

JOB COMPETENCIES EXPECTED OF HOTEL AND
RESTAURANT ADMINISTRATION GRADUATES
WITH IMPLICATIONS FOR CURRICULUM
DEVELOPMENT

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CHAPTER I

INTRODUCTION

The opportunity for higher education to explain itself to society has at no historical time been as cogent as now. Activity of change and change of activity are everywhere apparent. Colleges and universities are to some extent undergoing the trauma experienced by a schizophrenic in therapy. Problems are stated more rapidly than solutions can be developed.

Pressures for higher education to change come from all facets of society. Government at federal, state and local levels appoint commissions to review goals and methods (1). National magazines devote entire issues to the examination of changes taking place (2). Students clamor for "relevance" and "identity" expressed in terms of "power" and "participation" (3). Internal pressures within universities also push administrators and faculty to seek identity and purpose expressed in terms of goals and efficiency (4). Industries' spokesmen bemoan the situation that schools are not producing graduates who are capable of carrying on the nation's businesses.

Such schism creates tensions; frustrations are experienced by all concerned with higher education. The listing of alternatives appears endless. Like the proverbial horseman who jumped on his steed and rode off in all directions, higher education, since Berkeley and Columbia, appears to be "trying" everything simultaneously. In some quarters new

approaches are overwhelmingly radical; in others, meaningful change is so slow as to appear almost imperceptible.

A particularly frustrating area in which to bring about change is curriculum, and it is the area in education that is the slowest to manifest change. As the broadest single concept in education, curriculum tends to cover the waterfront. It is within this concept that industry finds its greatest faults with education and particularly with professional education curricula. For it is the hospitality industry which ultimately casts its ballot for or against education in hotel and restaurant administration by placing the graduates on the payroll. It is, therefore, only natural that the hospitality industry become "involved" in curricular determinations for hospitality education at the baccalaureate level.

Purpose of the Study

The Oklahoma State University School of Hotel and Restaurant Administration is concerned about the quality of its offerings. The Oklahoma Restaurant Association is concerned about the availability of adequately trained management personnel. So that educators and potential employers may better understand each other's needs, this study is undertaken to define job competencies for entry level managers. Education as process must constantly be alert to changes in the needs of society and industry.

Whenever educational programs are evaluated in terms of student outcomes, the improvement of the quality of such programs can be directed with greater clarity and appropriate revisions can be structured in the curriculum. (5, p. 2)

The purposes of this research are: 1) to discover the job competency expectations held by restaurant operators in Oklahoma for

graduates of hotel and restaurant administration at management entry level; 2) to determine if there is any relationship between selected variables and the rankings of those job competencies; and 3) to draw implications and make recommendations as to curriculum development in higher education and topic selection for in-service continuing education offered by trade associations in hospitality.

Significance of the Study

The Council on Hotel, Restaurant and Institutional Education (CHRIE) is concerned about job competencies as they relate to the concept of certification for entry-level management in the hospitality field and for continuing certification of professionals. In fact, manpower and professionalism were the topics of discussion at a CHRIE conference held at the Palmer House in Chicago in March, 1973. Out of that conference came a mandate for the hospitality industry to establish the guidelines for certification of its management. As a backdrop to the preliminary investigations for establishing those certification guidelines, this study is designed to identify job competencies for the hotel and restaurant school graduate. This research will be important as a first step in the development of guidelines for the certification of professional restaurant management.

In addition to identifying job competencies for entry-level managers expected by restaurant operators, this study is significant to the hospitality field because it will seek to establish a liason between restaurant operators and restaurant educators. "The real world" concept is not alien to the world of education, but in professional preparation for a vocation, theory often replaces technique. Thus, if both

the "real world" of employment and education are to be truly effective, co-operative efforts to "train" must be developed. By identifying restaurant operators' willingness to become involved with internship training of restaurant students, some or all specific courses in the curriculum can be changed to place students in their "real" vocational "world" as a part of their educational experiences.

At nearly all industry association meetings, the need for continuing education is raised by operators and association executives alike. This study will make a significant contribution to the field of continuing education by identifying some of the subject matter areas which are deemed most "pressing" by operators of restaurants in the state of Oklahoma.

Objectives of the Study

The objectives of this research are:

1. To appraise the pertinent curriculum development literature which deals with professional preparation for the hospitality industry at the higher education (baccalaureate) level.
2. To develop an instrument (questionnaire) which will generate the data necessary to fulfill the objectives established for this study.
3. To determine the job competency expectations which are held by restaurant operators for hotel and restaurant administration graduates at the entry level as a preliminary endeavor to the establishment of a curriculum development program for the School of Hotel and Restaurant Administration at the Oklahoma State University.
4. To determine the relationship between level of educational attainment, length of time in management and tenure in present location

and the rankings of expected job competencies.

5. To identify subject matter areas and sources which can be used in planning continuing education programs which will be offered to management personnel by their own professional trade association and/or the School of Hotel and Restaurant Administration at the Oklahoma State University.

6. To determine the level of willingness among restaurant operators in Oklahoma to become involved in internship training entailing hotel and restaurant students working in operations as a part of the degree program in hotel and restaurant administration at Oklahoma State University.

7. To draw implications and make recommendations for curriculum development based on the findings of job competency expectations held for hotel and restaurant graduates at the management entry level.

Assumptions of the Study

This research paper is planned on the following assumptions.

1. That curriculum development should be based on operators' job competency expectations for entry level managers.
2. That the sample is sufficiently large to obtain valid data for the restaurant industry in Oklahoma.
3. That the vocabulary of job competency expectations as used in the survey instrument is understood by the respondents and that no definitions are needed in the instrument itself.
4. That identification of subject matter areas for planning continuing education programs will be appropriate.

5. That the list of job competencies as used in the survey instrument is valid and sufficiently inclusive to meet the expectations of most restaurant operators.

6. That the questionnaire survey instrument is sufficiently inclusive of job competencies to be meaningful in making recommendations for curriculum development.

Limitations of the Study

This study is limited by the following factors:

1. The sample is the paid membership of the Oklahoma Restaurant Association: 535 by mailing list count.

2. The students referred to in the paper are those enrolled in the School of Hotel and Restaurant Administration at Oklahoma State University, approximately 220.

3. The curriculum implications and recommendations for higher education are for application at the School of Hotel and Restaurant Administration at Oklahoma State University.

4. The recommendations of topics to be offered through continuing education programs are intended for the Oklahoma Restaurant Association.

Definitions of Terms

For the purposes of this study the following terms are defined so that the researcher's intent is understood specifically.

Job Competency Expectations: Those activities, skills or performances on the job which are deemed essential at the entry-level of management; that group of skills anticipated by restaurant operators

as being required of hotel and restaurant graduates when employment in hospitality is first begun (6).

Job Competency: Those activities, skills or performances deemed essential to assume the duties of a specific position in the food service industry (6).

Curriculum Development: That group of activities, plans, projects and reports which deal with the on-going nature of the education process; development specifically has to do with changing existing content or methods in courses by changing the objectives of a single course offering in a curriculum or of an entire degree program (6).

Internship: That type of joint process involving more than one segment of the educational enterprise (6). In the sense of this writing, the intent is for the development of internship type courses based on the American Dietetic Association model.

Continuing Education: That group of training efforts intended for a specific segment of the population outside the student bodies in residence at educational institutions; the subject matter and objectives of such training are generally situation-specific (7). The population intended in this research as the recipients of continuing education efforts is hospitality management personnel.

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.

Job competency expectations used in the questionnaire instrument are defined by the researcher and are shown as Appendix C.

Expected Outcomes of the Study

The researcher expects the following outcomes:

1. That the areas in management of greatest concern will be identified.
2. That there is a high level of willingness among restaurant operators in Oklahoma to become involved with internships.
3. That there is a positive relationship between the level of education that a restaurant operator has attained and the type of job competencies expected of hotel and restaurant graduates.
4. That there is no relationship between the length of time in one location (for a restaurant operator) and the expected job competencies.
5. That there is a positive relationship between length of time in management and the job competency expectations.

CHAPTER II

SURVEY OF LITERATURE

Introduction

Assuming that professionalization of the hospitality industry has progressed sufficiently today that certification is both desirable and possible, this chapter will be devoted to a review of the literature pertaining to the educational endeavors which must be undertaken prior to any certification program for restaurant management personnel. Institutions which are preparing students for employment in the hospitality field must ascertain what competencies are expected of entry-level managers and then evaluate curricula in light of those competencies. This study is undertaken as an initial step in curriculum evaluation of the School of Hotel and Restaurant Administration at the Oklahoma State University.

Curriculum Development

So that the researcher does not "operate under the fallacious assumption" that education ends on the day of graduation, this chapter will review briefly the purposes and scope of in-service, continuing education. Professionalization of the hospitality industry will not be a concern of educators at the baccalaureate level alone; all phases of the industry will ultimately be involved, and all levels of education

will be implicated in planning and executing segments of continuing education.

Educational Philosophy

The inter-relationships between education and the professional field of hospitality is perhaps best shown by the following quotation from McGrath:

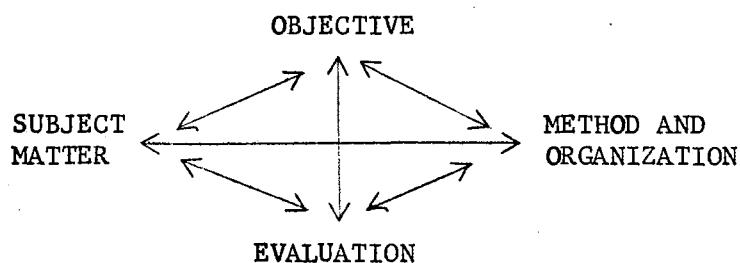
. . . the opportunities for adult education now provided by almost all institutions of higher education, and the opportunities for continuing education of high quality within commerce and industry, make necessary a re-examination of the amount and kind of higher education a prospective practitioner needs before he enters upon his intended life work. Considering the wealth of postgraduate educational opportunities now available, all baccalaureate curricula, both those in professional schools and in liberal arts colleges, require critical reappraisal aimed at determining as objectively as possible which educational functions can most properly be performed before graduation and which most profitably be conducted after the individual actually assumes his vocational responsibilities. A review of these matters again requires a reconsideration of the relationships between the various types of instruction now offered in undergraduate programs which too often operate under the fallacious assumption that the student's education does and necessarily must conclude on the day of graduation. (8)

The concept of curriculum is very broad. Concerns within curriculum development are almost as extensive. Abundant literature is available, but for the purposes of this study, brief appraisal of Taba, Tyler, Dressel, Mager and McAshen will be presented.

Taba suggests that education must adjust its aims and programs to changing conditions especially under conditions of rapid societal change introduced by modern technology (9, p. 23). Taba divides the major writers in the area of curriculum development into three opposing camps. Into the first group she places Bestor, Hutchins, Adler and Mager, and she defines this group as defending the preservation of

culture as the main purpose of education. Mann and Dewey belong in the second camp, the transforming culture philosophy. The third group may be classed as the more recent one, i.e., that education should find its main purpose in individual development. "The talent of each child is to be sought out and developed to the fullest." (9, p. 29)

More specifically Taba's writings outline educational purpose as teaching the ability to think, the development of socially approved attitudes, the learning of sensitivities and the attainment of particular skills. A particularly cogent presentation is available in Taba's book when she paraphrases the earlier (1950) works of Herrick. The diagram below depicts the inter-relationships between educational parcels or components. It does not, however, show criteria in any rank.



Succinctly, Taba's writing states that the main objective of a curriculum is to prepare people to participate as productive members of society (9, p. 425).

In the Tyler rationale for curriculum development, the beginning is found in diagnosing the needs for a given population, then the formulation of objectives followed by the selection of content and

the organization of learning experiences for the attainment of the objectives (10). McAshan's works primarily follow the Tyler system, but he leveled his attention at the statements of objectives in behavioral terms so that evaluating student performance could be more efficiently accomplished (11).

Dressel sees the task of curriculum development as never ending. He warns educators involved in professional curricula against the tendency of rigidity in the preparation of people for well-defined careers (12, p. 186). Dressel states that the curriculum evaluation process must involve perpetual changes in the program of experiences and the instructional practices so as "to bring about a harmony between expectations and results" (12, p. 180).

Mager's contribution to the educational literature is primarily in the area of instructional objectives. His Preparing Instructional Objectives outlines a methodology for detailing the specifications of a learner's behavior in terms of achievements. Mager also levels much of his attention at debunking educationists' use of such global terms as "knowledge" and "appreciation" in the statements of objectives. Mager's rationale is behavioristic, and his commitment to exactness in language is perhaps his greatest impact on educators. If an educational goal can be stated precisely, its attainment can be measured by observing changes in the learner's behavior (13).

McAshan's Writing Behavioral Objectives gives parameters for writing objectives at the minimum level rather than the desired level. At the minimum level outcomes are listed, but the specifics for attainment are left to the individual instructor or learner. McAshan's methods include two steps in the attainment of an objective--minimum level

performance and desired level performance. By stating his behavioral objectives in minimal language, McAshan's system allows for much greater latitude in the classroom situation. McAshan's greatest contribution as it appears to the researcher lies in his accommodation for individual differences among learners. The McAshan system is perhaps less restrictive than Mager's and tends to de-emphasize concerns over measurement (11).

Though Taba and Tyler's works can scarcely be called new, they do bring together perhaps the best in the literature pertaining to curriculum development. One concept which is repeated throughout the writings of all these authors is that curriculum development is a continuous, "cyclical process" which involves restatement, redefinition, redevelopment and reappraisal in light of societal and technological changes.

Developmental Psychology

A very different but psychological approach to the area of curriculum development is found in a speech given at the 104th Annual Convention of the American Association of School Administrators in Atlantic City in 1972 by Foshay. Foshay's main ideas involve delimiting curriculum development so that it will not become another educational fad. He proposes a grid in which the six elements of the human condition, as presented in the constructs of developmental psychology, intersect with the four elements of operational goals in education. He lists the operational goals in education as fluency, manipulation, confidence/value and persistence. The psychological categories according to Foshay are intellectual, emotional, social, aesthetic, spiritual, and physical. A diagram of the grid follows (14).

A Grid for Curriculum Design and Evaluation

	Fluence	Manipulation	Confidence/ Value	Persistence
INTELLECTUAL	1a	2a	3a	4a
EMOTIONAL	1b	2b	3b	4b
SOCIAL	1c	2c	3c	4c
AESTHETIC	1d	2d	3d	4d
SPIRITUAL	1e	2e	3e	4e
PHYSICAL	1f	2f	3f	4f

Source: Arthur W. Foshay, "Humanizing the School Through Curriculum Planning" (speech presented at the 104th Annual Convention of American Association of School Administrators, Atlantic City, N. J., Feb. 16, 1972), Micro Fiche.

Foshay goes on to state,

Where these qualities intersect, curriculum questions are raised. For example, cell 1a raises the question, 'How does fluency in a given field contribute to the intellectual growth of a student?' Cell 3c raises the question, 'How does confidence and value in a given field contribute to the social growth of a student?' Cell 4f raises the question, 'How does persistence in a given field contribute to the sense of physical self of a student?' (14, p. 4)

The most cogent of Foshay's ideas, at least to this researcher, is found in his summative statement that the great preponderance of our current curriculum design is concerned with only cells 1a and 2a of the grid. There are 24 cells in the grid; that leaves questions now unanswered in 22 cells. Our failure to deal with vast areas of the human condition perhaps explains why so many students are so apathetic about the education process. Foshay says,

So one thing the grid tells us is that we have projected a monstrous version of the human condition by our failure to examine seriously 22 out of the 24 elements that belong in comprehensive curriculum design and evaluation. No wonder we are concerned with making the school humane! (14, p. 5)

Where Foshay's projections will take us cannot be known right now because we are relatively ignorant of many of the areas his grid points out. That we leave unattended broad segments of life experiences does not condemn our curriculum efforts as puerile, but our past efforts should become the prologue to the curriculum design and evaluation of the future.

Related Curriculum Research

The researcher discovered the availability of very little literature pertaining specifically to expected job competencies for hotel and restaurant administration graduates of baccalaureate programs. There are, however, several studies which are either similar in their subject matter or are very closely related. A few such studies are reviewed below.

A doctoral dissertation done at the Oklahoma State University in 1968 by Robinson outlined the feasibilities for the establishment of vocational schools in Oklahoma. Robinson's methodology involved ascertaining what skills are required of graduates entering the employment ranks in the various fields of occupational home economics. She identified several competencies required for employment in the food service field. The competencies which Robinson identified are global in nature and are not, therefore, of the same genre as those considered in this research, but her findings are suitable.

Although nearly all employers believed the employees should possess positive attitudes toward work, positive relationships with people, and knowledge and skills for the job, more than one-half of the employers thought positive attitudes toward work was the quality needed most by employees. The remaining two qualities were selected in nearly equal amounts by employers. (15, p. 51)

A dissertation by Greenwood at the Oklahoma State University in 1972 dealt with the area of job competencies required of graduates from clothing and textile programs in home economics. Greenwood's paper is particularly ambitious in terms of its scope. Her procedure involved an appraisal of the entire curriculum in clothing and textiles at Oklahoma State University, redefining total curriculum objectives and appraising individual course contributions to those objectives. Her study included participation of the potential employers of the graduates of the program, and in that sense, Greenwood's methodology may be considered important to this present study (5).

Though the present researcher used the term "internship" to depict student involvement in actual work situations, Greenwood's study applied the term "Student Work Experiences." She outlined a methodology for developing specific guidelines for student work experiences. Greenwood's study established purposes of the student work experiences as well as standards for performance by students at minimum, medium and advanced levels. Greenwood also developed a functional rationale for the evaluation of student work experiences (5, pp. 146-152).

At the Oregon State University in 1969, Harger and Lee conducted a study of food service and vocational education in the state of Oregon. Their study primarily collected data to be used in the planning of curriculum for vocational education in the food service area. Even though curriculum planning at the baccalaureate level did not motivate the Oregon study, the design and methodology used by Harger and Lee influenced this present research. The Oregon research developed questionnaire instruments to ascertain job needs in various segments of the foods field. Harger and Lee surveyed school-lunch managers, hospital

food directors, institutional foods operators and restaurant managers. The format of the questionnaires used in the Oregon study was a guide in the creation of the instrument used by this researcher (16).

In 1967 a significant study was undertaken by Barnard and Gifford in California. Their study involved the survey of commercial food programs at the non-baccalaureate level for the purpose of improving existing programs and establishing new ones. They discovered that some programs serve their communities very effectively, but they concluded that no particular type of food service training program was superior to others. That study also stated that there is still a "crucial" need for more programs to prepare workers for the hospitality and service industry. One very important finding of the study was the statement that the emphasis of the food industry has changed from training chefs to meeting the demands for technically trained persons with adaptability and versatility in interpersonal skills. Their study ends with a suggested program for food service training to be used by some of the schools surveyed (17).

Another important study published in 1967 by the American Association of Junior Colleges was written by Almarode. Almarode's paper established guidelines for hospitality education in junior colleges. His report discusses junior college programs to meet the needs of students and industry. The procedure recommended includes survey of the hospitality industry in the area where an educational program is to be undertaken; after needs are defined, industry should assist by helping to select and counsel students. The study offers examples of workable curricula for one-year and two-year degree programs and for transfer to a four-year college to complete a baccalaureate degree.

The significance of this study lies in its endorsement of continuous interaction between hospitality education and industry (18).

Continuing Education

The gist of the literature reviewed in this chapter so far may be epitomized by the statement that curriculum design and evaluation cannot be effectively "handled" by any segment of the educational enterprise alone. Curriculum design, re-design and evaluation should be joint undertakings by all facets of education. So it is with continuing education as well.

In an article called "Continuing Professional Education--A Joint Partnership," Arnold and Otte make an eloquent plea for effective cooperation and coordination among universities, community colleges and professional schools. In their efforts at maximization of resources for attainment of objectives in continuing education, Arnold and Otte cogently write:

By forming partnerships with other societal institutions and agencies through joint continuing education activities, colleges can demonstrate both their ability and inclination to enter the mainstream of the community to aid in meeting its educational needs. (19, p. 268)

According to Arnold and Otte, continuing education tends to be specific, of short duration and outside the concepts of "degrees" (19, p. 258). Their article forges a rationale for identifying education needs of the professions, but an article by Hendrickson goes even further identifying needs for continuing education. Hendrickson develops a series of questions which he poses to those involved with career education for adults. Some of the questions posed by Hendrickson are summarized as follows:

1. What is the significance of the new thrust toward career training?
2. What can adult education do to offset the extreme boredom experienced by workers in many of their jobs?
3. How can we help adults to adjust to the many changes that are occurring in the world of work?
4. How can we help adults develop a new work ethic which is more viable for today's world?
5. How can we bring more humane qualities into career education and into the jobs adults prepare for? (20, p. 272)

In essence, continuing education needs to approach curriculum development in the same ways that are appropriate for higher education. Degree programs do not necessarily produce individuals who manifest high performance on the job; continuing education programs do not of themselves produce "better mousetraps." All segments of the educational enterprise need continually to re-appraise their efforts and to review the main objective of a curriculum as stated by Taba--to prepare people to participate as productive members of society (9).

Research Methodology

Kerlinger's Foundations of Behavioral Research is the primary source used for statistical treatment in this study. He defines survey research as:

. . . that branch of social scientific investigation that studies large and small populations (or universes) by selecting and studying samples chosen from the populations to discover the relative incidence, distribution, and interrelations of sociological and psychological variables.
(21, p. 393)

Kerlinger's definition links populations and samples, and from that link the researcher can infer the characteristics of the defined population.

For the purposes of this research, percentages will often be used to interpret the data. Kerlinger states, "A percentage is simply a

proportion multiplied by 100" (21, p. 618). In order to ascertain statistical significance of observed percentages, Kerlinger states that the chi square technique is appropriate. He reminds his reader that the function of statistical tests "is to compare obtained results with those to be expected on the basis of chance" (21, p. 151). Therefore, according to that authority on statistical treatment, chi square is a measure of the departure of obtained frequencies from the frequencies expected by chance (21, p. 152).

CHAPTER III

PROCEDURE AND METHODOLOGY

The purpose of this chapter is to outline the procedural format used to collect the data deemed necessary to fulfill the objectives of the study.

Procedure for Attaining Objectives

In order to attain the objectives set forth for this study, the following rationale identifies the researcher's design. To reach the first objective, Chapter II outlined some major writings in the field and detailed selected unpublished research studies.

The accomplishment of the second objective was through the development of a questionnaire to collect the data for the entire study. After selecting the research purposes outlined in Chapter I and reading the literature reviewed in Chapter II, the researcher began developing the questionnaire. This process involved obtaining permission from Harger and Lee at the Oregon State University to use their questionnaire format and to adapt items from their instrument.

The job competencies as used in the questionnaire were composed by the researcher out of his own management experiences in the industry, from the objectives for courses in the curriculum of the School of Hotel and Restaurant Administration at Oklahoma State University and from discussion with restaurant operators as well as from the

literature. The researcher talked extensively with employment interviewers who visit the Oklahoma State University campus about the types of competencies companies are currently looking for when interviewing graduates of the program in hotel and restaurant administration.

Interaction with the Director of the School of Hotel and Restaurant Administration at the Oklahoma State University was very helpful in identifying some of the competencies used in this study.

The validity of the questionnaire was tested by a graduate class in research evaluation at Oklahoma State University. The objectives of the study were used as the criteria to determine if the items of the questionnaire would actually create the data deemed essential. The Executive Vice-President of the Oklahoma Restaurant Association (O.R.A.) assisted the researcher in deleting several questions from the original draft of the questionnaire. Those items were considered to make no contribution to the attainment of the objectives of the study.

After completion of the instrument design and testing its validity, the researcher visited again with the Executive Vice-President of O.R.A. to explore the possibility of a supportive undertaking with the researcher and the School of Hotel and Restaurant Administration at Oklahoma State University. The O.R.A. was receptive to the idea of cooperating in collecting data which could be used in curriculum development at the university and which could also be incorporated into the planning for continuing education programs to be offered to the membership of O.R.A.

It was agreed that the Oklahoma Restaurant Association would finance the questionnaire mailing to the membership of the organization and that the Executive Vice-President would write the cover letter

asking the respondents for their cooperation in completing the instrument and returning it to the researcher. A copy of the questionnaire is shown as Appendix B. The cover letter used to accompany the questionnaire is shown as Appendix A. It is the opinion of the researcher that the length and the language of the letter are appropriate for the attainment of the objectives of this research.

Objective Three of the study was fulfilled by that section of the instrument dealing with the identification of job competencies which the respondents expect hotel and restaurant graduates to be able to perform at the entry level of management positions. The respondents were asked to rank the job competencies as Essential, Desirable but not Essential and Non-Essential. That data is reported in Chapter IV.

To achieve the fourth objective identifying relationships between variables, the chi square statistical technique was applied to the data. Tenure in present location, length of time managing and level of education were related to the rankings of the job competencies.

To attain Objective Five of the research pertaining to collection of data to be used in planning continuing education programs to be offered by the Oklahoma Restaurant Association, questions were designed in the instrument which would allow the respondents to select those areas of management which are of the greatest concern. By ascertaining which areas are the most troublesome to managers, subject matter could be planned for the courses to be offered.

Objective Six of this study was achieved by analysis of the data collected through the questionnaire. The respondents were requested to show their willingness to be involved with the educational process by allowing hotel and restaurant students to work in their establishments

as a required portion of the baccalaureate degree program.

The seventh objective was met after the data were completely analyzed and interpreted. After analysis, the data led the researcher to draw implications for curriculum development at the Oklahoma State University School of Hotel and Restaurant Administration. Implications and recommendations based on the data analysis are outlined in Chapter V of this study.

Population

The population used in the study was the paid membership of the Oklahoma Restaurant Association. Institutional food service members (hospitals and school-lunch programs) were excluded from the mailing because few graduates from Oklahoma State University are employed in these areas in Oklahoma. There were 535 questionnaires mailed. Return envelopes were included for the instrument to be mailed to the researcher. Return postage was not furnished; the respondents mailed the returns themselves. There was no follow-up technique employed. The questionnaire and its cover letter with the return envelope were mailed once only.

CHAPTER IV

SURVEY RESULTS AND DISCUSSION

The purposes of this research were: 1) to discover the job competency expectations which were held by restaurant operators in Oklahoma for graduates of hotel and restaurant administration at management entry level; 2) to determine if there was any relationship between selected variables and the rankings of those job competencies; and 3) to draw implications and make recommendations as to curriculum development in higher education and topic selection for in-service continuing education offered by trade associations in hospitality. The previous chapter outlined the design and procedural methodology to satisfy those purposes. Purpose for this chapter is to report the data collected through the questionnaire in such a way that the first two purposes listed above are met. The third purpose is satisfied in the next and concluding chapter of this report.

Data generated by the survey instrument are presented as they pertain to the fulfillment of the objectives which were established for the study. Several questions in the survey instrument were not designed for specific contributions to specific objectives. Data from those items were analyzed and appear in Appendix D. Topics discussed in that appendix relate to the numbers of employees, supervisors and managers reported by the respondents. Experience background of employees, their training, sources of their training, source supplying

management personnel, preferred ages for hiring new employees and plans for operational expansion are also reported in Appendix D.

Example of the questionnaire is shown as Appendix B. For purposes of this chapter, each item of the questionnaire which contributed to attainment of an objective is presented as a frequency of the total number of respondents or as a percentage of the respondents who selected a particular option. Some of the survey items are presented as tables which depict the frequencies, and discussion follows the data presentation.

Length of Time Restaurants Were in
Present Locations

The length of time that restaurants have been in their present locations ranged from four percent for less than a year to 37 percent for over ten years. The distribution appears in Table I.

TABLE I
LENGTH OF TIME RESTAURANTS WERE IN
PRESENT LOCATIONS

Time Period	Percent of 119 Responses
Less than 1 year	4
1 to 3 years	18
4 to 6 years	22
7 to 9 years	19
Over 10 years	<u>37</u>
Total	100

Data from this questionnaire item were used in the computations to determine if a relationship existed between this variable and the rankings of the job competency expectations held by restaurant operators for entry level managers, Table VII, page 33, presents the data from the relationship computations using the findings presented in Table I.

Length of Time Respondents Have Managed
the Operations They Reported

The most frequently reported length of time that respondents had managed their present operations was one to three years. The distribution of frequencies for the length of time categories appears in Table II.

TABLE II
LENGTH OF TIME RESPONDENTS HAVE MANAGED
THE OPERATIONS THEY REPORTED

Time Period	Percent of 119 Responses
Less than 1 year	17
1 to 3 years	26
4 to 6 years	20
7 to 9 years	15
Over 10 years	22

These data were instrumental in calculating the relationship between this variable (time managing present location) and the rankings of the job competencies held for entry level managers. Table VIII, page 35, presented the results of those calculations as the attainment of the objective pertaining to determining relationships.

Classifications of Job Competencies

As a backdrop to the establishment of a curriculum development program for the School of Hotel and Restaurant Administration at the Oklahoma State University, an objective of this study was to determine the job competencies held by restaurant operators for entry level managers. The questionnaire requested the respondents to classify sixteen different job competencies for entry level managers as essential, desirable but not essential, or non-essential. Some of the respondents did not classify all items in the competency inventory. Table III shows the number of respondents who placed the competencies in each of the categories or classifications.

Willingness To Be Involved in Education Process

The majority of the respondents said they were willing to allow students to work in their establishments as a required part of the degree program. Of the 119 who returned the questionnaires, 100 or 84 percent stated that they would be willing to be involved in a coordinated education process. Seventeen said they would not care to be involved with such an undertaking. Two did not respond to the survey item.

TABLE III

RANKING OF JOB COMPETENCIES BY 119 RESPONDENTS

Competency	Essential		Desirable		Non-Essential	
	Number	Percent	Number	Percent	Number	Percent
Take instructions well	111	93	4	3	2	>2
Give instructions well	104	87	11	9	2	>2
Resolve customer complaints	100	84	14	12	3	2
Discipline employees	97	82	15	13	3	2
Resolve employee differences	95	80	18	15	4	3
Supervise production area	83	70	26	22	1	>1
Interview employees for hire	82	69	31	26	1	>1
Estimate food quantities	77	65	35	29	3	2
Compute yields of foodstuffs	75	63	28	24	14	12
Operate most food equipment	67	56	45	38	5	4
Personally prepare food	64	54	47	39	4	3
Cost menus	63	53	33	28	19	16
Specify food to be purchased	59	50	43	36	15	13
Interpret financial statements	55	46	40	34	22	18
Plan budgets	51	43	45	38	20	17
Plan menus	45	38	49	41	19	16

The same number of respondents who stated that they would allow students to work in their operations, 100 by count, also said they would be willing to pay for the assistance of the students in their operations. Fifteen did not reply to the item. Four respondents said they would not pay for students working in their operations as a part of their education.

If students did work in the respondents' operations, 87 percent, or 104, said they would be able to devote at least one hour per week to guidance. Five respondents said they would be unable to spend an hour per week in conference with students. Ten of the returned questionnaires listed no response to this item.

The sixth objective of this study pertained to determination of the level of willingness of restaurant operators to become involved in internship training which would involve students working in operations as a part of their degree program. This finding has implications for curriculum development in the School of Hotel and Restaurant Administration. Table IV shows the responses on willingness to let students work.

TABLE IV
WILLINGNESS OF RESPONDENTS TO ALLOW STUDENTS
TO WORK IN THEIR OPERATIONS

Response	Frequency	Percent
Yes	100	84
No	17	14
None	<u>2</u>	<u>2</u>
Totals	119	100

The respondents were requested to select three areas of greatest concern from a list of nine in an item of the questionnaire. Asked if they would attend courses in the subject matter areas they selected, the respondents were requested to show the scheduling option they most preferred from an option list of six. These data were deemed necessary in the fulfillment of the fifth objective of this study having to do with identifying subject matter areas for programs of continuing education to be offered by their trade association or by the School of Hotel and Restaurant Administration. The data are presented in Tables V and VI, and the recommendations from the findings are presented in Chapter V.

Areas of Greatest Concern to Managers

Of the variables offered as options to the respondents in listing their greatest concerns, equipment purchasing was selected least frequently and employee training was chosen most frequently. The purpose of Table V is to show percentages in each category.

Asked if they would be interested in attending continuing education courses in the subject matter areas which they selected as of greatest concern, 73 percent of the respondents replied affirmatively. Twenty-three respondents said they would not be interested in attending such courses.

Scheduling of Courses

The respondents were invited to select how the continuing education courses should be scheduled. Table VI indicates how the respondents chose the options that were offered in the survey question.

TABLE V
RANKINGS OF THE AREAS OF GREATEST CONCERN
TO MANAGERS BASED ON PERCENTAGES*
OF RETURNS

Areas of Concern	Percent
Employee training	26
Housekeeping	20
Food purchasing	14
Accounting, bookkeeping	12
Management principles (theory)	11
Employee hiring	9
Building renovation or maintenance	4
Catering problems (banquets)	3
Equipment purchasing	1

* Total number of responses = 119

TABLE VI
SCHEDULING OF COURSES PREFERRED BY RESPONDENTS

Arrangement Option	Frequency	Percent
8 hours, morning and afternoon of one day	39	33
12 hours, morning and afternoon of one day plus a morning or afternoon of another day	7	6
15 hours, two complete days	17	14
20-24 hours, three complete days	7	6
15 hours, 3 hours for 5 different meetings	14	12
20-24 hours, 3 hours for 7 or 8 meetings	7	6
No response	<u>28</u>	<u>23</u>
Totals	119	100

Two of the questionnaire respondents failed to show their level of educational attainment. Of the 117 who did respond, 55 completed four years of college. Ten finished three years of college, and 18 completed at least two years of college education. Twenty-six completed high school. Two finished two years of high school. Frequencies and percentages are shown at the various education levels in Table VII.

TABLE VII
LEVEL OF EDUCATION OF THE RESPONDENTS

Years of Education	Frequency	Percent
10	2	> 2
12	26	22
1 year of college	6	5
2 years of college	18	15
3 years of college	10	8
4 years of college (or more)	55	46

Level of educational attainment of the respondents was necessary for the computations determining relationship between this variable and the classifications of the job competencies. Table X, page 38, presents the data from the comparison of these two variables.

The fourth objective set forth for this study had to do with identifying relationships between selected variables and the

classifications of the job competencies. The variables selected for these comparisons were length of time the restaurants were in their present locations, length of time the respondents had managed the operations and the level of educational attainment of the respondents.

Length of Time Restaurants Were in Present
Location in Relation to Expectations
for Entry Level Managers

An examination of the relationship between length of time in present location and the job competencies expected of entry level managers are shown in Table VIII. The data indicated that all but one of the expectations are independent of the time the restaurants were in a location. The one exception to the observation was that the managers who had been in their locations seven years or longer classified the ability to operate most food equipment as essential.

Length of Time Respondents Have Managed Present
Operation in Relation to Expectations Held
for Entry Level Managers

Job competency expectations held for entry level managers by restaurant operators were statistically independent of the length of time the operator had been responsible for his present operation. The relationship between length of time respondents have managed their present operation in comparison to the job competency expectations they hold for entry level managers is shown in Table IX.

TABLE VIII
 LENGTH OF TIME RESTAURANTS WERE IN PRESENT
 LOCATION IN RELATION TO EXPECTATIONS
 FOR ENTRY LEVEL MANAGERS

Expected Competency	df	χ^2 Value	Level of Significance
Personally prepare food	12	14.63	not sig.
Supervise production area	12	9.14	not sig.
Interpret financial statements	12	16.40	not sig.
Plan budgets	12	12.95	not sig.
Interview employees	12	16.01	not sig.
Discipline employees	12	11.52	not sig.
Estimate food quantities	12	7.90	not sig.
Plan menus	12	11.90	not sig.
Cost menus	12	15.36	not sig.
Compute yields of foodstuffs	12	10.60	not sig.
Specify food to be purchased	12	7.55	not sig.
Operate most food equipment	12	24.66	.02
Resolve customer complaints	12	10.92	not sig.
Give instructions well	12	14.83	not sig.
Take instructions well	12	12.65	not sig.
Resolve employee differences	12	9.57	not sig.

TABLE IX
 LENGTH OF TIME RESPONDENTS HAVE MANAGED PRESENT
 OPERATION IN RELATION TO EXPECTATIONS HELD
 FOR ENTRY LEVEL MANAGERS

Expected Competency	df	χ^2 Value	Level of Significance
Personally prepare food	12	7.45	not sig.
Supervise production area	12	15.20	not sig.
Interpret financial statements	12	14.57	not sig.
Plan budgets	12	14.09	not sig.
Interview employees	12	8.45	not sig.
Discipline employees	12	5.13	not sig.
Estimate food quantities	12	5.47	not sig.
Plan menus	12	16.88	not sig.
Cost menus	12	9.54	not sig.
Compute yields of foodstuffs	12	7.85	not sig.
Specify food to be purchased	12	11.97	not sig.
Operate most food equipment	12	14.66	not sig.
Resolve customer complaints	12	15.05	not sig.
Give instructions well	12	14.62	not sig.
Take instructions well	12	11.45	not sig.
Resolve employee differences	12	10.65	not sig.

Educational Level of Operators in Relation to
Competency Expectations Held for
Entry Level Managers

Table X indicates that three of the sixteen competencies were statistically significant, showing a positive relationship between the educational level of the operators who participated in the study and their job competency expectations for entry level managers ($p=.01$). Restaurant operators who had completed one year of college classified the competency prepare food personally as non-essential to a greater extent than would have been anticipated by chance. However, the majority of the restaurant operators who attained higher levels of education considered the same competency as essential.

The comparison of job competency expectations with education level revealed that restaurant operators who were high school graduates tended not to classify the competency plan budgets at all. This finding was based on a probability of .05.

An examination of the classifications of the job competency give instructions well indicated a significant relationship with educational level of the restaurant operators at the .001 level. Restaurant operators who terminated their education before graduation from high school considered this competency to be desirable but not essential.

Tables VIII, IX and X indicate that the job competency expectations held by restaurant operators for entry level managers are independent of the length of time they have managed their present operations, the length of time the restaurants have been in present locations and the level of education attainment by the operators. Several significant relationships were found in the overall comparisons, but

it is clear that these factors do not account for the variability in the competency expectations of the operators for entry level managers. There is no relationship between each of these variables and the classifications of the job competencies.

TABLE X
EDUCATIONAL LEVEL OF OPERATORS IN RELATION TO
COMPETENCY EXPECTATIONS HELD FOR
ENTRY LEVEL MANAGERS

Expected Competency	df	X ² Value	Level of Significance
Personally prepare food	18	40.81	.01
Supervise production area	18	20.15	not sig.
Interpret financial statements	18	16.70	not sig.
Plan budgets	18	30.07	.05
Interview employees	18	22.82	not sig.
Discipline employees	18	16.02	not sig.
Estimate food quantities	18	16.00	not sig.
Plan menus	18	19.89	not sig.
Cost menus	18	16.75	not sig.
Compute yields of foodstuffs	18	17.02	not sig.
Specify food to be purchased	18	11.56	not sig.
Operate most food equipment	18	14.26	not sig.
Resolve customer complaints	18	20.27	not sig.
Give instructions well	18	44.91	.001
Take instructions well	18	18.45	not sig.
Resolve employee differences	18	18.16	not sig.

CHAPTER V

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

The previous chapter presented the analysis of data collected through a questionnaire mailed to the membership of O.R.A. for the purpose of gaining information about the restaurant industry in the state of Oklahoma. The findings provide information from 23 percent of the membership of that organization. It is virtually impossible to state that these data represent opinion for the entire restaurant field in Oklahoma. The findings from this research, however, hold implications for curriculum development at the School of Hotel and Restaurant Administration at the Oklahoma State University. Data from the study also suggest certain recommendations appropriate for continuing education planning by O.R.A.

This study was concerned with identifying job competency expectations held by restaurant operators for hotel and restaurant graduates at management entry level. This research further sought to find relationships, if any existed, between selected variables and the rankings of the expected job competencies. These purposes were attained by fulfilling the objectives set forth for the study.

Summary of Findings

Expectations held for entry level managers by operators resulted in the list of job competencies being dichotomized. The respondents

listed the job competencies dealing with interpersonal skills more frequently than they listed the competencies dealing with technological skills as being essential. This finding has implications for curriculum development and is discussed further under implications of the study.

Data generated from the questionnaire were analyzed in Chapter IV to ascertain if there were relationships between specific variables and the rankings of the job competency expectations. The researcher concluded that the job competency expectations held by restaurant operators for entry level managers are independent of the length of time respondents had managed their present restaurant, the length of time the restaurants had been in their present locations and the level of education of the respondents.

The respondents identified the subject matter areas of employee training, housekeeping and food purchasing as being most appropriate for continuing education courses to be offered by O.R.A. or the School of Hotel and Restaurant Administration. Seventy-three percent of those returning questionnaires stated that they would probably attend such courses when they became available.

Determination of willingness among restaurant operators to become involved with internship type courses whereby students would actually work in their operations was an objective of this study. The data revealed that 84 percent of those who responded would be willing to be involved in such a process. This finding may be an implication to curriculum developers to design courses which will place students in actual restaurant work as a required part of the degree program.

Implications

Implications for curriculum development in the School of Hotel and Restaurant Administration at the Oklahoma State University were based on the analysis of the data. Sixty-four of the 119 respondents stated that they planned to expand their operations during the next two years; fifty-seven of those who said they planned to expand reported that they also planned to hire additional management personnel during or after their operational expansion. The implication here is that job opportunities will be plentiful for graduates of hotel and restaurant administration programs. Higher education programs in areas which offer ample employment opportunities should be able to justify the costs both for maintenance and expansion of the program.

Mean of the minimum ages selected by the respondents for entry level managers was 21.5 years. This finding is an implication that the restaurant industry in Oklahoma approved of the age group represented by recent graduates of hotel and restaurant baccalaureate programs.

The respondents classed as essential the job competencies having to do with interpersonal skills more frequently than the competencies which were technological (see Table III, page 29). It can be concluded from this finding that some courses need to be added to the curriculum in hotel and restaurant administration. Some courses in the curriculum need to focus on objectives which will prepare students to function more effectively in the areas of employee discipline, customer complaint resolution, giving and taking instructions and in supervising employees in such a way that personality conflicts can be accommodated in the work situation. Learning experiences may be designed into the curriculum which will provide students with minimum and desired levels.

of performance in the areas of interpersonal skills.

The findings from the data suggested that the subject matter areas which were most appropriate for continuing education courses were employee training, housekeeping and food purchasing. The implications in this finding are that the planners who are responsible for conducting such continuing education programs would design courses in these areas.

One finding of particular impact for curriculum development was the willingness of the respondents to become involved in internship type courses whereby students would work in restaurant operations. The implications for educational planning were indicated by the 84 percent of the respondents who stated that they were willing to have students work in their operations as a required portion of the degree program in hotel and restaurant administration.

Relatively few persons who had terminated their education before graduation from high school chose to participate in the study. Thus, the group on which these data were based represented a fairly homogeneous population. Regardless of the backgrounds of restaurant operators, the nature of the industry makes the job competencies expected of entry level managers identifiable. The apparent agreement of responses to the survey items suggested that considerable reliability existed among restaurant operators in terms of their expectations for entry level managers. The data might be different had the sample been more diverse in educational attainment.

Recommendations

From the data generated by this study, the researcher proposes

that:

1. Curriculum requirements be redesigned in the School of Hotel and Restaurant Administration at the Oklahoma State University so that students will be better prepared in interpersonal skills such as how to discipline employees effectively, improved communications skills and how to allow disagreement among employees.

2. Continuing education courses be designed and offered to the membership of the O.R.A. in the areas of employee training, housekeeping and food purchasing.

3. Research be undertaken to ascertain how and to what level each requirement in the curriculum at the School of Hotel and Restaurant Administration contributes to the job competencies expected of the entry level manager.

4. Internship courses be developed by the School of Hotel and Restaurant Administration in cooperation with selected members of the O.R.A. so that students will be required to work in operations as a portion of the degree program.

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APPENDIX A

COVER LETTER

A NON-PROFIT MEMBERSHIP ORGANIZATION INCORPORATED UNDER THE LAWS OF OKLAHOMA
OKLAHOMA RESTAURANT ASSOCIATION
 AN ORGANIZATION MEMBER OF THE NATIONAL RESTAURANT ASSOCIATION
 2207 NORTH BROADWAY . . OKLAHOMA CITY 73103 . . AREA CODE 405, 524-1471



July 16, 1973

MIDSOUTHWEST
 FOOD SERVICE SHOW
 & OKLAHOMA DIETETIC CONVENTION
 APRIL 16, 17, 18, 1974
 OKLAHOMA CITY

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Dear ORA Member:

We need your help in answering some important questions. As you probably know, OSU was among the first to establish a school of Hotel and Restaurant Management. Through the years the ORA has worked with OSU to improve and modernize curriculum. Many times those of you who have employed graduates of OSU have also made suggestions regarding the studies and work requirements of these graduates.

The ORA is presently cooperating with a faculty member at OSU to poll you, the Oklahoma foodservice operator, for your opinions. The results of this poll will be compiled and used in future planning of curriculum and work experience requirements.

I hope you will take a few minutes to complete the enclosed questionnaire and return in the self addressed envelope.

Sincerely yours,

Justin Hill
 Justin Hill
 Executive Vice President

JH/ccl

Enclosures

APPENDIX B

SURVEY INSTRUMENT



The Oklahoma Restaurant Association

and

The School of Hotel and Restaurant Administration

Oklahoma State University

SURVEY OF RESTAURANT OPERATORS IN OKLAHOMA

SURVEY OF RESTAURANT OPERATORS IN OKLAHOMA

DIRECTIONS: Please answer each item as you think it applies to you either with a check (X) in the appropriate blank or as otherwise indicated.

1. How long has your restaurant establishment been in its present location?

<input type="checkbox"/> less than 1 year	<input type="checkbox"/> 7-9 years
<input type="checkbox"/> 1-3 years	<input type="checkbox"/> over 10 years
<input type="checkbox"/> 4-6 years	

2. How long have you been managing this operation?

<input type="checkbox"/> less than 1 year	<input type="checkbox"/> 7-9 years
<input type="checkbox"/> 1-3 years	<input type="checkbox"/> over 10 years
<input type="checkbox"/> 4-6 years	

3. a. How many employees do you presently have? _____
 b. How many are supervisors? _____
 c. How many are managers or assistant managers? _____

4. Do the people you hire usually have previous food service experience?
 Yes No

5. Do the people you hire usually have food service training?
 Yes No

6. Where do the majority get their food service training? _____

7. Have you ever hired any management personnel?
 Yes No

8. What source do you believe provides you with your best Management personnel?
 Personal referral (One operator to another)
 Public employment office
 Private employment office or agency
 Unsolicited application
 Newspaper advertising
 Employee recommendations
 Trade magazines
 Promotion of non-supervisory employees
 High school referrals
 Vocational or Trade school referrals
 Community colleges
 Colleges and universities
 Any other source, specify _____

9. What age person do you prefer to employ and what is the minimum age you would consider?

	Preferred age	Minimum age
Management or supervisory	_____	_____
Non-supervisory	_____	_____

10. Do you plan to enlarge or start a new operation in the next 2 years?
 Yes No
 If yes, how many employees do you anticipate hiring for the expansion? _____
 How many of the new hires would be management personnel? _____

11. If you were going to hire a graduate from a school of hotel and restaurant administration, which of the following job competencies would you consider to be ESSENTIAL, which to be DESIRABLE BUT NOT ESSENTIAL and which to be NON-ESSENTIAL for a management entry level position in your establishment?
(Mark an (X) in the column category you select.)

HOTEL & RESTAURANT GRADUATE SHOULD BE ABLE TO:	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	NON ESSENTIAL
PERSONALLY PREPARE FOOD	_____	_____	_____
SUPERVISE THE PRODUCTION AREA, NOT NECESSARILY INVOLVED WITH PREPARATION PERSONALY	_____	_____	_____
INTERPRET FINANCIAL STATEMENTS	_____	_____	_____
PLAN BUDGETS	_____	_____	_____
INTERVIEW EMPLOYEES FOR HIRE	_____	_____	_____
DISCIPLINE EMPLOYEES	_____	_____	_____
ESTIMATE FOOD QUANTITIES TO BE PURCHASED	_____	_____	_____
PLAN MENUS	_____	_____	_____
COST MENUS	_____	_____	_____
COMPUTE YIELDS OF FOODSTUFFS	_____	_____	_____
SPECIFY FOODS TO BE PURCHASED	_____	_____	_____
OPERATE MOST FOOD EQUIPMENT	_____	_____	_____
RESOLVE CUSTOMER COMPLAINTS IN A SATISFACTORY MANNER	_____	_____	_____
GIVE INSTRUCTIONS WELL	_____	_____	_____
TAKE INSTRUCTIONS WELL	_____	_____	_____
RESOLVE EMPLOYEE DIFFERENCES	_____	_____	_____
ANY OTHER ABILITY OR SKILL: Please specify,	_____	_____	_____

12. Would you be willing to become involved with a co-ordinated education process whereby hotel and restaurant students would work in your operation as part of their learning experiences?

_____ Yes _____ No

13. If you answered yes in question No. 12, would you be willing to pay for the assistance of a student while he worked in your operation?

_____ Yes _____ No

14. If a student worked in your operation on an internship type basis, would you be able to devote one hour per week to his guidance and conference period?

_____ Yes _____ No

15. Which three of the following areas are of the greatest concern to you personally in your management efforts? (Mark three blanks with an (X) which you consider take the greatest amount of your work time.)

Housekeeping
 Accounting, bookkeeping
 Employee hiring
 Employee training
 Food purchasing
 Equipment purchasing
 Building renovation or maintenance
 Catering problems (banquets)
 Management principles (theory)

Would you be interested in continuing education, vocational education or Oklahoma Restaurant Association short courses in the subject areas listed in question No. 15?

Yes

No

17. If you were interested in attending courses, how would you prefer they be scheduled?

8 hours (morning and afternoon of one day)

12 hours (morning and afternoon of one day plus a morning or afternoon of another day)

15 hours (two complete days)

20-24 hours (three complete days)

15 hours (approximately 3 hours for 5 different meetings)

20-24 hours (approximately 3 hours for 7 or 8 meetings)

18. Indicate the level of education you have completed. (Circle your response.)

School 1 2 3 4 5 6 7 8 9 10 11 12

College 1 2 3 4

Any other type training? (Please specify)

THANK YOU FOR TAKING THE TIME FOR THIS
QUESTIONNAIRE

APPENDIX C

DEFINITIONS OF JOB COMPETENCY EXPECTATIONS

DEFINITIONS OF JOB COMPETENCY EXPECTATIONS

The researcher defines as follows the job competencies which restaurant operators expect hotel and restaurant graduates to be able to perform when they begin employment in the hospitality field.

Personally Prepare Food: The skills involved with actually doing the labor in the process of cooking specific menu items for sale in public eating establishments.

Supervise the Production Area: The management skills involved in supervising the preparation process with the labor and tasks being performed by others; involves knowledge about preparation technique and food quality but not the skill in actually cooking foods.

Interpret Financial Statements: The skills involved in the management use of sales records; includes ability to forecast future trends from past experiences; involves ability to manipulate various segments of an enterprise in order to maintain adequate financial stability; includes abilities of analysis of an operation and judgments as to which steps are deemed necessary to bring about change.

Plan Budgets: The management skills involved in working out financial plans for an operation; predict future revenues from past experiences; includes the ability to make judgements concerning large areas of financial management.

Interview Employees for Hire: The skills involved in knowing what characteristics are desirable in potential employees; includes

sufficient interpersonal skills to make an interviewee comfortable in the process of ascertaining facts about his background; involves the ability to make judgments about character and predict performance.

Discipline Employees: The skills involved in the supervision of subordinates whereby unacceptable performance on the job is verbalized by the superior to the subordinate in such a way as to create improved performance or changed behaviors.

Estimate Food Quantities: The skills involved in forecasting volumes of food required to meet specific operational needs in a restaurant; includes both knowledge of food yields and the ability to forecast losses based on food quality at the point of preparation.

Plan Menus: The ability to compose specific combinations of foods for certain food functions be they single meals or extended time periods as in menu cycles.

Specify Food To Be Purchased: The skills involved in writing or verbalizing particular characteristics of food products needed by an operation; includes knowledge and judgment as to grades, quantities and varieties.

Operate Most Food Equipment: The skills included in actual, physical use of equipment in a food operation both of the manually powered and electrically powered types; involves the abilities to communicate the use of such equipment by personnel whose jobs include use of the equipment.

Resolve Customer Complaints: The interpersonal skills involved in working out alternatives and making substitutions for a customer who is displeased by a specific food or service factor in an

operation.

Give Instructions Well: The verbal skills involved with communications to subordinates and superiors in a chain of command; the specific skills of making certain that communication has taken place.

Take Instructions Well: The interpersonal skills involved in hearing what is communicated and complying as nearly as possible according to personal capabilities.

Resolve Employee Differences: The interpersonal skills involved in creating an atmosphere which allows disagreement but not open hostilities among a group of employees.

APPENDIX D

BACKGROUND DATA FROM THE SURVEY

BACKGROUND DATA FROM THE SURVEY

The data presented in this appendix were not included in Chapter IV because they did not contribute directly to the attainment of the objectives of the study. This procedure did not lessen the significance of these findings, but it required that they be shown as background information gained through the survey which was important for the curriculum implications and recommendations.

Number of Employees

Respondents were requested to show the number of persons employed in their operations; the number of supervisors they employ and the number of managers or assistant managers on the payroll. Data concerning the number of hourly paid employees in the respondents' operations appears in Table XI.

TABLE XI
NUMBER OF PERSONNEL EMPLOYED BY RESPONDENTS

Number of Employees	Number	Percent
0-9	10	8
10-20	27	23
20-30	35	29
30-40	16	13
40-50	7	7
50-100	9	8
Over 100	<u>14</u>	<u>12</u>
Totals	118	100

Number of Supervisors Employed by Respondents

Concerning the number of supervisors employed, one return listed 50. Eighteen returns reported none (9), which is 15 percent of the operations which replied. Those 18 operations had no supervisors other than the manager who completed the questionnaire. Twenty-two restaurants, 18 percent, had only one supervisors which 35, 29 percent, had two supervisors employed. Thirteen operations had three supervisors; 10 reported four in the supervisory category; four operations listed five as the number of supervisors employed.

Number of Managers or Assistant Managers

Employed by Respondents

There were 16 operations which reported having no manager. These respondents were owners who did not classify themselves as managers for purposes of the questionnaire. Thirty-nine of the respondents reported that they employ only one manager or assistant manager. Thirty-six operations showed that they employ two managers or assistants while 11 reported three personnel in the management category. Only one of the respondents reported employing four persons in this group. Four of the 119 operations responding listed five management personnel on their payrolls. Only 12 respondents said that their operations employed more than six persons in management. Distribution by number of responses and by percent is shown in Table XII.

TABLE XII
 NUMBER OF MANAGERS OR ASSISTANT MANAGERS
 EMPLOYED BY RESPONDENTS

Number of Management Personnel	Number	Percent
0	16	14
1	39	33
2	36	30
3	11	9
4	1	> 1
5	4	3
Over 6	<u>12</u>	<u>10</u>
Totals	<u>119</u>	<u>100</u>

Previous Food Service Experience

Five percent of the respondents failed to reply to the question concerning experience background of the persons they hired. Over half, 52 percent, of those who responded to this item in the survey, stated that they hired employees who had previous food service experience. Forty-three percent of the respondents said they hired employees who had no previous food service experience.

Previous Food Service Training

Eighty-seven percent of those responding to the questionnaire said that they hired personnel who had had no food service training. Nearly 12 percent replied that they hired persons with previous food service training.

Training Source

Twenty-three percent of the replies did not identify where employees gained their training before employment. However, 84 of the 119 operations which responded related that their employees were trained on-the-job. Four percent of the replies said that their employees gained training in other operations prior to being hired. Three of the respondents listed vocational schools or the military branches as the sources of their employees' training.

Employment of Managers

Of the 119 surveys returned, 59 percent claimed to have hired a manager at some time while 39 percent said they had never had that experience. Two percent of the returned questionnaires did not specify if the respondents had ever hired a manager.

Best Source for Management Personnel

Eighteen percent of the respondents did not identify what source they considered to be best for supplying management personnel. Twenty-two percent replied that personal referral from other restaurant operators was their best source for managers. Promotion of non-supervisory employees was listed as the best source for management personnel by 23 percent of those replying. Distribution of the number of respondents who selected each category as the best source for supplying management personnel is shown in Table XIII, by rank.

TABLE XIII
BEST SOURCE FOR MANAGEMENT PERSONNEL
IN RANK ORDER

Source	Number
Promotion of non-supervisory employees	27
Personal referral (from other operators)	26
Unsolicited application	11
Employee recommendations	8
Newspaper advertising	8
Private employment office	7
Community colleges	6
Vocational or trade school referral	2
Other source	2
Trade magazines	0
High school referrals	0
No response	<u>21</u>
Total	119

Preferred Ages for Hiring New Employees

The respondents selected a range of ages from 18 to 52 years as the age they most preferred for hiring management personnel. The mean age was 30 years preferred for management "hires." The minimum age for a manager to be hired by the respondents ranged from 16 years to 35 years with a mean age of 21.5 years. For non-supervisory personnel those replying to the questionnaire selected the preferred age range from 16 to 55 years with a mean age of 25 years. The minimum age considered for hiring non-supervisory employees was a range from 14 years to 40 years with a mean of 17.5 years of age.

Enlargement of Operations

Two of the returns failed to list a response as to whether they planned an enlargement during the next two years. Sixty-four of the respondents replied that they did intend to expand. Fifty-three respondents stated that they did not plan to enlarge during the next two years. Of the 64 who said that they planned to expand their operations, 61 planned to hire additional employees. The anticipated number of new employees ranged from one up to 400 with 20 new personnel as the mean. Of the 64 respondents who stated they would expand, 57 planned to hire additional management personnel. Twenty-five of those intend to hire at least two new managers after or during the expansion of their operations.

Appendix Summary

The data presented in this appendix were interpreted by the researcher in Chapter V. Findings from the data in this appendix were important in the summary of findings and implications sections of Chapter V, pages 39-42.

VITA 7

Clifford Owen Morris

Candidate for the Degree of

Master of Science

Thesis: JOB COMPETENCIES EXPECTED OF HOTEL AND RESTAURANT ADMINISTRATION GRADUATES WITH IMPLICATIONS FOR CURRICULUM DEVELOPMENT

Major Field: Food, Nutrition and Institution Administration

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Education: Graduated from University of Oklahoma in 1955, with a Bachelor of Arts degree; received the Bachelor of Science degree from Oklahoma State University in 1960, with a major in Hotel and Restaurant Administration; completed the requirements for the Master of Science degree at Oklahoma State University in December, 1973, with a major in Food, Nutrition and Institution Administration.

Professional Experience: Social studies teacher in Liberal Junior High School, Liberal, Kansas, 1955-1956; Assistant Manager, Tiffin Inn and Fountain Inn for John R. Thompson, Co., Denver, Colorado, 1960-1961; Night Manager, Key Bridge Marriott Motor Hotel Fairfield Inn Restaurant, 1962-1963; Washburn University, Topeka, Kansas, Director of Food Services, 1963-1968; Louisiana State University, Baton Rouge, Residence Hall Cafeteria Manager, 1968-1971; Instructor, Hotel and Restaurant Administration, Oklahoma State University, 1971-1973.

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