order	Competencies
5	19. Develops positive customer relations.
6	14. Strives to achieve positive working relationship with employees based on perceptions of work interactions.

There were 18 competencies as having "considerable importance", and 12 competencies as having "moderate importance." There were no competencies, with the required calculated composite means, ranked in the "limited importance" and "no importance" levels. However, competency 28, "Prepares weekly, monthly, and annual financial statistical reports," approached the "limited importance" level with a mean of 2.96.

In testing H_1, the following results were obtained.

Years of Work Experience. Competency 23 and competency 28 had chi-square values that were significantly different beyond the .05 level based upon years of work experience. Except for these two competencies, the null hypothesis was accepted.

Age. Competency 23 had a chi-square value that was significantly different beyond the .05 level based upon age. Except for this competency, the null hypothesis was accepted.

Academic Degree. Competencies 14, 17, 23, 26, 29, 34, and 36 had chi-square values that were significantly different beyond the .05 level based upon academic degree earned.

In testing H_2, the statistical analysis of the data indicated no significant difference at the .05 level in the rating of competencies by the respondents according to region within the United States. In testing H_3 competencies 12, 21, and 35 had chi-square values that were significantly different beyond the .05 level based upon hotel property size.

Conclusions

The following conclusions are based upon the findings of this study.

1. Hotel managers rated the competencies with varying levels of importance. Thus, these competencies serve as a basis for decision-making in curriculum development.
2. The six competencies that were rated as being essential centered on human relation abilities. Preparation programs need to focus on experiences that enable students to develop positive interaction with others. The findings of Mariampolski, Spears, and Vaden (1980) are supportive of this conclusion.
3. Hotel general managers with average years of work experience, being of middle age, and having an academic degree or degrees influence the ratings

of competencies which may serve as a guide for curriculum development for schools of hotel and restaurant administration. Schools whose students are likely to be employed by general managers who fit these personal and professional descriptions may wish to stress the competencies that they rated as being essential.

4. The competencies of this study are applicable in curriculum development for hotel manager trainees throughout the United States.
5. The development of competence in union-management relations is advised for schools of hotel and restaurant administration where their graduates select entry-level positions with hotels in large metropolitan areas.

Recommendations

The following recommendations in the form of generalizations are suggested by the researcher based upon the findings and conclusions from this study.

1. This research has shown a hierarchy of competencies needed by future hotel manager trainees. The suggested competencies can serve as a firm foundation for curriculum development in schools of hotel and restaurant administration.
2. These competency items can assist the Council on Hotel, Restaurant, and Institutional Education

(CHRIE) in their efforts to design a core curriculum for schools of hotel and restaurant administration.

3. These competencies cover all three domains of learning -- cognitive, affective, and psychomotor. Concensus of the judges was not reached in this study. Further analysis of these 36 competencies needs to be accomplished before recommendation for use in curriculum development.
4. Curriculum committees need to explore best techniques for recruitment of students for establishing admission policies to programs, and for developing the human relation competencies needed by graduates of schools of hotel and restaurant administration.
5. A longitudinal follow-up study is needed to assess whether hotel manager trainees are demonstrating the competency behaviors expected of them by hotel general managers.

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APPENDIXES

APPENDIX A

"TREND BUSINESS IN THE LODGING INDUSTRY 1951 - 1979"

TREND OF BUSINESS IN THE LODGING INDUSTRY - 1951-1979

Annual Summary Expressed in Index Numbers

1951 - 100

Total U.S.A.

Year	Total Sales	Room Sales	Restaurant Sales	Food Sales	Beverage Sales	Room Sales Per Occupied Room
1951	100	100	100	100	100	100
52	105	105	105	105	105	106
53	107	107	107	107	105	111
54	106	107	106	107	102	114
55	109	111	109	110	104	119
56	113	115	112	113	107	124
57	115	118	114	114	109	131
58	113	117	112	112	107	135
59	116	121	115	115	110	140
60	116	122	115	115	110	144
61	113	118	112	112	108	145
62	112	117	112	112	107	146
63	109	115	109	109	105	146
64	112	118	111	110	107	149
65	115	123	112	112	109	152
66	120	129	115	116	112	157
67	122	134	115	116	114	166
68	127	143	117	117	117	178
69	133	152	119	119	122	194
70	130	150	114	115	117	208
71	130	151	114	114	118	212
72	138	162	121	122	124	218
73	148	173	128	131	130	229
74	157	183	134	139	137	247
75	162	194	135	140	137	272
76	180	219	146	153	142	294
77	200	247	158	165	155	320
78	231	291	178	186	173	363
79	258	332	191	201	182	421

Source: "Trend Business in the Lodging Industry - 1951-1979," *U.S. Lodging Industry* (1980, p. 91).

APPENDIX B

COMPETENCY CATEGORIES

Accounting Procedures and Systems

Assists in the development and maintenance of budgets for each important element of the organization.

Prepares weekly, monthly, and annual financial statistical reports.

Analyzes weekly, monthly, and annual financial and statistical reports.

Evaluates weekly, monthly, and annual financial and statistical reports.

Compiles accurate routine operational data in prescribed format for computer analysis.

Develops reliable revenue and expense tracking systems.

Uses past and current information to predict future departmental revenues and expenses.

Analyzes what influences the controllability of profits.

Hotel Front Office Procedures

Executes a night audit function proficiently by producing consistently accurate night reports.

Processes hotel arrivals and departures.

Uses front office equipment, such as electronic cash registers, point-of-sale devices, and reservation systems effectively.

Uses past and current information to predict future hotel reservations.

Accurately handles reservation requests by telephone, letter, and central computer-assisted system.

Performs the duties of the front office cashier.

Uses a standardized approach to calculate a sound room rate structure.

Hotel Sales and Promotion

Identifies various market segments such as commercial, government, and convention business.

Assists in preparing plans regarding sales and promotions, advertising and public relation strategies.

Analyzes past and present business information to effectively predict future marketing strategies.

Professional Housekeeping

Prepares a housekeeper's report.

Organizes the housekeeping carts.

Cleans hotel rooms effeciently according to established standards.

Inspects cleaned hotel rooms according to standard operating housekeeping procedures.

Knowledgeable of hotel guest room interior design principles. For example, color, guest room design, furnishings, fabric, and wall covering.

Food and Beverage Operations

Follows federal, state and local sanitation and safety regulations to insure compliance by the organization.

Plans menus for restaurants, banquets, and special events.

Evaluates menus for restaurants, banquets, and special events.

Establishes menu pricing for restaurants, banquets, and special functions.

Develops food, beverage and equipment purchasing specifications to meet objectives of the operation.

Purchases food, beverage, and miscellaneous items accurately.

Follows established procedures for receiving, storage, and distribution of raw materials.

Conducts accurate inventory on food, beverage and miscellaneous supplies.

Arranges food service equipment for efficient utilization of space.

Designs dining space to meet operational needs.

Plans food and beverage functions such as banquet and catering events.

Performs the various banquet services such as French, American, and buffet.

Performs bar services efficiently.

Controls labor, food, beverage, and other operating expenses.

Personnel

Possesses needed leadership qualities to achieve organizational objectives.

Knowledgeable of personnel policies and procedures which govern supervisory activities.

Delegates responsibility and authority to personnel according to departmental objectives.

Conducts an informative and valid interview with prospective employees.

Plans orientation for incoming support personnel.

Conducts orientation for incoming support personnel.

Evaluates the orientation for incoming support personnel.

Plans in-service training for support personnel.

Conducts in-service training for support personnel.

Evaluates in-service training for support personnel.

Assists in the development and control of departmental employee productivity.

Motivates employees to achieve desired performance.

Follows established personnel management procedures in supervision of employees.

Appraises employee performance.

Strives to achieve positive working relationship with employees based on perceptions of work interactions.

Manages employee grievances effectively.

Promotes a cooperative union-management relationship.

Develops positive customer relations.

Manages guest problems with understanding and sensitivity.

Other Managerial Responsibilities

Assists in establishing organizational objectives and their priority.

Assists in operational and strategic planning.

Communicates effectively both written and orally.

Maintains professional and ethical standards in the work environment.

Demonstrates professional appearance and poise.

Develops work flow patterns to meet specific operational requirements.

Prepares time sheets and weekly schedules for employees.

Identifies operational problems.

Makes decisions to solve operational problems under conditions of certainty and uncertainty.

Follows the legal responsibilities associated with hotel operations.

Effectively manages life threatening situations such as fire, bomb threat, serious illness, etc.

Assists in the development of a balanced program of preventative security.

Assists in the development of an effective energy management program.

Assists in the development of operational feasibility studies.

APPENDIX C

HOTEL MANAGER TRAINEE COMPETENCIES INVENTORY: DOMAINS OF LEARNING AND CATEGORIES

HOTEL MANAGER TRAINEE COMPETENCIES INVENTORY

Directions: Please select the most appropriate domain of learning and then indicate with a check mark (/) the appropriate category of each domain for each competency statement.

	DOMAINS OF LEARNING AND CATEGORIES																
	PSYCHOMOTOR DOMAIN						COGNITIVE DOMAIN						AFFECTIVE DOMAIN				
COMPETENCY STATEMENTS	Reflex Movements	Basic Fundamental Movements	Perceptual Abilities	Physical Abilities	Skilled Movements	Non-Discursive Communication	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Receiving	Responding	Valuing	Organization	Characterized by a Value or Value Complex
1. Prepares a housekeeper's report.																	
2. Performs the various banquet services such as French, American, and buffet.																	
3. Evaluates in-service training for support personnel.																	
4. Develops work flow patterns to meet specific operational requirements.																	
5. Plans menus for restaurants, banquets, and special events.																	
6 Arranges food service equipment for efficient utilization of space.																	

HOTEL MANAGER TRAINEE COMPETENCIES INVENTORY

	DOMAINS OF LEARNING AND CATEGORIES																	
	PSYCHOMOTOR DOMAIN						COGNITIVE DOMAIN						AFFECTIVE DOMAIN					
COMPETENCY STATEMENTS	Reflex Movements	Basic Fundamental Movements	Perceptual Abilities	Physical Abilities	Skilled Movements	Non-Discursive Communication	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Receiving	Responding	Valuing	Organization	Characterized by a Value or Value Complex
7. Follows established procedures for receiving, storage, and distribution of raw materials.																		
8. Purchases food, beverage, and miscellaneous items accurately.																		
9. Executes a night audit function proficiently by producing consistently accurate night reports.																		
10. Uses a standardized approach to calculate a sound room rate structure.																		
11. Uses past and current information to predict future departmental revenues and expenses.																		
12. Follows established personnel management procedures in supervision of employees.																		
13. Manages guest problems with understanding and sensitivity.																		

HOTEL MANAGER TRAINEE COMPETENCIES INVENTORY

	DOMAINS OF LEARNING AND CATEGORIES																
	PSYCHOMOTOR DOMAIN						COGNITIVE DOMAIN						AFFECTIVE DOMAIN				
COMPETENCY STATEMENTS	Reflex Movements	Basic Fundamental Movements	Perceptual Abilities	Physical Abilities	Skilled Movements	Non-Discursive Communication	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Receiving	Responding	Valuing	Organization	Characterized by a Value or Value Complex
14. Demonstrates professional appearance and poise.																	
15. Knowledgeable of hotel guest room interior design principles. For example, color, guest room design, furnishings, fabrics, and wall coverings.																	
16. Assists in the development of operational feasibility studies.																	
17. Uses past and current information to predict future hotel reservations.																	
18. Effectively manages life threatening situations such as fire, bomb threat, serious illness, etc.																	
19. Uses front office equipment such as electronic cash registers, point-of-sale devices, and reservation systems effectively.																	
20. Performs bar services efficiently.																	

HOTEL MANAGER TRAINEE COMPETENCIES INVENTORY

	DOMAINS OF LEARNING AND CATEGORIES																
	PSYCHOMOTOR DOMAIN						COGNITIVE DOMAIN						AFFECTIVE DOMAIN				
COMPETENCY STATEMENTS	Reflex Movements	Basic Fundamental Movements	Perceptual Abilities	Physical Abilities	Skilled Movements	Non-Discursive Communication	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Receiving	Responding	Valuing	Organization	Characterized by a Value or Value Complex
21. Maintains professional and ethical standards in the work environment.																	
22. Assists in operational and strategic planning.																	
23. Assists in the development and maintenance of budgets for each important element of the organization.																	
24. Prepares time sheets and weekly schedules for employees.																	
25. Conducts an informative and valid interview with prospective employees.																	
26. Analyzes weekly, monthly, and annual financial and statistical reports.																	
27. Plans food and beverage functions such as banquet and catering events.																	
28. Cleans hotel rooms efficiently according to established standards.																	

HOTEL MANAGER TRAINEE COMPETENCIES INVENTORY

	DOMAINS OF LEARNING AND CATEGORIES																
	PSYCHOMOTOR DOMAIN						COGNITIVE DOMAIN						AFFECTIVE DOMAIN				
	Reflex Movements	Basic Fundamental Movements	Perceptual Abilities	Physical Abilities	Skilled Movements	Non-Discursive Communication	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Receiving	Responding	Valuing	Organization	Characterized by a Value or Value Complex
29. Strives to achieve positive working relationship with employees based on perceptions of work interactions.																	
30. Conducts orientation for incoming support personnel.																	
31. Identifies various market segments such as commercial, government, and convention business.																	
32. Makes decisions to solve operational problems under conditions of certainty and uncertainty.																	
33. Motivates employees to achieve desired performance.																	
34. Possesses needed leadership qualities to achieve organizational objectives.																	
35. Establishes menu pricing for restaurants, banquets, and special functions.																	
36. Assists in establishing organizational objectives and their priority.																	

HOTEL MANAGER TRAINEE COMPETENCIES INVENTORY

	DOMAINS OF LEARNING AND CATEGORIES																	
	PSYCHOMOTOR DOMAIN						COGNITIVE DOMAIN						AFFECTIVE DOMAIN					
COMPETENCY STATEMENTS	Reflex Movements	Basic Fundamental Movements	Perceptual Abilities	Physical Abilities	Skilled Movements	Non-Discursive Communication	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Receiving	Responding	Valuing	Organization	Characterized by a Value or Value Complex
37. Appraises employee performance.																		
38. Develops positive customer relations.																		
39. Processes hotel arrivals and departures.																		
40. Promotes a cooperative union-management relationship.																		
41. Follows federal, state, and local sanitation and safety regulations to insure compliance by the organization.																		
42. Assists in the development and control of departmental employee productivity.																		
43. Inspects cleaned hotel rooms according to standard operating housekeeping procedures.																		
44. Conducts accurate inventory on food, beverage, and miscellaneous supplies.																		
45. Evaluates weekly, monthly, and annual financial and statistical reports.																		

HOTEL MANAGER TRAINEE COMPETENCIES INVENTORY

	DOMAINS OF LEARNING AND CATEGORIES																
	PSYCHOMOTOR DOMAIN						COGNITIVE DOMAIN						AFFECTIVE DOMAIN				
COMPETENCY STATEMENTS	Reflex Movements	Basic Fundamental Movements	Perceptual Abilities	Physical Abilities	Skilled Movements	Non-Discursive Communication	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Receiving	Responding	Valuing	Organization	Characterized by a Value or Value Complex
46. Analyzes past and present business information to effectively predict future marketing strategies.																	
47. Organizes the housekeeping carts.																	
48. Evaluates the orientation for incoming support personnel.																	
49. Plans orientation for incoming support personnel.																	
50. Delegates responsibility and authority to personnel according to departmental objectives.																	
51. Communicates effectively both written and orally.																	
52. Prepares weekly, monthly, and annual financial statistical reports.																	
53. Plans in-service training for support personnel.																	
54. Develops food, beverage, and equipment purchasing specifications to meet objectives of the operation.																	

HOTEL MANAGER TRAINEE COMPETENCIES INVENTORY

	DOMAINS OF LEARNING AND CATEGORIES																
	PSYCHOMOTOR DOMAIN						COGNITIVE DOMAIN						AFFECTIVE DOMAIN				
	Reflex Movements	Basic Fundamental Movements	Perceptual Abilities	Physical Abilities	Skilled Movements	Non-Discursive Communication	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Receiving	Responding	Valuing	Organization	Characterized by a Value or Value Complex
55. **Designs dining space to meet operational needs.**																	
56. **Assists in preparing plans regarding sales and promotions, advertising and public relation strategies.**																	
57. Manages employee grievances effectively.																	
58. Controls labor, food, beverage and other operating expenses.																	
59. Knowledgeable of personnel policies and procedures which govern supervisory activities.																	
60. Analyzes what influences the controllability of profits.																	
61. Follows the legal responsibilities associated with hotel operations.																	
62. Conducts in-service training for support personnel.																	

HOTEL MANAGER TRAINEE COMPETENCIES INVENTORY

	DOMAINS OF LEARNING AND CATEGORIES																
	PSYCHOMOTOR DOMAIN						COGNITIVE DOMAIN						AFFECTIVE DOMAIN				
	Reflex Movements	Basic Fundamental Movements	Perceptual Abilities	Physical Abilities	Skilled Movements	Non-Discursive Communication	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Receiving	Responding	Valuing	Organization	Characterized by a Value or Value Complex
63. Accurately handles reservation requests by telephone, letter, and central computer-assisted system.																	
64. Assists in the development of an effective energy management program.																	
65. Identifies operational problems.																	
66. Performs the duties of the front office cashier.																	
67. Develops reliable revenue and expense tracking systems.																	
68. Evaluates menus for restaurants, banquets, and special events.																	
69. Assists in the development of a balanced program of preventative security.																	
70. Compiles accurate routine operational data in prescribed format for computer analysis.																	

APPENDIX D

HOTEL MANAGER TRAINEE COMPETENCIES INVENTORY: HOTEL FUNCTION CATEGORIES

HOTEL MANAGER TRAINEE
COMPETENCIES INVENTORY

Directions: Please indicate with a checkmark (✓) the most appropriate hotel function category for each competency statement.

	Hotel Function Categories						
Competency Statements	Accounting Procedures and Systems	Hotel Front Office Procedures	Hotel Sales and Promotions	Professional Housekeeping	Food and Beverage Operations	Personnel	Other Managerial Competencies
1. Prepares a housekeeper's report.							
2. Performs the various banquet services such as French, American, and buffet.							
3. Evaluates in-service training for support personnel.							
4. Develops work flow patterns to meet specific operational requirements.							
5. Plans menus for restaurants, banquets, and special events.							
6. Arranges food service equipment for efficient utilization of space.							
7. Follows established procedures for receiving, storing, and distributing raw materials.							
8. Purchases food, beverage, and miscellaneous items accurately.							
9. Executes a night audit function proficiently by producting consistently accurate night reports.							
10. Uses a standardized approach to calculate a sound room rate structure.							

	Hotel Function Categories						
Competency Statements	Accounting Procedures and Systems	Hotel Front Office Procedures	Hotel Sales and Promotions	Professional Housekeeping	Food and Beverage Operations	Personnel	Other Managerial Competencies
11. Uses past and current information to predict future departmental revenues and expenses.							
12. Follows established personnel management procedures in supervision of employees.							
13. Manages guest problems with understanding and sensitivity.							
14. Demonstrates professional appearance and poise.							
15. Knowledgeable ofhotel guest room interior design principles. For example, color, guest room design, furnishings, fabrics, and wall coverings.							
16. Assists in the development of operational feasibility studies.							
17. Uses past and current information to predict future hotel reservations.							
18. Effectively manages life threatening situations such as fire, bomb threat, serious illness, etc.							
19. Uses front office equipment such as electronic cash registers, point-of-sale devices, and reservation systems effectively.							
20. Performs bar services effectively.							
21. Maintains professional and ethical standards in the work environment.							
22. Assists in operational and strategic planning.							

Competency Statements	Accounting Procedures and Systems	Hotel Front Office Procedures	Hotel Sales and Promotions	Professional Housekeeping	Food and Beverage Operations	Personnel	Other Managerial Competencies
23. Assists in the development and maintenance of budgets for each important element of the organization.							
24. Prepares time sheets and weekly schedules for employees.							
25. Conducts an informative and valid interview with prospective employees.							
26. Analyzes weekly, monthly, and annual financial and statistical reports.							
27. Plans food and beverage functions such as banquet and catering events.							
28. Cleans hotel rooms effeciently according to established standards.							
29. Strives to achieve positive working relationship with employees based on perceptions of work interactions.							
30. Conducts orientation for incoming support personnel.							
31. Identifies various market segments such as commercial, government, and convention business.							
32. Makes decisions to solve operational problems under conditions of certainty and uncertainty.							
33. Motivates employees to achieve desired performance.							
34. Possesses needed leadership qualities to achieve organizational objectives.							
35. Establishes menu pricing for restaurants, banquets, and special functions.							

Competency Statements	Accounting Procedures and Systems	Hotel Front Office Procedures	Hotel Sales and Promotions	Professional Housekeeping	Food and Beverage Operations	Personnel	Other Managerial Competencies
36. Assists in establishing organizational objectives and their priority.							
37. Appraises employee performance.							
38. Develops positive customer relations.							
39. Processes hotel arrivals and departures.							
40. Promotes a cooperative union-management relationship.							
41. Follows federal, state, and local sanitation and safety regulations to insure compliance by organization.							
42. Assists in the development and control of departmental employee productivity.							
43. Inspects cleaned hotel rooms according to standard operating housekeeping procedures.							
44. Conducts accurate inventory on food, beverage and miscellaneous supplies.							
45. Evaluates weekly, monthly, and annual financial and statistical reports.							
46. Analyzes past and present business information to effectively predict future marketing strategies.							
47. Organizes the housekeeping carts.							
48. Evaluates the orientation for incoming support personnel.							
49. Plans orientation for incoming support personnel.							

	Hotel Function Categories						
Competency Statements	Accounting Procedures and Systems	Hotel Front Office Procedures	Hotel Sales and Promotions	Professional Housekeeping	Food and Beverage Operations	Personnel	Other Managerial Competencies
50. Delegates responsibility and authority to personnel according to departmental objectives.							
51. Communicates effectively both written and orally.							
52. Prepares weekly, monthly, and annual financial statistical reports.							
53. Plans in-service training for support personnel.							
54. Develops food, beverage, and equipment purchasing specifications to meet objectives of the operation.							
55. Designs dining space to meet operational needs.							
56. Assists in preparing plans regarding sales and promotions, advertising, and public relation strategies.							
57. Manages employee grievances effectively.							
58. Controls labor, food, beverage, and other operating expenses.							
59. Knowledgeable of personnel policies and procedures which govern supervisory activities.							
60. Analyzes what influences the controllability of profits.							
61. Follows the legal responsibilities associated with hotel operations.							
62. Conducts in-service training for support personnel.							

Competency Statement	Accounting Procedures and Systems	Hotel Front Office Procedures	Hotel Sales and Promotions	Professional Housekeeping	Food and Beverage Operations	Personnel	Other Managerial Competencies
63. Accurately handles reservation requests by telephone, letter, and central computer-assisted system.							
64. Assists in the development of an effective energy management program.							
65. Identifies operational problems.							
66. Performs the duties of the front office cashier.							
67. Develops reliable revenue and expense tracking systems.							
68. Evaluates menus for restaurants, banquets, and special events.							
69. Assists in the development of a balanced program of preventative security.							
70. Compiles accurate routine operational data in prescribed format for computer analysis.							

APPENDIX E

HOTEL MANAGER TRAINEE COMPETENCIES INVENTORY: LEVEL OF IMPORTANCE

HOTEL MANAGER TRAINEE
COMPETENCIES INVENTORY

Directions: Please indicate with a checkmark (✓) the level of importance of each competency statement for entry-level hotel manager trainees.

	Level of Importance				
	Essential	Considerable Importance	Moderate Importance	Limited Importance	No Importance
Competency Statements	5	4	3	2	1
1. Prepares a housekeeper's report.					
2. Performs the various banquet services such as French, American, and buffet.					
3. Evaluates in-service training for support personnel.					
4. Develops work flow patterns to meet specific operational requirements.					
5. Plans menus for restaurants, banquets, and special events.					
6. Arranges food service equipment for efficient utilization of space.					
7. Follows established procedures for receiving, storing, and distributing raw materials.					
8. Purchases food, beverage, and miscellaneous items accurately.					
9. Executes a night audit function proficiently by producing consistently accurate night reports.					
10. Uses a standardized approach to calculate a sound room rate structure.					
11. Uses past and current information to predict future departmental revenues and expenses.					
12. Follows established personnel management procedures in supervision of employees.					
13. Manages guest problems with understanding and sensitivity.					

Competency Statements	Level of Importance Essential 5	Considerable Importance 4	Moderate Importance 3	Limited Importance 2	No Importance 1
14. Demonstrates professional appearance and poise.					
15. Knowledgeable of hotel guest room interior design principles. For example, color, guess room design, furnishings, fabrics, and wall coverings.					
16. Assists in the development of operational feasibility studies.					
17. Uses past and current information to predict future hotel reservations.					
18. Effectively manages life threatening situations such as fire, bomb threat, serious illness, etc.					
19. Uses front office equipment, such as electronic cash registers, point-of-sale devices, and reservation systems effectively.					
20. Performs bar services efficiently.					
21. Maintains professional and ethical standards in the work environment.					
22. Assists in operational and strategis planning.					
23. Assists in the development and maintenance of budgets for each important element of the organization.					
24. Prepares time sheets and weekly schedules for employees.					
25. Conducts an informative and valid interview with prospective employees.					
26. Analyzes weekly, monthly, and annual financial and statistical reports.					
27. Plans food and beverage functions such as banquet and catering events.					
28. Cleans hotel rooms effeciently according to established standards.					

	Level of Importance				
	Essential	Considerable Importance	Moderate Importance	Limited Importance	No Importance
Competency Statements	5	4	3	2	1
29. Strives to achieve positive working relationship with employees based on preceptions of work interactions.					
30. Conducts orientation for incoming support personnel.					
31. Identifies various market segments such as commercial, government, and convention business.					
32. Makes decisions to solve operational problems under conditions of certainty and uncertainty.					
33. Motivates employees to achieve desired performance.					
34. Possesses needed leadership qualities to achieve organizational objectives.					
35. Establishes menu pricing for restaurants, banquets, and special functions.					
36. Assists in establishing organizational objectives and their priority.					
37. Appraises employee performance.					
38. Develops positive customer relations.					
39. Processes hotel arrivals and departures.					
40. Promotes a cooperative union-management relationship.					
41. Follows federal, state,and local sanitation and safety regulations to insure compliance by the organization.					
42. Assist in the development and control of departmental employee productivity.					
43. Inspects cleaned hotel rooms according to stand operating housekeeping procedures.					
44. Conducts accurate inventory on food, beverage and miscellaneous supplies.					
45. Evaluates weekly, monthly, and annual financial and statistical reports.					

Competency Statements	Level of Importance Essential 5	Considerable Importance 4	Moderate Importance 3	Limited Importance 2	No Importance 1
46. Analyzes past and present business information to effectively predict future marketing strategies.					
47. Organizes the housekeeping carts.					
48. Evaluates the orientation for incoming support personnel.					
49. Plans orientation for incoming support personnel.					
50. Delegates responsibility and authority to personnel according to departmental objectives.					
51. Communcates effectively both written and orally.					
52. Prepares weekly, monthly, and annual financial statistical reports.					
53. Plans in-service training for support personnel.					
54. Develops food, beverage, and equipment purchasing specifications to meet objectives of the operation.					
55. Designs dining space to meet operational needs.					
56. Assists in preparing plans regarding sales and promotions, advertising, and public relation strategies.					
57. Manages employee grievances effectively.					
58. Controls labor, food, beverage, and other operating expenses.					
59. Knowledgeable of personnel policies and procedures which govern supervisory activities.					
60. Analyzes what influences the controllability of profits.					
61. Follows the legal responsibilities associated with hotel operations.					

Competency Statements	Level of Importance Essential 5	Considerable Importance 4	Moderate Importance 3	Limited Importance 2	No Importance 1
62. Conducts in-service for support personnel.					
63. Accurately handles reservation requests by telephone, letter, and central computer-assisted system.					
64. Assists in the development of an effective energy management program.					
65. Identifies operational problems.					
66. Preforms the duties of the front office cashier.					
67. Develops reliable revenue and expense tracking systems.					
68. Evaluates menus for restaurants, banquets, and special events.					
69. Assists in the development of a balanced program of preventative security.					
70. Compiles accurate routine operational data in prescribed format for computer analysis.					

APPENDIX F

COMPETENCY STATEMENT MEAN SCORES

COMPETENCY STATEMENT MEAN SCORES

Competency Statement	Mean
1. Prepares a housekeeper's report.	2.33
2. Performs the various banquet services such as French, American, and buffet.	3.00
3. Evaluates in-service training for support personnel.	2.67
4. Develops work flow patterns to meet specific operational requirements.	3.67
5. Plans menus for restaurants, banquets, and special events.	3.33
6. Arranges food service equipment for efficient utilization of space.	2.67
7. Follows established procedures for receiving, storing, and distributing raw materials.	3.33
8. Purchases food, beverage, and miscellaneous items accurately.	2.33
9. Executes a night audit function proficiently by producing consistently accurate night reports.	3.33
10. Uses a standardized approach to calculate a sound room rate structure.	3.33
11. Uses past and current information to predict future departmental revenues and expenses.	4.33
12. Follows established personnel management procedures in supervision of employees.	4.00
13. Manages guest problems with understanding and sensitivity.	4.67
14. Demonstrates professional appearance and poise.	5.00

Competency Statement	Mean
15. Knowledgeable of hotel guest interior design principles. For example, color, guest room design, furnishings, fabrics, and wall coverings.	3.00
16. Assists in the development of operational feasibility studies.	3.33
17. Uses past and current information to predict future hotel reservations.	3.67
18. Effectively manages life threatening situations such as fire, bomb threat, serious illness, etc.	4.67
19. Uses front office equipment, such as electronic cash registers, point-of-sale devices, and reservation systems effectively.	4.00
20. Performs bar services efficiently.	3.00
21. Maintains professional and ethical standards in the work environment.	5.00
22. Assists in operational and strategic planning.	3.67
23. Assists in the development and maintenance of budgets for each important element of the organization.	3.67
24. Prepares time sheets and weekly schedules for employees.	3.00
25. Conducts an informative and valid interview with prospective employees.	3.67
26. Analyzes weekly, monthly, and annual financial and statistical reports.	3.67
27. Plans food and beverage functions such as banquet and catering events.	3.00
28. Cleans hotel rooms efficiently according to established standards.	2.67

Competency Statement	Mean
29. Strives to achieve positive working relationship with employees based on preceptions of work interactions.	5.00
30. Conducts orientation for incoming support personnel.	2.67
31. Identifies various market segments such as commercial, government, and convention business.	3.33
32. Makes decisions to solve operational problems under conditions of certainty and uncertainty.	3.33
33. Motivates employees to achieve desired performance.	4.67
34. Possesses needed leadership qualities to achieve organizational objectives.	4.67
35. Establishes menu pricing for restaurants, banquets, and special functions.	3.33
36. Assists in establishing organizational objectives and their priority.	4.33
37. Appraises employee performance.	3.67
38. Develops positive customer relations.	4.67
39. Processes hotel arrivals and departures.	3.67
40. Promotes a cooperative union-management relationship.	4.00
41. Follows federal, state, and local sanitation and safety regulations to insure compliance by the organization.	3.67
42. Assists in the development and control of departmental employee productivity.	4.00
43. Inspects cleaned hotel rooms according to standard operating housekeeping procedures.	3.67

Competency Statement	Mean
44. Conducts accurate inventory on food, beverage and miscellaneous supplies.	3.00
45. Evaluates weekly, monthly, and annual financial and statistical reports.	3.33
46. Analyzes past and present business information to effectively predict future marketing strategies.	4.67
47. Organizes the housekeeping carts.	2.33
48. Evaluates the orientation for incoming support personnel.	3.33
49. Plans orientation for incoming support personnel.	3.33
50. Delegates responsibility and authority to personnel according to departmental objectives.	4.00
51. Communicates effectively both written and orally.	5.00
52. Prepares weekly, monthly, and annual financial statistical reports.	3.67
53. Plans in-service training for support personnel.	3.33
54. Develops food, beverage, and equipment purchasing specifications to meet objectives of the operation.	3.00
55. Designs dining space to meet operational needs.	3.00
56. Assists in preparing plans regarding sales and promotions, advertising, and public relation strategies.	3.33
57. Manages employee grievances effectively.	3.67
58. Controls labor, food, beverage, and other operating expenses.	3.33

Competency Statement	Mean
59. Knowledgeable of personnel policies and procedures which govern supervisory activities.	4.67
60. Analyzes what influences the controllability of profits.	4.67
61. Follows the legal responsibilities associated with hotel operations.	4.33
62. Conducts in-service for support personnel.	3.00
63. Accurately handles reservation requests by telephone, letter, and central computer-assisted system.	3.00
64. Assists in the development of an effective energy management program.	4.33
65. Identifies operational problems.	4.67
66. Performs the duties of the front office cashier.	3.33
67. Develops reliable revenue and expense tracking systems.	3.67
68. Evaluates menus for restaurants, banquets, and special events.	3.33
69. Assists in the development of a balanced program of preventative security.	3.67
70. Compiles accurate routine operational data in prescribed format for computer analysis.	3.33

APPENDIX G

FINAL RESEARCH INSTRUMENT

Oklahoma State University

School of Hotel and Restaurant Administration

STILLWATER, OKLAHOMA 74078
HOME ECONOMICS WEST
(405) 624-6486

May 23, 1983

Dear Hotel Manager:

I am a Ph.D. candidate in the College of Home Economics at Oklahoma State University. In addition, I am employed full time as a faculty member in the School of Hotel and Restaurant Administration. To fulfill the requirements for the Ph.D. degree, I am conducting a research study to determine competencies important to hotel manager trainees. Findings of this study will be used to evaluate college and university curricula which are designed to develop undergraduate entry-level competencies of manager trainees. Entry-level, as defined in this study, implies minimum performance standards as related to that group of tasks, duties, or performances selected as the basis for a job category.

A nationwide group of 229 hotel general managers has been selected to aid in the identification of competencies important for hotel manager trainees. Your response is an invaluable part of this study. Please respond to the competencies on the opinionnaire as to their degree of importance for an entry-level hotel manager trainee. It will take only about 10 minutes of your time to complete the opinionnaire.

In appreciation for your enthusiastic cooperation and interest in this study, a discount coupon to HOSPITALITY DAYS 1984 at Oklahoma State University is enclosed. Hospitality Days is a two-day management conference designed to enhance continuing education for hotel and restaurant managers.

Please return the completed opinionnaire by June 24, 1983. Thank you for your kind assistance.

School of Hotel and Restaurant Administration
Oklahoma State University

HOSPITALITY DAYS 1984
March 21-22, 1984

Discount Value $25.00

With respect,

Richard F. Tas
Assistant Professor

RFT:trs
Enclosure

HOTEL MANAGER TRAINEE COMPETENCIES INVENTORY

Directions: Please indicate with a checkmark (✓) the level of importance of each competency statement for entry-level hotel manager trainees.

	Level of Importance				
Competency Statements	Essential	Considerable Importance	Moderate Importance	Limited Importance	No Importance
1. Develops work flow patterns to meet specific operational requirements.					
2. Uses past and current information to predict future departmental revenues and expenses.					
3. Follows established personnel management procedures in supervision of employees.					
4. Manages guest problems with understanding and sensitivity.					
5. Demonstrates professional appearance and poise.					
6. Uses past and current information to predict future hotel reservations.					
7. Effectively manages life threatening situations such as fire, bomb threat, serious illness, etc.					
8. Uses front office equipment, such as electronic cash registers, point-of-sale devices, and reservation systems effectively.					
9. Maintains professional and ethical standards in the work environment.					
10. Assists in operational and strategies planning.					
11. Assists in the development and maintenance of budgets for each important element of the organization.					
12. Conducts an informative and valid interview with prospective employees.					
13. Analyzes weekly, monthly, and annual financial and statistical reports.					
14. Strives to achieve positive working relationship with employees based on perceptions of work interactions.					
15. Motivates employees to achieve desired performance.					
16. Possesses needed leadership qualities to achieve organizational objectives.					
17. Assists in establishing organizational objectives and their priorities.					
18. Appraises employee performance.					
19. Develops positive customer relations.					

Competency Statements	Level of Importance Essential	 Considerable Importance	 Moderate Importance	 Limited Importance	 No Importance
20. Processes hotel arrivals and departures.					
21. Promotes a cooperative union-management relationship.					
22. Follows federal, state, and local sanitation and safety regulations to insure compliance by the organization.					
23. Assists in the development and control of departmental employee productivity.					
24. Inspects cleaned hotel rooms according to standard operating housekeeping procedures.					
25. Analyzes past and present business information to effectively predict future marketing strategies.					
26. Delegates responsibility and authority to personnel according to departmental objective(s).					
27. Communicates effectively both written and orally.					
28. Prepares weekly, monthly, and annual financial statistical reports.					
29. Manages employee grievances effectively.					
30. Knowledgeable of personnel policies and procedures which govern supervisory activities.					
31. Analyzes what influences the controllability of profits.					
32. Follows the legal responsibilities associated with hotel operations.					
33. Assists in the development of an effective energy management program.					
34. Identifies operational problems.					
35. Develops reliable revenue and expense tracking systems.					
36. Assists in the development of a balanced program of preventative security.					

HOTEL GENERAL MANAGER PROFESSIONAL INVENTORY

Directions: Please fill in the following by checking (✓) the response(s) that are correct for you.

1. Specify the number of years of work experience you have had in the hotel industry.

____0-9
____10-19
____20-29
____30-39
____40 or more years

2. Specify your age.

____20-29
____30-39
____40-49
____50-59
____60 or more years

3. Specify the academic degree earned and the area of concentration.

	Hotel/Restaurant	Food Service Systems	Business	Other (Specify)
____No degree	____	____	____	____
____Baccalaureate	____	____	____	____
____Master	____	____	____	____
____Doctorate	____	____	____	____

4. If you wish to receive a copy of the major results of the study, please check here ____.
Return by June 24, 1983.

5. Please fold and staple opinionnaire so that return address is visible and return.

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 325 STILLWATER, OK
POSTAGE WILL BE PAID BY ADDRESSEE

CENTRAL MAILING SERVICES
STILLWATER, OKLAHOMA 74078

1-1-36600 - Tas

APPENDIX H

SURVEY INSTRUMENT USED TO DETERMINE RELIABILITY

HOTEL MANAGER TRAINEE COMPETENCIES INVENTORY

Directions: Please indicate with a checkmark (✓) the level of importance of each competency statement for entry-level hotel manager trainees.

Competency Statements	Level of Importance				
	Essential	Considerable Importance	Moderate Importance	Limited Importance	No Importance
1. Develops work flow patterns to meet specific operational requirements.					
2. Uses past and current information to predict future departmental revenues and expenses.					
3. Follows established personnel management procedures in supervision of employees.					
4. Manages guest problems with understanding and sensitivity.					
5. Demonstrates professional appearance and poise.					
6. Uses past and current information to predict future hotel reservations.					
7. Effectively manages life threatening situations such as fire, bomb threat, serious illness, etc.					
8. Uses front office equipment, such as electronic cash registers, point-of-sale devices, and reservation systems effectively.					
9. Maintains professional and ethical standards in the work environment.					
10. Assists in operational and strategies planning.					
11. Assists in the development and maintenance of budgets for each important element of the organization.					
12. Conducts an informative and valid interview with prospective employees.					
13. Analyzes weekly, monthly, and annual financial and statistical reports.					

Competency Statements	Level of Importance				
	Essential	Considerable Importance	Moderate Importance	Limited Importance	No Importance
14. Strives to achieve positive working relationship with employees based on perceptions of work interactions.					
15. Motivates employees to achieve desired performance.					
16. Possesses needed leadership qualities to achieve organizational objectives.					
17. Assists in establishing organizational objectives and their priority.					
18. Appraises employee performance.					
19. Develops positive customer relations.					
20. Processes hotel arrivals and departures.					
21. Promotes a cooperative union-management relationship.					
22. Follows federal, state, and local sanitation and safety regulations to insure compliance by the organization.					
23. Assists in the development and control of departmental employee productivity.					
24. Inspects cleaned hotel rooms according to standard operating housekeeping procedures.					
25. Analyzes past and present business information to effectively predict future marketing strategies.					
26. Delegates responsibility and authority to personnel according to departmental objective (s).					
27. Communicates effectively both written and orally.					
28. Prepares weekly, monthly, and annual financial statistical reports.					
29. Manages employee grievances effectively.					
30. Knowledgeable of personnel policies and procedures which govern supervisory activities.					
31. Analyzes what influences the controllability of profits.					

Competency Statements	Level of Importance				
	Essential	Considerable Importance	Moderate Importance	Limited Importance	No Importance
32. Follows the legal responsibilities associated with hotel operations.					
33. Assists in the development of an effective energy management program.					
34. Identifies operational problems.					
35. Develops reliable revenue and expense tracking systems.					
36. Assists in the development of a balanced program of preventative security.					

HOTEL GENERAL MANAGER PROFESSIONAL INVENTORY

Directions: Please fill in the following by checking (✓) the response(s) that are correct for you.

1. Specify the number of years of work experience you have had in the hotel industry.

____0-9
____10-19
____20-29
____30-39
____40 or more years

2. Specify your age.

____20-29
____30-39
____40-49
____50-59
____60 or more years

3. Specify the academic degree earned and the area of concentration.

	Hotel/Restaurant	Food Service Systems	Business	Other (Specify)
____No degree	____	____	____	____
____Baccalaureate	____	____	____	____
____Master	____	____	____	____
____Doctorate	____	____	____	____

4. If you wish to receive a copy of the major results of the study, please check here ____. Return by April 15, 1983.

APPENDIX I

COPY OF LETTER TO HOTEL GENERAL MANAGERS FOR RELIABILITY STUDY

Oklahoma State University
School of Hotel and Restaurant Administration

STILLWATER, OKLAHOMA 74078
HOME ECONOMICS WEST
(405) 624-6486

Dear Hotel Manager:

I am a Ph.D. candidate in the College of Home Economics at Oklahoma State University. In addition, I am employed full-time as a faculty member in the School of Hotel and Restaurant Administration. To fulfill the requirements for the Ph.D. degree, I am conducting a research study to determine competencies important to hotel manager trainees. Findings of this study will be used to evaluate college and university curricula which are designed to develop undergraduate entry-level competencies of manager trainees. Entry-level, defined in this study, implies minimum performance standards as related to that group of tasks, duties or performances selected as the basis for a job category.

You have been selected to review the enclosed opinionnaire which will be used to collect data from the respondents in the study. Because of your professional competence in hotel administration, you can be a valuable contributor to the final development of the opinionnaire for this research study. Please respond to the competencies on the opinionnaire as to their degree of importance for an entry-level hotel manager trainee. Do not write your name on the instrument in order to maintain anonymity. It will only take about ten minutes of your time to complete the opinionnaire.

Please return the completed opinionnaire in the self-addressed stamped envelope by April 15, 1983. Thank you for your kind assistance.

With respect,

Richard F. Tas
Assistant Professor

RFT/lsl
Enclosure

VITA 2

Richard Francis Tas

Candidate for the Degree of

Doctor of Philosophy

Thesis: COMPETENCIES IMPORTANT FOR HOTEL MANAGER TRAINEES

Major Field: Home Economics - Food, Nutrition and Institution Administration

Biographical:

Personal Data: Born in Dumont, New Jersey, January 15, 1952, son of Louis and Margaret Tas.

Education: Graduated from Fair Lawn Senior High School, Fair Lawn, New Jersey, in May, 1969; received Bachelor of Science Degree in Hotel and Restaurant Administration from Oklahoma State University in May, 1972; received Masters of Professional Study (Hotel Administration) degree from Cornell University in January, 1978; completed requirements for the Doctor of Philosophy degree at Oklahoma State University in December, 1983.

Professional Experience: Assistant Food Service Officer, Portsmouth Regional Medical Center, July, 1972, to January, 1974; Chief, Food Management Service, Naval Submarine Medical Center, January, 1974, to April, 1975; Teaching Associate, School of Hotel and Restaurant Administration, Oklahoma State University, January, 1976, to May, 1976; Visiting Assistant Professor and Assistant Professor, School of Hotel and Restaurant Administration, Oklahoma State University, January, 1978, to present.